ASSOCIATION CANADIENNE DE LINGUISTIQUE APPLIQUÉE
CANADIAN ASSOCIATION OF APPLIED LINGUISTICS

ACLA / CAAL

**Program of the Annual Conference
In conjunction with the
Congress of the Humanities and Social Sciences
May 30-31 & June 1, 2016**

**Programme du congrès annuel
dans le cadre du
Congrès des sciences humaines
30 et 31 mai & 1er juin 2016**

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Local Arrangements Coordinator / Coordonnatrice locale

Sylvie Roy, University of Calgary

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Welcome message / Mot de bienvenue

Mela Sarkar, McGill University, & Andrea Sterzuk, University of Regina

Dear conference participants,

Welcome to the annual conference of the *Association canadienne le linguistique appliquée* / Canadian Association of Applied Linguistics, from your conference co-chairs, ACLA outgoing president Mela Sarkar and vice-president, incoming president this year, Andrea Sterzuk. We thank the organizers of Congress for all their hard work over the past year, and are especially grateful to local chair Sylvie Roy and her team of volunteers for taking such good care of arrangements here at the University of Calgary. We also thank our sponsors, abstract reviewers and volunteers, listed elsewhere in the program, and hope we haven't left anybody out by mistake! We're delighted to be here with all of you.

This year we are proud to be able to offer our members an exciting and jam-packed program over two and a half days, including 94 individual papers, three keynote speakers, three symposia and a special joint event co-hosted by our colleagues at the Canadian Linguistics Association and SSHRC. For details of all these events, we encourage you to consult your conference program; please keep checking the online program as well as your printed program, as we will be updating the online version regularly. Please also make sure to attend our annual general meeting on Tuesday morning, and of course to read through the agenda (it's in your program) beforehand. We are especially pleased by the number of younger scholars present at this year's conference, including many graduate students; you are ACLA of the future! We look forward to seeing *all* of you at the AGM, since, in addition to a number of other items, we will be voting on a motion to support future ACLA activities in line with the Calls to Action of the Truth and Reconciliation Commission, as these relate to maintaining and revitalizing Indigenous languages. Please see the conference program for details. This motion is in keeping with one of the important themes at Congress this year, "Reconciliation and the Academy", as is our joint session with the Canadian Linguistic Association on Monday evening on "Indigenous Languages and Reconciliation." We hope to see many of you there. Since the report of the TRC was made public just after *last* year's Congress, we feel that it is entirely appropriate that we are holding this special event, and voting on a closely related motion for our Constitution, at *this* year's conference. It is also appropriate and extremely important for us to acknowledge publicly that this conference is being held on Treaty 7 territory, the traditional lands of the Blackfoot, Sioux and Cree peoples. We hope that they will feel, as we do, that the work going forward on reconciliation is finally starting to look encouraging. Both of us have been working with Indigenous Canadians around issues of language for many years, so it is particularly heartwarming for us to be able to be conference co-chairs together on the occasion of Indigenous languages and their speakers being recognized in a special way by our association as being the unique and irreplaceable resources they are, for applied linguists and for all Canadians.

Chers congressistes, chères congressistes,

Bienvenue au congrès annuel de *l'Association canadienne de la linguistique appliquée/ Canadian Association of Applied Linguistics*, de la part des coprésidentes du congrès, la présidente sortante, Mela Sarkar et la vice-présidente et présidente entrante, Andrea Sterzuk. Nous désirons remercier les organisateurs et les organisatrices du Congrès pour leur travail acharné pendant la dernière année. Nous sommes particulièrement reconnaissantes envers Sylvie Roy, la présidente locale, et son équipe de bénévoles pour avoir effectué avec soin les différents arrangements, ici, à l'Université de Calgary. Nous désirons aussi remercier nos commanditaires, nos évaluateurs et nos volontaires, mentionnés ailleurs dans le programme, et nous espérons n'avoir oublié personne par erreur! Nous sommes ravies d'être ici avec vous tous et vous toutes.

Cette année, nous sommes heureuses d'être en mesure de vous offrir un programme excitant et bien rempli pendant deux jours et demi, incluant 94 communications individuelles, trois conférenciers principaux, trois colloques et un évènement spécial conjoint, coorganisé par l'Association canadienne de linguistique et le CRSH. Pour plus de détails concernant tous ces évènements, veuillez consulter le programme de la conférence. S'il vous plait, veuillez consulter le programme en ligne en plus de votre programme imprimé, car nous continuons à mettre à jour la version en ligne régulièrement. De plus, assurez-vous, s'il vous plaît, d'assister à l'assemblée générale annuelle mardi matin et, bien sûr, de lire l'ordre du jour dans votre programme auparavant. Nous sommes particulièrement heureuses du nombre de jeunes chercheuses et chercheurs au congrès de cette année, incluant plusieurs étudiantes et étudiants des études supérieures. Vous êtes l'avenir de l'ACLA! Nous vous attendons *toutes* et *tous* à l'AGA, puisque, en plus de plusieurs autres points à l'ordre du jour, vous voterez sur une motion pour soutenir les activités futures de l'ACLA en lien avec les appels à l'action de la Commission sur la vérité et la réconciliation (CVR). Ceux-ci sont liés au maintien et à la revitalisation des langues autochtones. Veuillez consulter le programme du congrès pour de plus amples détails. Cette motion est en harmonie avec l'un des thèmes importants du Congrès cette année, « Réconciliation et l'académie », ainsi que la séance conjointe avec l'ACL sur « Les langues autochtones et la réconciliation » de lundi soir. Nous espérons que plusieurs d'entre vous y participeront. À cause de la publication du rapport du CVR, juste *après* le Congrès de l'année dernière, nous pensons qu'il est tout à fait approprié de tenir cet évènement spécial et de voter sur une motion qui y est étroitement liée pour notre Constitution au congrès de *cette* année. Il est aussi approprié et extrêmement important pour nous de souligner publiquement que ce congrès a lieu sur le territoire du traité 7, les terres traditionnelles des Pieds noirs, des Sioux et des Cris. Nous espérons qu'ils ressentiront, comme nous, que les travaux prévus sur la réconciliation commencent à sembler encourageants. Toutes les deux avons travaillé avec les Canadiens autochtones depuis plusieurs années à plusieurs enjeux liés à la langue. Ainsi, il nous fait particulièrement chaud au cœur d'être coprésidentes ensemble alors que les langues autochtones et leurs locuteurs sont reconnus de façon spéciale par notre association comme étant des ressources uniques et irremplaçables pour les linguistes appliqués et pour tous les Canadiens.
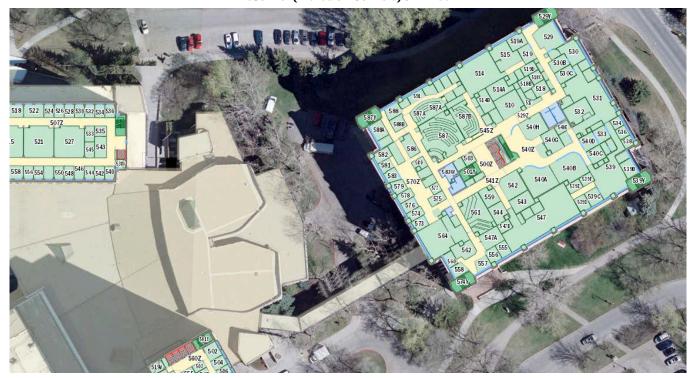
SCIENCE COMPLEX — UNIVERSITY OF CALGARY

(NOTE SCIENCE B BUILDING, LEFT; LOCATION OF ASSEMBLÉE GÉNÉRALE ANNUELLE DE L'ACLA / CAAL ANNUAL GENERAL ASSEMBLY)

SCIENCE THEATRES & CONNECTING HALLWAY TO BIOSCIENCE (BIOLOGICAL SCIENCES) 1ST FLOOR

BioScience (Biological Sciences) 5th Floor

Social Sciences 2nd Floor

About the University of Calgary

The University of Calgary is a leading Canadian university located in the nation's most enterprising city. The university has a clear strategic direction to become one of Canada's top five research universities, where research and innovative teaching go hand in hand, and where it fully engages the communities it both serves and leads. This strategy is called *Eyes High*, inspired by the university's Gaelic motto, which translates as 'I will lift up my eyes.' For more information, visit www.ucalgary.ca.

À propos de la University of Calgary

La University of Calgary est une université canadienne réputée située dans la métropole la plus entrepreneuriale du pays. Poursuivant une orientation stratégique claire, l'institution aspire à devenir l'une des cinq universités chefs de file en matière de recherche au Canada, où l'innovation et l'enseignement de pointe vont de pair et où les collectivités sont associées à part entière à sa mission de responsabilité et de service. Cette stratégie résumée par la devise *Eyes High* que l'on pourrait traduire par « Je lèverai les yeux » s'inspire de la maxime gaélique de l'Université. Pour plus de renseignements, visitez www.ucalgary.ca.

About the Congress of the Humanities and Social Sciences

Organized by the Federation for the Humanities and Social Sciences, Congress is the largest interdisciplinary conference in Canada, and one of the largest in the world. Now in its 85th year, Congress brings together approximately 70 academic associations that represent a rich spectrum of disciplines in the humanities and social sciences, including literature, history, theatre, film studies, education, music, sociology, geography, social work and many others. Congress 2016 is hosted by the University of Calgary. For more information, visit www.congress2016.ca.

À propos du Congrès des sciences humaines

Organisé par la Fédération des sciences humaines, le Congrès est la plus vaste conférence interdisciplinaire au Canada et une des plus importantes dans le monde. Parvenu à sa 85e année, le Congrès réunit environ 70 associations universitaires qui représentent un vaste éventail de disciplines dans le domaine des sciences humaines, y compris la littérature, l'histoire, l'art dramatique, les études cinématographiques, les sciences de l'éducation, la musique, la sociologie, la géographie, le travail social et beaucoup d'autres champs de recherche. Le Congrès 2016 est accueilli par la University of Calgary. Pour de plus amples renseignements, allez à www.congres2016.ca.

congress 2016 energizing communities
OF THE HUMANITIES AND SOCIAL SCIENCES

congrès 2016 l'énergie des communautés
DES SCIENCES HUMAINES

FEDERATION FOR THE HUMANITIES AND SOCIAL SCIENCES
FÉDÉRATION DES SCIENCES HUMAINES
75

UNIVERSITY OF CALGARY

LEGEND | LÉGENDE

- **Congress Hub | Carrefour du Congrès** (Jack Simpson Gym)
  - Registration | inscriptions
  - Expo
  - Information Centre | Centre d'information
- **Big Thinking lecture series** Série de causeries Voir grand
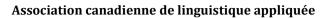- **President's receptions** Réceptions du recteur
- **Residences for attendees** Résidences pour congressistes
  - *Check in desk | Guichet d'enregistrement
- **Information Kiosk** Kiosque d'information
- **Food services** Services de restauration
- **Social Zone | Zone d'activités** (Den/Black Lounge)
- **Campus entrance** Entrée du campus
- **Day Lot parking** Stationnement à la journée
- **Hourly Lot parking** Stationnement à l'heure
- **Calgary Transit stops** Arrêts de Calgary Transit
- **Hotel shuttle stop** Arrêt des navettes d'hôtels
- **Campus shuttle** Navette du campus
- **Mobility drop-off points** Points de débarquement accessible

Map labels

Lot 22, Lot 14, EEEL, Earth Sciences, ICT, Trailer B, Mathematical Sciences, Biological Sciences, CTrain University Station, Lot 19, Science Theatres, Science B, Science A, Social Sciences, Lot 10, Lot 11, Lot 12, Taylor Institute, Lot 65, Lot 13, MacEwan Hall, MacKimmie Block, Administration, Kinesiology B, MacKimmie Library Provade, TFDL, Professional Faculties, Scurfield Hall, Lot 9, Kinesiology A, Murray Fraser Hall, Education Tower, Education Classroom Block, Trailer A, Lot 32, Field 1, Craigie Hall, F, G, C, E, D, Lot 1, Rozsa Centre, Reeve Theatre, *Hotel Alma & International House, Lot 4, Lot 3, Field 2, Dining Centre, Art Building, Field 6, *Yamnuska Hall, Kananaskis Hall, Rundle Hall, Aurora Hall, Field 4, Lot 8, Foothills Stadium, Lot 49, Arts

Foothills Stadium →

Canadian Association of Applied Linguistics   **Association canadienne de linguistique appliquée**

Congrès 2016 Conference

8:15 - 9:45	Welcome and French Keynote / Mot de bienvenue et session plenière (français) **L'aspect évolutif de la littératie : quel rôle les langues peuvent-elles jouer dans les classes regulières?** **Rahat Naqvi, University of Calgary** Room: **Science Theatres 140**				
9:45 - 10:00	Break/Pause: Biological Sciences 140-Z				
Room/Salle	**Biological Sciences 542**	**Biological Sciences 587**	**Social Sciences 202**	**Social Sciences 315**	**Biological Sciences 561**
Chair /Président(e)	*Eva Kartchava*	*Yue Peng*	*Ricardo Arisnabaretta*	*Lace Marie Brogden*	*Tom Ricento (Symposium chair)*
Session themes/ Thèmes des sessions	*Digital Technology & Language Learning / Technologie numérique et apprentissage des langues*	*Assessment / Évaluation*	*Phonology & Pronunciation / Phonologie et prononciation*	*Second language literacy / Littéracie en langue seconde*	*Symposium*
10:00 - 10:30	**Cardoso** Evaluating text-to-speech synthesis as a tool to enhance the foreign language classroom	**Douglas** Lexical frequency profiling: Exploring validity in standardized English language testing	**Bergeron / Trofimovich** Accent & comprehensibility in L2 French: Which linguistic dimensions matter?	**LeBouthillier / Kristmanson** A sociocognitive and sociocultural model of interventions for literacy instruction	*Symposium* The effects of official bilingualism and Canadian multiculturalism on immigrants in Canada
10:35 - 11:05	**Ramezanali** Effectiveness of multimedia glossing and long-term word retention: A mixed methods research	**Wang / Cheng** Does Test Preparation Enhance Test Performance and English Language Proficiency?	**Foote** This is why I can't understand you: Listener explanations for comprehensibility ratings	**McDonough / Crawford** Comparing Thai university students' collaborative and individual writing	**Organizer:** **Tom Ricento** (University of Calgary)
11:10 - 11:40	**Wong** Rap battles and Youtube: Exploring the literacy practices within a technology-enhanced classroom	**Riazi** Comparing writing performance in TOEFL-iBT and academic assignments: An exploration of textual features	**Appel / Trofimovich / Saito / Webb / Isaacs** Comprehensibility and nativelikeness from the perspective of naïve L1 English raters	**Watanabe** Talking to self while writing: University English learners' processes and reflections	**Presenters:** Jeffrey Bale Darryl Leroux
11:45 - 12:15		**Sultana** Washback effect of the English secondary public examination in Bangladesh	**Nikouee / Ranta** Pronunciation coverage in teaching methods textbooks: Is it adequate to stop intuitive teaching?	**Stille / Jang / Vincett / Park / Sinclair** Supporting English language learners to engage with persistent literacy challenges	Eve Haque Amal Madibbo
12:15 -13:15	**Lunch on your own – Dîner libre**				

Room/Salle	Biological Sciences 542	Biological Sciences 587	Social Sciences 202	Social Sciences 315	Social Sciences 729	Social Sciences 921	Biological Sciences 561
Chair/ Président(e)	*Andrea Sterzuk*	*Majid Nikouee*	*Mela Sarkar*	*Krystyna Baranowski*	*Walcir Cardoso*	*Subrata Bhowmik*	*Beverly Baker (Symposium chair)*
Session themes/ Thèmes des sessions	*Constructing Identities / Construction des identités*	*Learner Errors, Self-Repair and Feedback / Erreurs des apprenants, autocorrection et rétroaction*	*Multilingualism / Plurlinguisme*	*Français langue seconde / French as a second language*	*Vocabulary / Vocabulaire*	*Language Teacher Development & Education / Formation des enseignants de langue et éducation*	*Invited symposium*
13:15 - 13:45	**Arisnabarreta** Beyond the classroom: When linguistic othering, native-speakerism & racism impact student experiences	**Zuniga / Simard** What self-initiated self-repairs tell us about attention and L2 speech production	**Marshall / Moore/ Spracklin** Understanding plurilingualism and plurilingual competence amid the multitude of lingualisms	**Cammarata / Cavanagh** Immersion teacher educators' understanding of the nature and role of integrated content and language	**Noreillie / Kestemont / Peters / Desmet / Heylen** L2 vocabulary size and L2 listening comprehension at the B1 CEFR-level in French and English		*Invited Joint Symposium with the Canadian Association for Language Assessment (CALA) / Symposium conjoint avec conférenciers invites de l'Association canadienne pour l'évaluation des langues (ACEL)*
13:50 -14:20	**Becker-Zayas** The discursive construction of heritage language learners in interviews with Spanish teachers	**Kennedy** Do they know what went wrong? English lingua franca users analyse difficulties in understanding	**Moore / Sabatier** Ouvrages plurilingues, pratiques translangagières et apprentissages linguistiques et disciplinaires	**Rehner** The CEFR and Ontario's FSL learners: Strengthening proficiency and confidence	**Martin** Frequency of use vs. accuracy in second language writing development	**Chambers / Roessingh** Promises and perils of distance learning: The case of an online MEd program	Assessment in support of learning in the language classroom: Theory, research, and practice
14:25 - 14:55	**Brisson** Répertoire plurilingue et positionnements identitaires	**Kartchava** Does instructional setting affect the noticeability of corrective feedback?	**Li / Marshall** Engaging with static and dynamic imagery: A tool for teaching and learning about multilingualism	**Simard / Zuniga** Production orale en français L2: Profils de locuteurs sur la base de caractéristiques individuelles	**Cai / Song** Investigating the relationships between lexical competence and listening proficiency	**Abbott / Rossiter / Lee** Professional TESL reading groups: Benefits, challenges, and teacher engagement	**Organizer:** **Beverly Baker** (University of Ottawa)
15:00 - 15:30	**Riches/ Godfrey-Smith / Houde** "I've been there and I know their struggle": Investigating identity in TESL/TFSL preservice teachers	**Ammar / Lamarre / Daigle / St-Georges** Written corrective feedback and student revision: Effects of error type and learner proficiency level	**Sabatier / Dezutter** Rapport(s) à l'écrit, images de scripteurs et compétences plurilittératiées	**Malone** The macro-syntax of sociopragmatic repertoire in advanced L2 French personal narratives	**Bourassa** Les rôles complémentaires de la L1 et de la L2 dans l'acquisition du vocabulaire chez les jeunes apprenants	**Arnott / Brogden / Faez / Peguret / Piccardo / Rehner / Taylor / Wernicke** The CEFR in Canada and its implications for research	**Speakers:** Zhi Li & Alex Volkov Khaled Barkaoui & Antonella Valeo Paula Kristmanson, Chantal Lafargue & Josée Le Bouthillier Renée Bourgoin & Joseph Dicks Discussant: Carol Chapelle

15:30 - 15:45	**Break/Pause**: Biological Sciences 140-Z						
15:45 - 16:15	**Ma / Wu** "I'm a visitor not a scholar": Visiting scholars' learning experience in a western Canadian university	**Ranta / Lee** Self-repairs as a window onto the development of "fluent accuracy"	**Galante** An exploration of plurilingualism in language learning: Bridging the gap between theory and practice	**Duchemin** Quelles représentations de la variation linguistique en français dans les manuels scolaires?	**McGarrell** Lexical bundle use in native and non-native English graduate writing	**Lyster / Shahsavar-Arshad** Learning to integrate language and content through a professional development partnership	**Annual General Meeting of the Canadian Association of Language Assessment** **Assemblée générale annuelle de l'Association canadienne pour l'évaluation des langues**
16:20-16 :50	**Ahn / Murphey** The question of name and immigrant identity		**Godfrey-Smith** "Pardon my French": A case study of non-classroom language anxiety in Montreal	**Gagnon / Beaulieu /French** l'veulent-tu parler comme nous autres?	**Pinchbeck** Inferencing lexical scales for monolinguals and bilinguals from vocabulary use in learner corpora	**Bonn** Structural and linguistic features of teacher personal narratives	
17:00 – 19:00	**University of Calgary President's Reception / Réception du Recteur de l'Université de Calgary : EEEL (Energy, Environment, Experiential Learning) Building**						
18:15 – 21:00	**Joint panel session with Canadian Linguistic Association (CLA) and SSHRC on the language-related Calls to Action in the Report of the Truth and Reconciliation Commission** **Séance conjointe avec l'Association canadienne de linguistique (ACL) et le CRSH sur les appels à l'action (pertinentes au langage) dans le Rapport de la Commission de vérité et réconciliation du Canada** **"Indigenous Languages and Reconciliation / Langues autochtones et réconciliation":** **How can applied linguists, linguists, Indigenous colleagues, SSHRC, and Canada's post-secondary institutions work together to address the Truth and Reconciliation Commission's language-related calls to action?** Science Theatres 127						

9:00 - 10:30	**Assemblée générale annuelle de l'ACLA (voir ordre du jour provisoire ci-bas) / CAAL Annual General Assembly (see end of schedule for proposed agenda)** **Réservée aux membres/For members only** Science B-103
10:30-11:45	**English Keynote / Session plénière (anglais)** **Toward critical anti-racist inquiry in language studies** **Ryuko Kubota, University of British Columbia** Science B-103

11:45-12 :45	CAAL/*Canadian Journal of Applied Linguistics* **panel on journal publishing – Lunch will be provided** Séance de l'ACLA/*Revue canadienne de linguistique appliquée* **sur la publication dans une revue – Le dîner est offert** **Joint panel with the** *Canadian Modern Language Review* **and the** *TESL Canada Journal /* Séance conjointe avec la *Revue canadienne des langues vivantes* et la *Revue TESL du Canada* Biological Sciences 561

Room/Salle	Biological Sciences 542	Biological Sciences 587	Social Sciences 202	Social Sciences 315	Social Sciences 729	Social Sciences 921
Chair / Président(e)	*Meike Wernicke*	*Paula Kristmanson*	*Leila Ranta*	*Roy Lyster*	*Annie Bergeron*	*Jun Ma*
Session themes/ Thèmes des sessions	*Indigenous Language Revitalization / Revitalisation des langues autochtones*	*Second Language Reading / Lecture en langues secondes*	*Teaching & Learning Grammar / Enseignement et apprentissage de la grammaire*	*Français langue seconde / French as a second language*	*Language & Power / Langue et pouvoir*	*Adult Language Learners / Apprenants de langue adulte*
12:50 13:20	**Sarkar / Metallic / Lavoie / Passi** Ten years of teaching Mi'gmaq L2 in Listuguj First Nation: a retrospective and a look ahead	**Shehata** Reading in Arabic by native English speakers: Short vowels and context effects	**Lam** Learning the multiple meanings of the preposition "a" in L2 Spanish	**Chapelle** Canadian and Québec images in French language textbooks in the US	**Armstrong** "Behind the bar, it's different": Discourse and social practices in bars	**Wu / Guo** Adult beginning learners' engagement in learning Chinese (Mandarin) as an additional language
13:25 13:55	**Patrick** Redressing language policy for First Nations, Inuit, and Métis in Canada	**Filipek / Blair / Fu / Wang / Lin** Understanding Chinese-English bilingual readers through miscue analysis	**Mueller** Exploring a pedagogical option for teaching explicit grammar in French immersion	**Culligan / Dicks** French immersion students' linguistic and mathematical resources for problem solving	**Vo** Sociocultural and ecological factors influencing the acquisition of English of Khmer students in Vietnam	**Weinberg / Simonet / Seror** Attrition and retention factors in French immersion studies at the University of Ottawa

14:00 15:30	Joint Plenary with the Canadian University Teachers of German / Session plénière conjointe avec l'Association des professeurs d'allemand des universités canadiennes: **Political Economy for Language Teaching** **David Block, ICREA/University of Lleida (Spain)** **Administration 142**
15:30 15:45	**Break/Pause**: Biological Sciences 140-Z

Room/Salle	Biological Sciences 542	Biological Sciences 587	Social Sciences 202	Social Sciences 315	Social Sciences 729	Social Sciences 921
Chair/ Président(e)	*Heather Blair*	*Asmaa Shehata*	*Sara Kennedy*	*Roy Lyster*	*Annie Bergeron*	*Jun Ma*
Session themes/ Thèmes des sessions	*EAP / Anglais à des fins académiques*	*Metalinguistic & Metacognitive Dimensions / Dimensions métalinguistiques et métacognitives*	*Communicative Language Teaching / Enseignement communicatif de la langue*	*Français langue seconde (suite) / French as a second language (continued)*	*Language & Power continued / Langue et pouvoir (suite)*	*TBLT / Apprentissage et enseignement d'une langue seconde basés sur des tâches*
15:45 - 16:15	**Kim / Tweedie** EAP curriculum alignment and social acculturation: Student perceptions	**Nader / Simard / Fortier / Molokopeeva** Examining the contribution of working memory processes to metasyntactic ability among non-native speakers	**Herrera** How communicative oriented are EFL classes in Chile?	**Mady / Masson** Gatekeepers' perspectives: Kindergarten teachers and French immersion principals' perspectives	**Roy / Wu / Beek / Fedoruk / Groen / Woodend / Li** English and Chinese as global languages: hegemony or not?	**Dao / Trofimovich / Kennedy** Structural alignment in L2 task-based interaction
16:20 - 16:50	**Bhowmik / Kim** Preparing diverse learners for university: A five-prong strategy for EAP	**Severnuk / Kartchava** "What makes you think that?" Examining the role of learning materials and resources on teacher cognition	**Peng** Exploring teachers' cognition and practices on CLT: A case study from the TCSL programs	**Arnett / Mady** Supporting English language learners and students with learning difficulties in the FSL classroom	**Pellerin** Metacognition and learner autonomy in new digital and mobile learning environments	**Gutiérrez** Exploring L2 learner's beliefs about task-based language teaching
17:00 – 20:00	**Social networking, for once face to face in one place / Réseautage social, pour une fois face à face dans le même espace** The Den and Black Lounge Light snacks will be provided / Des ameuse-gueule seront fournis					

Room/Salle	Biological Sciences 542	Biological Sciences 587	Social Sciences 202	Social Sciences 315	Biological Sciences 561
Chair/ Président(e)	*Andrea Sterzuk*	*April Passi*	*Hedy McGarrell*	*Patricia Houde*	*Laada Bilaniuk (Symposium chair)*
Session themes/ Thèmes des sessions	*Study Abroad & International Learning Experiences / Études à l'étranger et expériences d'apprentissage internationales*	*Immigration, Integration & Acculturation / Immigration, intégration et acculturation*	*Assessment / Évaluation*	*Crosslinguistic Connections / Liens translinguistiques*	*Symposium*
9 :25-9:55	**Kristmanson / Culligan** Insights from five years of pre-service language teachers' international internships	**Miles** Lost in transition: The impact of early inclusion on transitional high school experiences of ELLS	**Lemaire** Étudiants en education en context canadien francophone minoritaire: À l'épreuve du DELF B2		
10 :00-10 :30	**Dressler / Dressler** Language development and language awareness during study abroad: "So the German word for drums is really just 'hit-thing' "	**MacPhee** Parents of anglo-dominant students in Francophone minority context schools	**Mei** Reconceptualizing essay rating activity through the lens of cultural-historical activity theory (CHA)	**Kebbas** De la croisée des langues à la competence interculturelle	
10:35 – 11 :05	**Burton** Socio-positioning of South Korean university students in a Canadian university	**Querrien** Intégrer les élèves allophones en classe ordinaire: Le défi de la langue scolaire	**Seror** Evidence of process: Exploring the use of screen capture technology for L2 writing assessment	**McKeon** Use of the L2 and the L1: Two case studies of teachers of German in Irish post-primary schools	*10:45-12:15* *Symposium: Social media discourses in post-Maidan Ukraine and Ukrainian diaspora*
11 :10 – 11:40	**Dressler / Tweedie** "Today I wrote my mind": Dialogue journals in short-term study abroad	**Guo / Maitra / Wu** Two decades of community engagement for improved ELL policies	**Roessingh** Assessing early literacy: A look at Grade 2 writing	**Bourgoin / Dicks** Learning to read in multiple languages: A study exploring allophone students' reading development	**Organizer:** Alla Nedashkivska (University of Alberta)
11:45-12 :15		**Makarova** Linguocultural shifts in immigration: Attitudes to "taaroff" held by Canadian Iranians	**Tweedie / Chu** A comparison of IELTS, TOEFL and EAP as predictors of student success in an Engineering course		**Presenters:** Laada Bilaniuk Volodymyr Kulyk Alla Nedashkivska
12 :15-13:30	**Outgoing president's lunch to welcome incoming CAAL president Andrea Sterzuk – Lunch will be provided** **Dîner de la présidente servant d'accueil à la nouvelle présidente de l'ACLA, Andrea Sterzuk – Le dîner est offert** **Biological Sciences 561**				

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

Draft agenda / Ordre du jour provisoire

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

Tuesday May 31 / mardi 31 mai 2016, 9:00—10 :30

A light breakfast is offered / Un petit-déjeuner léger est offert

Room : Science B-103

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Draft agenda / Ordre du jour provisoire

1. Welcome and approval of the agenda / Mot de bienvenue et adoption de l'ordre du jour

2. Approval of the minutes and business arising / Adoption du process-verbal et affaires qui en découlent

3. President's report / Rapport de la présidente

4. Treasurer's report and financial statements / Rapport de la trésorière et états financiers

5. Communications Officer's report / Rapport de l'Agente de communication

6. Journal editors' report (*CJAL*) / Rapport des rédacteurs de la revuew *RCLA*

7. Report of the Nominating Committee / Rapport du Comité des nominations

8. Notice of motion: ACLA/CAAL's response to the 2015 Calls for Action of Canada's Truth and Reconciliation Commission (see following page) / Avis de motion, réponse d'ACLA/CAAL aux Appels à l'action 2015 de la Commission de la vérité et de la reconciliation du Canada (voir page suivante)

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➢ Looking ahead to future Congresses of the Humanities and Social Sciences / Le Congrès des sciences humaines en perspective…

➢ 2017: Ryerson University, Toronto, May 29-30-31 (dates to be confirmed); check the call for papers on our website at http://www.aclacaal.org/ or go directly to http://linguistlist.org/easyabs/acla2017 after July 1, 2016. Abstract submission will be open from July 15 — November 15, 2016. /

➢ 2017: Université Ryerson, Toronto, 29-30-31 mai (dates à confirmer); voir l'appel à communications sur notre site at http://www.aclacaal.org/, ou aller directement à http://linguistlist.org/easyabs/acla2017 après le 1 juillet 2016. La soumission des résumés sera ouverte du 15 juillet au 15 novembre 2016.

➢ **2018: University of / Université de Regina**

Notice of Motion, Annual General Meeting 2016

For voting by the membership at the 2016 Annual General Meeting: A motion to support the following statement, drafted by incoming ACLA president Andrea Sterzuk with the support of the Executive Committee. If approved by the membership, this statement will be incorporated into the association website, through an addition to our stated Objectives (ACLA constitution, article 2) and/or an additional page on the association website, and/or some other form to be approved at the Annual General Meeting.

Statement in response to TRC Calls to Action:

The Canadian Association of Applied Linguistics recognizes the responsibility of our association to respond to the Truth and Reconciliation Commission Calls to Action. We do so by acknowledging the words of the Honorable Justice Murray Sinclair, Truth and Reconciliation Commissioner, who tells us, "Whatever it is that you do, make sure you never stop doing it. This is life's work."

Accordingly, we commit our efforts to work towards reconciliation by supporting:

- The development of Indigenous language teachers
- Indigenous language degree and diploma programs at college and university level
- The work of researchers, educators, and students in the maintenance, revitalization, and strengthening of Indigenous languages
- The development of language curricula with Aboriginal content and perspectives
- The integration of education for reconciliation into teacher education programs (building intercultural understanding, empathy, and respect; supporting language teaching that takes into account residential schools and Aboriginal history).

Some of the ways we are currently planning to do this include:

- Keynote speakers at future conferences
- 2016 joint panel session with Canadian Linguistics Association and SSHRC on the language-related Truth and Reconciliation Commission Calls to Action (see next page)
- Papers and panel on the topic of Indigenous languages at annual conferences
- Funding initiatives specifically targeting professional activities to promote awareness-raising among our members

Avis de motion, assemblée générale annuelle

Soumise au vote auprès des membres de l'ACLA à l'assemblée générale annuelle de 2016 : Une motion pour soutenir l'énoncé suivant, ébauché par la présidente entrante, Andrea Sterzuk, avec le soutien du conseil d'administration. Si la motion est approuvée par nos membres, l'énoncé suivant sera inséré sur le site web de l'association par le biais d'un ajout à nos objectifs établis (Constitution de l'ACLA, article 2) et/ou une page additionnelle sur le site web de l'association, et/ou toutes autres formes qui seront approuvées à l'assemblée générale annuelle.

Énoncé en réponse aux appels à l'action de la CVR :

L'Association canadienne de la linguistique appliquée reconnait sa responsabilité en tant qu'association de répondre aux appels à l'action de la Commission de la vérité et de la réconciliation. Nous le faisons en reconnaissant les mots de l'honorable juge Murray Sinclair, le commissaire de la vérité et de la réconciliation, qui a affirmé : « Qu'importe ce que vous faites, assurez-vous de ne pas cesser de le faire. Ceci est un travail de longue haleine. »

Par conséquent, nous engageons nos efforts envers la réconciliation en soutenant :
- La formation d'enseignantes et enseignants de langue indigène
- Un baccalauréat en langue indigène et des programmes avec diplômes aux niveaux collégial et universitaire
- Le travail des chercheurs, éducateurs et étudiants dans le maintien, la revitalisation et le renforcement des langues indigènes
- Le développement de programmes d'études de langue avec un contenu et des perspectives aborigènes
- L'intégration de l'éducation pour la réconciliation dans les programmes de formation des maitres (développer la compréhension interculturelle, l'empathie et le respect; soutenir l'enseignement des langues qui tient compte des pensionnats et de l'histoire aborigène).

Des façons que nous planifions en ce moment d'inclure :
- Conférencières ou conférenciers principaux à des congrès futurs
- Table ronde conjointe 2016 avec l'Association canadienne de linguistique et le CRSH sur les appels à l'action liés à la langue de la Commission de la vérité et de la réconciliation
- Communications et tables rondes au sujet des langues indigènes aux congrès annuels
- Des initiatives de financement qui ciblent spécifiquement les activités professionnelles qui promeuvent la conscientisation de nos membres

L'aspect évolutif de la littératie : quel rôle les langues peuvent-elles jouer dans les classes regulières?

Rahat Naqvi, University of Calgary

La recherche sur les langues et la littératie a apporté une solide contribution à la compréhension de pratiques socioculturelles de la littératie qui se révèlent complexes chez les jeunes plurilingues. Toutefois, les études s'intéressant à la manière dont les éducateurs se représentent les innovations pédagogiques visant l'apprentissage et le développement de la littératie enrichie dans des pratiques plurilingues inscrites dans un monde hyperconnecté demeurent rares.

Au travers des environnements modernes, les jeunes ont accès, d'une façon encore jamais égalée, aux langues, à l'information et à des plateformes participatives, c'est pourquoi comprendre les comportements reliés à la littératie requiert de nouvelles approches théoriques/de recherche.

Face à l'accroissement de la diversité linguistique, les chercheurs comme les praticiens sont confrontés à de nombreuses questions : la diversité linguistique a-t-elle sa place dans les programmes conventionnels de littératie ? N'est pas mieux d'enseigner une langue exclusivement au moyen de cette langue ? L'approche « anglais seulement » ne devrait-elle pas être utilisée pour enseigner l'anglais ? L'approche « espagnol seulement » ne devrait-elle pas être utilisée pour enseigner l'espagnol ? Pendant longtemps, cela a été l'unique postulat. Et ce postulat a été au fondement des institutions de l'éducation bilingue et de programmes d'enseignement de l'anglais langue seconde. Mais dans les deux dernières décennies, la recherche internationale invite à une remise en question, indiquant que les nouvelles pratiques linguistique émergent en interrelation avec d'anciennes pratiques linguistiques (Cummins, 2011, Koda et Zehler, 2008). Ainsi, les programmes de littératie, comme les programmes d'enseignement de l'anglais langue seconde, ouvrent aux apprenants la possibilités d'utiliser la totalité de leur répertoire linguistique afin de développer leur bilinguisme et une conscience linguistique (ou une sensibilité métalinguistique), ce qui enrichit l'usage scolaire des langues à l'école.

Dans cet exposé, nous mettrons l'accent sur des recherches (Naqvi *et al.* 2012, 2013, 2014) réalisées dans des écoles canadiennes très pluriethniques, dans des cursus de littératie précoce et de programmes de premier cycle du secondaire. J'apporterai des exemples de pratiques dans lesquelles on observera comment retirer des bénéfices du bilinguisme/plurilinguisme en classe. De plus, je proposerai une discussion à propos de certains avantages qu'offrent les approches pédagogiques plurilingues aux élèves monolingues assis aux côtés de leurs pairs bilingues dans les classes hétérogènes sur le plan linguistique.

Dr Rahat Naqvi est professeure associée en pédagogie de langue seconde dans la faculté d'éducation de l'université de Calgary. Elle détient une M.A., une maîtrise en philosophie et un doctorat en didactique des langues et cultures de l'université de la Sorbonne à Paris. Elle a enseigné à l'international à plusieurs reprises, dont à l'institut national des langues et civilisations orientales à Paris en France et plus récemment à l'université de Hambourg à Hambourg en Allemagne. Dr Naqvi est auteure de plusieurs livres et articles incluant « Thinking about and Enacting Curriculum in « Frames of War » » et « Framing Peace : Thinking about and Enacting Curriculum as « Radical Hope ». La recherche de Dr Naqvi a impliqué les commissions scolaires et le programme d'éducation en enseignement de l'université de Calgary mais aussi des partenaires politiques et des décideurs en Alberta et au-delà. Elle inclut la création d'une plus grande conscience des bénéfices du bilinguisme et du plurilinguisme, l'élargissement du cadre de l'enseignement d'une langue seconde afin d'inclure des applications dans les classes régulières, la création d'un curriculum en conscience langagière pour les écoles et l'introduction de programmes d'intervention de lecture dans le contexte d'écoles régulières, bilingues et de langue d'héritage canadiennes.

The Evolving Nature of Literacy: What role can language play in regular classrooms?

The research on language and literacy has contributed to an understanding of the complex sociocultural aspects of plurilingual youth literacy. Meanwhile, studies that focus on the way that educators use innovative and enriching plurilingual practices embedded in our digital world remain rare.

Across modern environments, youth have varying degrees of accessibility to language, to information and to interactive platforms. Therefore, it is important to understand the current behaviours related to literacy require new theoretical approaches and research.

In this talk, I will focus on research (Naqvi *et al.* 2012, 2013, 2014) that took place in pluriethnic Canadian schools in early literacy classes in middle schools. I will share practical examples demonstrating the benefits of bilingualism and plurilingualism in classrooms. Moreover, I will discuss the advantages of plurilingual pedagogical approaches for monolingual students working in heterogeneous groupings with their bilingual peers.

Dr. Rahat Naqvi is an Associate Professor in second language pedagogy in the Faculty of Education at the University of Calgary. She holds a Master in philosophy (MA) and a Doctorate in the pedagogy of languages and cultures from the University of Sorbonne in Paris. She has taught internationally including at the National Institute of Language and Oriental Cultures in Paris, France, and, more recently, at the University of Hamburg, Germany. Dr. Naqvi is the author of several books and articles including "Thinking about and Enacting Curriculum in *Frames of War*" and "Framing Peace: Thinking about and Enacting Curriculum as Radical Hope". Dr. Naqvi's research has involved school districts and the education program at the University of Calgary as well as political partners and decision-makers in and outside of Alberta. Her research has increased an awareness of the benefits of bilingualism and plurilingualsm and has been the impetus for the creation of applications for classrooms, a language awareness curriculum for schools, and the introduction of intervention programs in regular, bilingual and heritage language programs.

Toward critical anti-racist inquiry in language studies   **Ryuko Kubota, University of British Columbia**

As a nation officially committed to bilingualism and multiculturalism and with an associated national ethos of being tolerant, topics of race, racialization, and racism are typically evaded in institutional and public discourses in Canada. However, as a socially constructed category, race impacts multiple facets of social and linguistic practices. In applied linguistics, issues of race have recently been addressed in such inquiry areas as identity, pedagogy, language ideology, and language policy worldwide. However, race does not constitute the only factor underlying unequal social relations; other individual attributes and historical legacies intersect with each other in a complex way. In trying to understand linguistic marginality of new immigrants, for instance, scholars should neither ignore these immigrants' socioeconomic status, which ranges widely, nor overlook their standing as settlers vis-à-vis indigenous people. This talk proposes critical anti-racist language inquiry, which scrutinizes multiple layers of power and the interwoven nature of language, knowledge, and history.

Dr Ryuko Kubota is Professor in the Department of Language and Literacy Education, Faculty of Education, University of British Columbia. Her research interests include race, multiculturalism, and critical approaches to language education. She is a co-editor of *Race, culture, and identities in second language: Exploring critically engaged practice* (Routledge 2009).

Vers en questionnement critique antiraciste en études des langues

En tant que nation officiellement engagée au bilinguisme et au multiculturalisme, et avec une philosophie nationale d'être tolérant qui y est rattachée, on évite généralement dans les discours institutionnels et publics les thèmes de race, de racialisation et de racisme. Cependant, en tant que catégorie construite socialement, la race influe sur plusieurs facettes de pratiques sociales et linguistiques. En linguistique appliquée, on a traité des questions de race mondialement dans des champs de recherche comme l'identité, la pédagogie, l'idéologie de la langue et les politiques langagières. Néanmoins, la race ne constitue pas le seul facteur sous-jacent aux relations sociales inéquitables. D'autres attributs individuels et historiques s'entrecoupent entre eux de façon complexe. En tentant de comprendre la marginalité linguistique des nouveaux arrivants par exemple, les chercheurs ne devraient pas ignorer le statut socioéconomique de ces immigrants qui varient considérablement, ni négliger leur statut comme colons vis-à-vis de la population autochtone. Cette communication propose un questionnement critique antiraciste, qui examine plusieurs couches de pouvoir et la nature entrecroisée de la langue, du savoir et de l'histoire.

Dr Ryuko Kubota est professeure dans le département de langue et de littératie de la Faculté d'éducation de l'Université de la Colombie-Britannique. Ses champs d'intérêt de recherche incluent la race, le multiculturalisme et les approches critiques à l'enseignement des langues. Elle est la coéditrice de *Race, culture, and identities in second language: Exploring critically engaged practice* (Routledge 2009).

Joint keynote with the Canadian Association of University Teachers of German (CAUTG)

Tuesday May 31, 8 :30–9 :45   Administration 142

Political Economy for Language Teaching
David Block, ICREA/University of Lleida, Spain

This keynote explores the relationship between language teaching and political economy, an area of inquiry that focuses on and analyses the relationship between the individual and society and between the market and the state, and that seeks to understand how social institutions, their activities and capitalism interrelate.

Dr David Block is ICREA Research Professor in Sociolinguistics at the University of Lleida (Spain). He has published articles and chapters on a variety of topics in applied linguistics and he is currently interested in examining multimodal practices and phenomena of all kinds (including class, social movements, multiculturalism and bi/multilingualism), drawing on scholarship in political economy, sociology, anthropology and geography. His most recent work has focussed specifically on neoliberalism as the dominant ideology in contemporary societies and social class as a key dimension of being. This orientation is reflected in two recent books - *Neoliberalism and Applied Linguistics* (Routledge, 2012; co-authored with John Gray and Marnie Holborow) and *Social Class and Applied Linguistics* (Routledge, 2014) - and two books he is working on at present - *Political Economy and Sociolinguistics: Redistribution and Recognition* (Bloomsbury) and *Minority Ethnic Students in Higher Education: Talking Multilingualism and Identity* (Multilingual Matters; with Lídia Gallego-Balsà). He is a member of the Academy of the Social Sciences (UK); the editor of the book series Language, Society and Political Economy for Routledge; and Associate Editor of the journal *Applied Linguistics Review*.

Économie politique pour l'enseignement des langues

Cette session plénière explore les liens entre l'enseignement des langues et l'économie politique, un domaine de recherche qui se concentre sur et qui analyse les relations entre les individus et la société ainsi que celles entre le marché et l'état. Ce domaine de recherche a pour but la compréhension des institutions sociales, leurs activités et leur interrelation avec le capitalisme.

Dr David Block est un professeur-chercheur ICREA en sociolinguistique à l'Université de Lleida en Espagne. Il a publié plusieurs articles et chapitres à propos d'une variété de sujets en linguistique appliquée. Il s'intéresse en ce moment à l'étude des pratiques multimodales et de phénomènes de toutes sortes (incluant la classe, les mouvements sociaux, le multiculturalisme et le bi/multilinguisme), en se basant sur la recherche en économie politique, en sociologie, en anthropologie et en géographie. Ses travaux les plus récents se sont centrés sur le néolibéralisme comme une idéologie dominante dans les sociétés contemporaines et la classe sociale comme une dimension clé de l'être. Ces deux ouvrages les plus récents reflètent cette orientation – *Neoliberalism and Applied Linguistics* (Routledge, 2012; coécrit avec John Gray et Marnie Holborow) et *Social Class and Applied Linguistics* (Routledge, 2014) – et les deux ouvrages sur lesquels il travaille à présent – *Political Economy and Sociolinguistics: Redistribution and Rocognition* (Bloomsbury) et *Minority Ethnic Students in Higher Education: Talking Multilingualism and Identity* (Multilingual Matters, avec Lídia Gallego-Balsà). Il est membre de l'Académie des sciences sociales (G.-B.); le rédacteur de la série de livres Language, Society and Political Economy pour Routledge; et le rédacteur adjoint du journal *Applied Linguistics Review*.

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Indigenous Languages and Reconciliation / Langues autochtones et réconciliation
Joint CAAL/CLA/SSHRC session / Séance conjointe de l'ACLA/l'ACL/CRSH

Monday, May 30, 2016, 6:15 - 9:00 p.m. University of Calgary, Room ST 127

Le lundi 30 mai, 2016, 18h15 à 21h00, Université de Calgary, salle ST 127

ACLA/CAAL website http://www.aclacaal.org/programme/

CLA website http://cla-acl.ca/congres-de-2016-meeting/

Congress 2016 website http://congress2016.ca/program/events/indigenous-languages-and-reconciliation-trc-calls-action-16-and-65

Subject: Call to Action 16 and 65 of the Truth and Reconciliation Commission (creating degree programs in Aboriginal languages and a national SSHRC research program on reconciliation).

Sujet : Appels à l'action 16 et 65 de la Commission de vérité et réconciliation, (création des programmes en langues autochtones et un programme national de recherche SSHRC pour mieux faire comprendre les facteurs associés à la réconciliation).

Opening: Bruce Starlight**,** Elder, dedicated language activist, and instructor for the Tsuu T'ina language.

1. **SSHRC presentation / présentation CRSH** (20 minutes) How SSHRC has addressed the recommendations of RCAP, and its plans to address the Truth and Reconciliation Commission's report (especially Call to Action #65); information about the upcoming *SSHRC Knowledge Synthesis Grants: Aboriginal Peoples*.

This presentation will focus on SSHRC's consultations and developing plans to implement the Truth and Reconciliation Commission's Call to Action #65. SSHRC will also present a synopsis of SSHRC's work in support of Aboriginal research, including SSHRC initiatives on provisions to support Aboriginal research and talent, and the upcoming SSHRC Knowledge Synthesis Grants about Aboriginal peoples.

Le CRSC présentera une synthèse des intérêts du CRSH en trois parties: (i) les travaux du CRSH en ce qui concerne la mise en œuvre d'un plan pour l'Appel à l'action 65; (ii) initiatives CRSH pour appuyer la recherche et le talent autochtone; (ii) initiatives CRSH à propos des subventions de synthèse des connaissances visant les domaines des défis de demain au sujet des peuples autochtones

Craig McNaughton is Special Advisor to the Vice-President of Research Programs at SSHRC, responsible for SSHRC's initiatives in Aboriginal research and reconciliation. He has worked with a number of organizations to help improve Canada's relations with Indigenous peoples, including the Canadian Arctic Resources Committee, Environment Canada, the Canadian Federation for the Humanities, the Movement for Canadian Literacy and SSHRC. He co-wrote *Opportunities in Aboriginal Research; Results of SSHRC's Dialogue on Research and Aboriginal Peoples* (http://bit.ly/1TrkMW0) and managed the initial rounds of SSHRC's Aboriginal Research Pilot Program (http://bit.ly/1Thaolp).

À titre de Conseiller spécial à la vice-présidente des programmes de recherche, **Craig McNaughton** est responsable des initiatives en matière de recherche autochtone et de réconciliation au Conseil de recherches en sciences humaines du Canada (CRSH). Il a travaillé avec un certain nombre d'organisations pour aider à améliorer les relations du Canada avec les peuples autochtones, y compris le Canadian Arctic Resources Committee, Environnement Canada, la Fédération canadienne des sciences humaines, le Movement for Canadian Literacy et le CRSH. Il a co-écrit *Les possibilités de la recherche autochtone; Résultats du Dialogue du CRSH sur la recherche et les peuples autochtones* (http://bit.ly/1Rbn9Go) et il a géré les premiers concours du Programme de subventions de recherche pilote Réalités autochtones du CRSH (http://bit.ly/1Rbn8Cz).

Dominique Bérubé est Vice-présidente, programmes de recherche au CRSH et à ce titre, est responsable des programmes Talent, Savoir et Connexion ainsi que des programmes gérés par le Secrétariat des programmes interorganismes à l'intention des établissements, dont le programme des Chaires de Recherche du Canada et les Chaires d'excellence en recherche du Canada. Avant de se joindre au CRSH, Dominique a occupé plusieurs postes au sein de l'Université de Montréal, à titre de Vice-rectrice intérimaire et de Vice-rectrice adjointe à la recherche, à la création et à l'innovation. Elle a joué un rôle clé dans le développement et le rayonnement d'Érudit, un portail et un éditeur numérique pour les publications savantes et culturelles francophones en sciences humaines et sciences sociales, arts et lettres en Amérique du Nord. Dominique détient un doctorat en sciences de l'environnement de l'Université du Québec à Montréal.

Dominique Bérubé is SSHRC's Vice-President, Research Programs, responsible for the agency's Talent, Insight and Connection programs as well as the programs managed by the Tri-agency Institutional Programs Secretariat, such as the Canada Research Chairs and Canada Excellence Research Chairs. Prior to joining SSHRC, Dominique worked in various positions at the Université de Montréal, including Acting Vice-Rector, Research. She has played a key role in developing and directing Érudit, the digital gateway to French-language publications in the humanities and social sciences in North America. Dominique holds a doctorate in environmental sciences from the Université du Québec à Montréal.

2. **Position statements / Énoncés de position** (15 minutes apiece):

Creating Programs is Only Part of the Action Needed
Arok Wolvengrey and Olga Lovick

In our position statement, we want to address Call to Action 16: "We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages."

At our Institution, we have successfully taught such programs for several decades. We offer full degree programs in Cree and Saulteaux as well as minors in Dene, Dakota, and Nakota. We also offer a First Nations Language Instructor Certificate and a Linguistics program geared towards the documentation of First Nations languages.

Based on these experiences, we can attest to the many benefits of teaching Aboriginal languages in the post-secondary education system. Students with degrees and certificates in Aboriginal languages are highly employable as interpreters, translators or language teachers. Especially in the North, there continues to be great need for strongly bilingual and biliteral individuals to assist in the communication between First Nations language speakers and institutions such as clinics, the RCMP, or schools. Aboriginal language teachers are being actively recruited by schools and universities all across the country. Language teachers have the potential to contribute directly to the maintenance and revitalization efforts within their linguistic community and beyond. By graduating with a degree or diploma in an Aboriginal language, an individual can thus "give back" to their community. The inclusion of Aboriginal languages in University curricula also valorizes these languages.

We argue, however, that the Call to Action does not go far enough. It is one thing for a postsecondary institution to create and offer such programs. It is another matter entirely to find students who have the funding to take them.

Community-based language programming is expensive to put on. In order for the University to break even, a cohort of 15-20 students is required (assuming that some students drop out over the 2–4 years required to complete the program). But if a program is delivered locally, this means 15-20 students have to be able to pay for this program at the same time. This creates problems; bands do not have sufficient education funding for that many students simultaneously to take one program. At the same time, Universities continue to be under pressure to make profit. Added to this is the problem that community members need to pay not only for tuition and fees, but also to cover their cost of living. The inability to find adequate funding remains one of the biggest roadblocks facing Aboriginal students.

Thus, we find that the Call for Action needs to be accompanied by a Call for Funding—either by funding post-secondary institutions, so they can provide language-related programming at a reduced rate for Aboriginal students, or by funding these students directly as they work towards their degrees.

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Arok Wolvengrey is Professor of Algonquian Languages and Linguistics, and Language and Linguistics Coordinator, at First Nations University of Canada. He is fluent in Nêhiyawêwin (Plains Cree).

Olga Lovick is an Associate Professor of Linguistics and Dene Language Studies at the First Nations University of Canada. She works with Dene languages in Alaska and Saskatchewan.

Language Loss: A deformity in education
Belinda Daniels

Position Statement - Universities need to think of other ways to support other types of language programs and classes for Indigenous learners and speakers that does not evolve around the familiarity of English reading and writing practices and to increase support to research (by Indigenous researchers) in the area of Indigenous language revitalization in order to address the Truth and Reconciliation Report call to action.

Background Information - Each summer, for the past 11 years, I have engaged camp participants in a learning space that reawakens the Indigenous and non-Indigenous spirit of those who come and learn, what was originally an Indigenous way of educating, a way that was successful for First Nations people since time immemorial. I have established this land based culture camp as a language playground of learning, speaking, knowing, and doing which honors the spirit, body, mind and emotion. This is based on nēhiyaw ways of knowing, being and doing.

Research Context - Policies of the Canadian Government imposed detrimental effects on First Nations peoples and the results have been catastrophic. As we are all Treaty people, these effects can still be seen and felt within societies of Indigenous and non-Indigenous alike and in communities throughout this nation, in terms of the loss of First Nations language, culture and identity; political, social, economic, educational, and health status; and intergenerational trauma within families and communities. In regard to education, one way of addressing the problem of language loss was a Ministry framework to implement the teaching of Indigenous languages in the education system in Saskatchewan. Revamped in 2008, this initiative was well intentioned, however this common curriculum framework from K-12 was not, and still is not, the solution to healing the identity of First Nations people by replenishing Indigenous languages. An alternative and more holistic possibility is taking the language back home, to Indigenous homesteads and lands, with an opportunity to participate and engage with the land, the people, oneself and Creator, the original way of learning and being for Indigenous people.

My contribution as an Aboriginal educational leader has been to return to the lands of my ancestors in recreating an old idea of informal learning situated in Indigenous ways of knowing and being, but new and innovative in the field of mainstream education. The one of a kind summer language camps have helped rejuvenate an awareness of language preservation within First Nations communities, where language loss is moving into a critical state. Education for Indigenous peoples, as mandated in *Indian Control of Indian Education Policy,* "stressed the importance of children learning about their past, thus linking history, education and self-government" (McLeod, 2002, p. 45). My research requires strong historical understandings and knowledge, as well as a situatedness in anthropological and historical conceptualizations, in order to envision new possibilities for the field of education.

For eleven years, following my attainment of a Master of Education degree, I first founded, then continued to coordinate the camps, teaching others the basics of learning known as *nehiyawewin* in the form of five day summers camps during the month of July, a time of significance. July is the time of renewing the spirit through interacting and being a part of nature. Camp activities have included sweatlodge ceremonies, a spiritual honoring done through praying in the mid-day sun in hopes of a vision; skinning and preparing meat and hide; and harvesting and gathering various herbs, plants, berries and roots. Because the benefits of engagement in these Indigenous ways of being and knowing, all the while learning to speak Cree, have been amazing in my own developmental growth and wellness as a *nehiyaw,* I created the camp to avail this learning and teaching to others. My intention was to facilitate this learning process by creating opportunities that honor the learning style of individuals wanting to nourish and replenish their mother tongue memory and language. Current colonial educational approaches have proven unsuccessful for many of our First Nations students and non-First Nations students alike, including Indigenous teachers. How might embedding Indigenous teaching and learning practices into current educational systems provide a promising alternative?

Belinda Daniels is an interdisciplinary PhD student (education, history and anthropology) at the University of Saskatchewan, working on language revitalization and identity, particularly for the Cree/nehiyaw language. She is originally from Sturgeon Lake First Nation, SK.

Indigenous Languages, Truth, and Reconciliation
Amos Key and Carrie Dyck

In Canada's Indian[1] Residential School system, the 53 Indigenous languages spoken in Canada[2] were suppressed—even demonized—silencing the voices of well over seven generations of Indigenous humanity. In the words of the *Truth and Reconciliation Commission*,

"The intent … was to "kill the Indian in the child." … those in charge of the schools repeatedly told the children that their language and their culture was worthless and evil…"[3]

What is wrong with this picture?

Changing its policy from active suppression to lukewarm support of Indigenous languages, Canada began to distribute $5 million per year to its 644 First Nations, Inuit, and Métis communities.[4] To put this in context, "[t]he total [provincial] funding for [Ontario] French-language boards for the 2010-11 school year was $1.24 billion…"[5] This is a wonderful example of what adequate language funding could and should be.[6] Can you imagine?

In 2006, the Liberal government decided to increase the $5 million budget to $172.5 million over 10 years; the *Task Force on Aboriginal Languages and Cultures* was established to recommend how the funding should be spent. In 2005 (and $12.5 million later), the recommendations in *Towards a New Beginning* were released. In response, the then-new Conservative government permanently committed…wait for it…$5 million annually as of 2006.[7]

What's wrong with this picture?

Indigenous languages encode the distilled wisdom of peoples who have lived here for millenia; they provide wonderfully varied perspectives on how to get along, how to live healthily, and how to develop emotional and spiritual intelligence. The following facts about Ongwehón:weh (Iroquoian) languages provides some inkling of the intellectual heritage of Canada's Indigenous civilizations:

- The word 'Canada' derives from the Laurentian word, Kaná:ta', meaning 'settlement or town'.[8]

- The Moral Code of Handsome Lake (in the Cayuga language, "Gaihwí:yo:) is a blueprint for cultivating, nurturing and maintaing a good mind, living well with others, and cultivating virtues valued within the Ongwehón:weh civilization. The Code is steeped in emotional, social, and spiritual intelligence. Each year, the Great Orators go on the "Gaihwi:yo: Trail" and eloquently recite the Code in the participating Longhouse communities in New York State and Eastern Canada. It takes a full four days to recite and interpret the Code each time.

- With about 6000 words and word-parts,[9] Ongwehón:weh languages have elegant expressive powers: for example, the Cayuga word for the Canadian Constitution is Hodiyanehsronni:gó:wah, which means 'Great Law Created by Men'; and the word for Parliament is Ganonhsowanenhgó:wah or 'Pre-eminent Great House'.[10]

While all of Canada's Indigenous languages have writing systems, most of the distilled wisdom in these languages is passed on from speaker to speaker, in an oral tradition. Yet, for many Indigenous languages in Canada, the most fluent speakers are over 60 years of age.

As "Treaty Peoples",[11] Canadians have an obligation to support Indigenous languages: Section 35 of the *Canadian Charter of Rights and Freedoms* and subsequent court cases recognize and protect "non-extinguished" Indigenous rights that "were integral to the distinctive culture of the specific aboriginal group" before European contact. These rights include the right to speak an Indigenous language.[12]

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[1] The word "Indian" is used here because *Canada's Indian Residential School* system is the official designation for the system.

[2] 53 Indigenous languages in Canada, as of 1982: Foster, Michael K. 1982. Canada's first languages. *Language in Society* 7. 7–16.

[3] P. 103, in Truth and Reconciliation Commission of Canada. 2015. Canada's residential schools: the final report of the Truth and Reconciliation Commission of Canada. V. 5. The legacy. ISBN 978-0-7735-9827-0 (v. 5 : ePDF)
http://nctr.ca/assets/reports/Final%20Reports/Volume_5_Legacy_English_Web.pdf

[4] Official policy changed after 1996, in response to the findings of the *Royal Commission on Aboriginal Peoples*,
Indigenous and Northern Affairs Canada. 1996. Royal Commission on Aboriginal Peoples. https://www.aadnc-aandc.gc.ca/eng/1307458586498/1307458751962

[5] http://www.ofa.gov.on.ca/en/flsa-chronology.html, accessed 2016-03-17

[6] In Canada, Inuktitut, Cree, and Ojibwa have the largest number of speakers, and Inuktitut is the only Indigenous language with official regional status and stable funding. See p. xx in: Government of Nunavut. 2012. Uqausivut–The Comprehensive Plan Pursuant to the *Official Languages Act* and the *Inuit Language Protection Act* - 2012-2016. Minister of Languages, Department of Culture and Heritage, Government of Nunavut. http://www.ch.gov.nu.ca. Since 2010, Canada has provided $1.1 million for 'community-based Inuit language initiatives' and $1.45 million annually for French language services in Nunavut. See p. 27, Op. cit. There are about 19,000 speakers of Inuktitut in Nunavut: "Nunavut is the home of some 24,000 Inuit, most of whom – over 80% according to the 2001 census – speak Inuktitut, including some 3,500 people reported as monolinguals." https://en.wikipedia.org/wiki/Inuktitut, accessed 2016-03-17. There are about 370 Francophones in Nunavut: "On estime en 2006 qu'il y a 370 francophones au Nunavut." https://fr.wikipedia.org/wiki/Franco-Nunavois, accessed 2016-03-17.

[7] https://openparliament.ca/debates/2006/11/2/bev-oda-1/, accessed 2016-03-22

[8] P. 159 in: Mithun, Marianne. 1996. Grammatical sketches: the Mohawk language. In Jacques Maurais (ed.), *Quebec's Aboriginal Languages: History, Planning, and Development*, 159–173. Clevedon: Multilingual Matters.

[9] Michelson, Karin & Mercy Doxtator. 2002. *Oneida-English/English Oneida Dictionary*. University of Toronto Press.

[10] Froman, Frances, Alfred Keye, Lottie Keye & Carrie Dyck. 2002. *English-Cayuga/Cayuga-English Dictionary*. Toronto, Ontario: University of Toronto Press.

[11] "Too many Canadians still do not know the history of Aboriginal peoples' contributions to Canada, or understand that by virtue of the historical and modern Treaties negotiated by our government, we are all Treaty people." P. 8 in Truth and Reconciliation Commission of Canada. 2015. Honouring the truth, reconciling for the future: summary of the final report of the Truth and Reconciliation Commission of Canada. Library and Archives Canada Cataloguing in Publication. ISBN 978-0-660-02078-5. Cat. no.: IR4-7/2015E-PDF. http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf

[12] Ibid, p. 130. Also see Leitch, David. 2003. Canada's Native Languages: The Right of First Nations to Educate Their Children in Their Own Languages. *Constitutional Forum*, vol 15, no 3. 107-120. Canada is founded on an historic treaty process, in which some Aboriginal rights were extinguished in exchange for land ("Canada"). Treaty rights are also upheld in Section 35 of the *Canadian Charter of Rights and Freedoms*. The Charter and subsequent court cases recognize and protect "non-extinguished" Aboriginal

The *Truth and Reconciliation Commission* calls on Canada's Treaty Peoples, and post-secondary institutions in particular, "… to create university and college degree and diploma programs in Aboriginal languages."[13] As called for in the *Principles of Truth and Reconciliation*,[14] we need to consult with Indigenous scholars, wisdom keepers, and Elders, so that we can embed new frameworks of Indigenous inclusion and Indigenous knowledge throughout our discourse and in our institutions.

Above all, we must understand the Residential School context which created language endangerment. We owe it to the next Seven Generations to support the Indigenous peoples of Canada in their efforts to maintain their languages. Only then will we move beyond the current third-world conditions of Indigenous humanity in Canada, and put into action a new epiphany of conscience, so that Canada's Indigenous voices will be heard again.

Da:netoh! (That's our final word.)

Amos Key Jr. was born into the Onkwehonweh Civilization of Ontario and hails from the Six Nations of the Grand River community, in southern Ontario. He is of Mohawk descent born into the Turtle Clan. His career has been in championing, First Nations linguistic and human rights and research in stabilizing their languages, as the Director of First Nations Languages Program, at the Woodland Cultural Centre, in Brantford, Ontario.

Carrie Dyck is associate dean, research and graduate programs, Faculty of Humanities and Social Sciences, and associate professor, Department of Linguistics at Memorial University of Newfoundland. She has worked with Cayuga speakers at Six Nations since 1993.

How can University – First Nations Partnerships support the development of advanced fluency in First Nations languages with very few speakers?
Marianne Ignace, Khelsilem Dustin Rivers, Lucy Bell, and Julienne Ignace.

This position statement deals with the difficult question of how, given that in British Columbia most indigenous languages have a very small number of first language speakers left, we can nourish a critical mass of new proficient speakers for many (32+) languages. In order to breathe new life into our languages, we require advanced "fluent" or "proficient" second language speakers to enable the whole range of what has been prescribed as useful mechanisms of language (re)vitalization: language nests, immersion and intensive FN as second language programs, even future Mentor-Apprentice training, last not least training parents who can create intergenerational transmission in the home.

After years of offering courses within the typical university structure of three contact hours per week or similar low-intensity courses, we realize that this structure is not conducive to producing the level of proficiency we need. We thus turn to "outside of the box" structures of offering courses and credentials together with community partners, and we lay out a path for additional and new credentials that will enable the proficiency level we think is required. Experiences and examples of these are:

a) "Bootcamp" type of 4-month concentrated language injection, e.g. four months followed by participants' follow up in work situations (teaching the language in various settings)

b) An 8-month language academy (Squamish) through interactive and communicative learning

c) A language house approach – seconding employees to learn their language for one or two days per week – long term, for two or more years.

d) Intensive and sustained mentor (master) – apprentice work.

Based on preliminary results, we maintain that eclectic but interactive and effective teaching methods are crucial; so is a structured and sequential curriculum as a "road map" to, of and as learning. In our communities, emphasizing and celebrating the connection to life, culture, identity and personal/collective history is crucial, and we will speak to that from experience.

Finally, we argue for the coalescence of teaching/learning and research: Very little research exists on First Nations language learners' production of their emerging language skills, given also the historical and systemic issues that have got in the way of language (re)acquisition, and the reconciliation that we strive for. All of these have impacts on learning we need to understand better. We strongly advocate a connection between learning/teaching and research, and we will show how research into second language acquisition can provide important insights into productive ways of engaging communities and universities in supporting the next generation of speakers.

Marianne Ignace is the director of the First Nations Language Centre at Simon Fraser University. She currently directs a seven-year SSHRC Partnership Grant on First Nations language revitalization in BC and Yukon, working with 12 diverse language groups. Her own research has focused on Secwepemc, Sm'algyax and Haida language documentation, and she continues to work with with elders and language learners in her home communitySkeetchestn, and in her adopted community, Old Massett in Haida Gwaii.

Khelsilem (Dustin Rivers) is a young educator living in Vancouver, BC. Khelsilem is a community organizer by passion, language revitalization activist by need, and graphic designer by choice. He is an outspoken -Kwakwaka'wakw blogger, and is currently co-developing an intensive Skwxwú7mesh language academy to be offered in partnership with Simon Fraser University.

Lucy Bell is a member of the Old Massett community in Haida Gwaii. She recently completed her M.A. in Indigenous language revitalization at the University of Victoria, and is coordinator and language activist at Xaad Kihlga hl Suu.u Society, where she organizes language revitalization projects in and with the Haida community.

Julienne Ignace is an indigenous youth and Secwepemc speaker/learner. She has studied linguistics at Simon Fraser University, and, after being raised with Secwepemctsin in the home as a child, as recently returned to becoming fluent in her language through Mentor-Apprentice learning with elders in her community, Skeetchestn.

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rights that "were integral to the distinctive culture of the specific aboriginal group" prior to European contact (P. 113 in Truth and Reconciliation Commission of Canada. 2015. Canada's residential schools : the final report of the Truth and Reconciliation Commission of Canada. V. 5. The legacy. ISBN 978-0-7735-9827-0 (v. 5 : ePDF)

http://nctr.ca/assets/reports/Final%20Reports/Volume_5_Legacy_English_Web.pdf). These rights arguably include the right to speak in Indigenous language; (this specific interpretation has not been explicitly tested in court).

[13] P. 2 in: Truth and Reconciliation Commission of Canada. 2015. *Calls to Action*. http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf, accessed 2016-03-17

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An Aboriginal Languages Research Program to address the language-related Calls to Action of the TRC
Inge Genee and Don McIntyre (with contributions from students in an Indigenous Language Endangerment and Revitalization course)

Call to Action 65 calls for "a national research program with multi-year funding to advance understanding of reconciliation." This research program should include a national ABORIGINAL LANGUAGES RESEARCH PROGRAM to address the question what reconciliation means with respect to Aboriginal languages and linguistics. A separate program to address this question is warranted because language loss is one of the consequences of the residential school system that is particularly intractable and difficult to reverse or mitigate. The ABORIGINAL LANGUAGES RESEARCH PROGRAM which we envision should minimally address the following questions. (Please note this list is not intended to be exhaustive and is based on our particular local context and input from our Aboriginal students and collaborators.)

1. Post-secondary degree programs in Aboriginal languages. Call to Action 16 asks for "post- secondary institutions to create university and college level degree and diploma programs in Aboriginal languages." Post-secondary institutions should commit to funding such programs to the same degree that they fund programs in Canada's two official languages. The ABORIGINAL LANGUAGES RESEARCH PROGRAM will address how these programs can be created. It will ask questions such as: What does a good post-secondary degree or diploma program in Aboriginal languages look like? What knowledge and skills should graduates of such programs have? How should such programs be structured? Who should teach in such a program? What should the qualifications of the teachers be, and how will they be able to acquire such qualifications? To what extent should such programs be similar to or different from degree and diploma programs in non-Indigenous languages? What alternate methodologies, such as Mentor-Apprentice programs and Community Linguist programs, are appropriate for such degree programs? Who should be involved in making decisions regarding these questions? How can such programs be funded and run sustainably?

2. Aboriginal languages for K-12 students. Call to Action 16 cannot be separated from Call to Action 10.iv, which calls for the protection of "the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses" in the K-12 education system and Call to Action 12, which calls for "culturally appropriate early childhood education programs for Aboriginal families." The ABORIGINAL LANGUAGES RESEARCH PROGRAM will investigate how Aboriginal languages are best promoted, taught and learned in the school systems and in ECE programs, on and off reserve. The questions it asks are similar to those mentioned under1. In addition to "credit courses", other proven successful models will be investigated, including languages nests, immersion, bilingual (dual stream) programs, and other models in which Aboriginal languages are not just subject but also medium of instruction and conversational fluency is a main objective. Since many of the graduates from the post-secondary degree programs in Aboriginal languages discussed under 1. will likely become Aboriginal language teachers in the ECE/K-12 system, the post-secondary programs should include appropriate training in L2 teaching and learning and curriculum development.

3. Aboriginal languages in other contexts. In addition to the obvious Calls 13-17, language is relevant in many other realms. For instance, wherever a Call to Action asks for something to be "culturally appropriate", this should be interpreted to mean "culturally and linguistically appropriate" (e.g. Calls 1.ii, 1.iii, 5, 10.iii, 12, 19, 23.iii, 24, 27, 28, 33, 36, 84.i, 90.iii, 92.iii). The ABORIGINAL LANGUAGES RESEARCH PROGRAM will investigate the relevance of language to all areas identified in the TRC recommendations and provide evidence-based guidance for the promotion of Aboriginal languages across all spheres.

4. Decolonizing linguistics. The ABORIGINAL LANGUAGES RESEARCH PROGRAM will address the responsibility of post-secondary institutions and the field of linguistics in its broadest sense to engage in work that prioritizes the revitalization of Indigenous languages. It will also investigate ways of incorporating Indigenous ways of looking at language into linguistic theory and practice with the goal to develop a truly decolonized linguistics that contributes to reconciliation by marrying western and Indigenous approaches to language.

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Inge Genee is Associate Professor of Linguistics, working on Blackfoot. At the University of Lethbridge she is involved in redesigning the teaching and learning of indigenous languages, in particular Blackfoot, in response to community and student need for language preservation and revitalization.

Don (AhnAhnsisi) McIntyre is an Ojibway of the Wolf Clan from Timiskaming First Nation, and has been adopted in the Potlatch by the Beaver Clan of the Nisga'a. Don is currently completing his PhD in Laws looking at Legal Pluralism and the abilities of Indigenous Socio-Legal practices to enhance and improve Western legal paradigms in the area of property. He is presently Assistant Professor in the Native American Studies Department at University of Lethbridge, and is also ongoing faculty at The Banff Centre in the Indigenous Leadership and Management Development programs.

Towards A Living Digital Archive of Canadian Indigenous Languages
Sally Rice and Dorothy Thunder

In this position paper, we sketch out a vision being developed at the University of Alberta––with consultation across First Peoples' communities and other Canadian institutions––for a national consortium of training centres and linked digital archives. The twinning of training with an on- line interactive repository will support the documentation, digitization, cataloguing, and curation of samples of individual Indigenous languages for use and reuse by speakers, learners, language teachers, and scholars for generations to come. At present, there are a number of language- specific or regionally oriented language revitalization programs in the country. Similarly, there are numerous private/community-held or scholar-specific institutional repositories of raw and primary language data, but hardly any of these data are available for community members or scholars who may not have been part of the initial collection. The need is great for a redoubling of effort now that national attention has been drawn to the eloquent Calls to Action from the Truth and Reconciliation Commission. Moreover, a reenergized collective consciousness by communities and institutions to track down, stabilize, and allow for the repurposing of past recordings and language samples as well as to support current and future language documentation projects is best encouraged with the knowledge that a network of language archivists, designers, programmers, and support personnel could be in place to assist in these efforts. A safe and accessible (under conditions set by each community or depositor) database of the current audio, video, textual, and photographic record of a Canadian Indigenous language and speech community can surely inspire younger generations in that community to participate in, learn about, and help grow their linguistic and cultural heritage.

The University of Alberta is home to CILLDI, the Canadian Indigenous Languages and Literacy Development Institute, a summer school for Indigenous language activists, speakers, linguists, and teachers, now in its 17th year. Arguably, this is the most national (and international) of similar language revitalization programs in Canada aimed at the promotion of First Peoples languages. CILLDI has welcomed well over 600 speakers of nearly 30 Canadian Indigenous languages since 2001 offering courses in second language teaching, curriculum development and assessment, immersion, Indigenous knowledge, linguistic analysis, language technologies, language policy and planning, dictionary-making, corpus-building, and language archiving, among others. For the past 9 years, CILLDI has offered courses leading to a provincially accredited Community Linguist Certificate that provides the basics of linguistic analysis along with technologies for language documentation and endangered language advocacy. By the end of this decade, CILLDI hopes to initiate additional certificate and degree programs for speakers and learners of Canadian Indigenous Languages and to continue implementing a series of in- community language workshops tailored to the individual community's needs in their own development of their language sustainability efforts. However, with the existence of a national Indigenous Language Archive, the training we and other similar programs deliver could extend to best practices for data collection, data collation and digitization, and data redistribution in the form of full-curriculum teaching materials, text and conversation collections, spell- and grammar- checkers, searchable corpora, and other new resources from old data that help promote the re- awakening, growth, and sustained use of the Indigenous languages of Canada. Numerous archiving models exist, but we hope to create a 21st century model that ensures training, deposit, and active use by both Indigenous and scholarly communities through the creation of a digital legacy that extends well into the 22nd century.

Sally Rice is Professor of Linguistics at the University of Alberta and a co-founder and former director of CILLDI, the Canadian Indigenous Languages and Literacy Development Institute. Through CILLDI, she developed an accredited Community Linguist Certificate in 2007, which has now been awarded to over 90 Indigenous language speakers in Canada . She actively works with speakers and language revitalization programs in three First Nations communities in Alberta: Cold Lake First Nation (Dene Sųłiné), Tsuu T'ina Nation (Tsuut'ina), and Alexis Nakoda Sioux Nation (Stoney/Nakota). Beyond language documentation, her other research areas include lexical semantics, corpus linguistics, and multimodality in language.

Dorothy Thunder is a Plains Cree (nêhiyawiskwêw) from Little Pine First Nation, Saskatchewan and full-time Cree instructor in Native Studies at the University of Alberta. Her passion for the Cree language began at the U of A, where she completed her BA in Native Studies in June 2002 and MSc in Linguistics in December 2015. She co-authored the book, *Beginning of Print Culture in Athabasca Country*, which won the Scholarly and Academic Book of the Year in June 2011. In March 2011, she received the Graduate Studies Teaching Award in recognition of excellence in the performance of teaching duties in the Faculty of Native Studies. Being a fluent nêhiyawêwin speaker and instructor has inspired her to continue in developing resource materials and promoting nêhiyawêwin language programs.

Urgent call for university programs to deliver 1,000 hours and adopt proven curriculum models to teach Indigenous languages
Sʔímlaʔxʷ Michele Johnson and Sɫaʔqʷalqs Hailey Causton

Most Indigenous languages are critically endangered and in urgent need of new adult speakers in the parent-aged generation. However no consensus exists on language revitalization strategy, and most programs are desperately lacking curricular design, sequenced lesson plans, trained teachers, teaching methods, and assessment strategies. Misinformation and lack of training continues to lead programs to follow failing models (Fishman 1993; Parkin 2012). For language speakers to be created, language programs must provide sufficient time on task (over 1,000 hours), quality instruction, and follow quality curriculum delivered by teachers trained in a teaching method (Dauenhauer and Dauenhauer 1998; Johnson 2013, 2014; Rifkin 2003; Jackson and Kaplan 2009). Universities must address the need for new, trained speakers, meaning students who achieve at least mid-intermediate speech levels, rather than simply providing introductory courses, focusing on linguistic training, or researching and documenting the decline of language use. It must be stressed that linguistic training does not equate to training in second language teaching, or gaining proficiency in a given language.

This Position Statement outlines the steps necessary for academic institutions to meet the urgent need to create new parent aged speakers. University programs must adopt a proven curricular design and follow it for each Indigenous language, such as the Syilx Language House model, following the 2,000 hour Paul Creek Nsyilxcn Curriculum (www.thelanguagehouse.ca; Peterson et al. 2015). University programs must deliver at least 1,000 hours of intensive, sequenced programming, following cutting edge language acquisition techniques. University programs must be designed for learners to raise each other up while teaching, training learners to teach, and training learners to record the remaining Elders.

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Sʔímlaʔxʷ Michele Johnson (PhD) is Syilx (Okanagan Interior Salish) and suyápix (Euro-Canadian) and lives in unceded Syilx territory, Penticton BC, Canada. She is a full-time language activist and Nsyilxcn (Okanagan, Interior Salish) teacher in Penticton as well as a post-doctorate researcher at Simon Fraser University. She is training a cohort of fifteen adults to become n'tɬɬcin (intermediate speakers) by using cutting-edge immersion, acquisition techniques and assessments. She is the lead teacher at Syilx Language House Association.

Sƚaʔqʷalqs Hailey Causton co-teaches the Nsyilxcən (Okanagan, Interior Salish) language at the Syilx Language House Association.

3. **Conclusions (30 min):** Discussion moderated by the members of the Organizing Committee / Discussion modérée par les membres du comité de programmation (Carrie Dyck, John O'Meara, Patricia Shaw)

Carrie Dyck, Associate Dean of Arts (Research and Grad Studies), SSHRC Leader on behalf of Memorial University. Bio provided above.

John O'Meara, Professor and Dean, Faculty of Education, Lakehead University; SSHRC Leader on behalf of Lakehead University. John's research interests include Algonquian languages (Ojibwe, Cree, Delaware), general linguistics, second-language learning, verbal art and literacy. He is a published author of journal articles, books, and a Delaware-English/English-Delaware dictionary. He has been a longtime proponent of Lakehead's Native Language Instruction Program.

Patricia Shaw, Founding Chair, First Nations and Endangered Languages Program, Faculty of Arts, UBC; Professor, Department of Anthropology, University of British Columbia. Patricia is the founder of what is now the First Nations and Endangered Languages Program (FNEL). She founded the award-winning First Nations Languages Program (FNLG) in partnership with the Musqueam Indian Band in 1997. Patricia has been a pioneer in opening community access to UBC, and has also taken UBC to communities throughout the province, having taught UBC-accredited FNLG courses in Alert Bay, on the Kwantlen First Nations reserve and at the Urban Native Youth Association, and at Britannia Centre in East Vancouver.

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The Effects of Official Bilingualism and Canadian Multiculturalism on Immigrants in Canada: A Critical Analysis
Monday, May 30, 10:00-12:15, Biological Sciences 561

Organizer: Tom Ricento (University of Calgary) tricento@ucalgary.ca

The passage of the Official Languages Act (OLA) in 1969 marked an important change in the recognition and management of the dominant settler/colonial languages in Canada: English and French. The OLA provided support for the teaching and use of official languages throughout the country, for the provision of bilingual services in federal agencies, as well as stipulating language requirements in certain domains and job categories in the federal civil service. Yet, 46 years later and in the wake of the passage of the Official Languages Act of 1988 and two Multiculturalism Acts (1971 and 1988) that sought to provide recognition and modest financial support for programs in minority ethnolinguistic communities, there continues to be a significant degree of discord, criticism and misunderstanding with regard to the goals and outcomes of both official language policies and Canadian multiculturalism policies (Haque 2012). In this symposium, the Official Languages Acts, in conjunction with Official Multiculturalism policies, will be critically examined from a variety of disciplinary perspectives. Presenters will: show how barriers to the recognition and acceptance of foreign-earned credentials often lead to unemployment/underemployment of immigrants in the skilled professions for which they have been certified in other countries; discuss a political economy approach to language rights in Canada; provide critical analysis of the roots and effects of interculturalism policy in Quebec; show the effects of official language policy on the status and vitality of non-official languages; describe the marginalization of Francophone racial minorities based on research conducted in Alberta between 2008 and 2011.

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Tom Ricento (University of Calgary) tricento@ucalgary.ca

Immigrants, Language, and Integration into the Canada Labour Market

Changes to the 2002 Immigration and Refugee Protection Act focused on identifying immigrants based on their ability to integrate into the Canadian labour market (CIC 2010). The Federal Skilled Workers Program (FSWP) recognizes factors such as education, experience, and language ability through the awarding of points based on a grid. Yet, many studies have shown that immigrants' labour market outcomes have declined over the last several decades, even though their average level of education is higher than that of the Canadian-born population (e.g., Hawthorne 2008). The importance of English and French literacy skills has been identified as having significant direct and indirect influences on labour market outcomes (Ferrer, et al. 2006). Yet, research has also shown that difficulty in getting foreign credentials recognized as meeting Canadian standards is a barrier to labour market integration (Schellenberg and Maheux 2007), irrespective of acceptable scores on the Canadian Language Benchmark tool in an official language. In this presentation, I report the findings from a two-year ethnographic study carried out in Calgary, Canada. In Phase II of this project, 6 families were chosen for an in-depth ethnographic study over a 10 month period which included more than 100 hours of recorded interviews. The findings demonstrate both the tenacity of individuals seeking a new life in Canada, and their frustrations as 'foreigners' whose social capital is not recognized by credentialing authorities and employers. The study also revealed that there is a significant non-alignment between the curriculum of the LINC program, assessment of relevant language competencies, and the actual needs of skilled workers seeking to reestablish their professional careers in Canada.

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Jeff Bale (University of Toronto) jeff.bale@utoronto.ca

A political economy approach to rethinking language rights in Canada

This paper takes as its starting point that an approach to language rights that focuses only on two official languages, and not on all minoritized languages spoken in Canada, is insufficient for resolving language-based discrimination. The paper begins with an overview of a conceptual framework rooted in critical political economy for rethinking language rights and how they might function as a political tool for resolving language-based discrimination (Bale, 2015). The paper applies this conceptual framework to a case study of the major domains of language education policy in Canada, namely Francophone minority language education, First Nations, Métis, and Inuit (FNMI) language education, and heritage language education. The analysis uses a political-economy approach to pursue three lines of inquiry: an understanding of the neoliberal restructuring of the Canadian economy that continues to rely in large part on resource extraction and recruiting both domestic and international migrant workers; how that economic restructuring further impels Canadian corporations and the state into FNMI territories, meaning that settler-colonialism remains a contemporary, not only historical, process; and how racialized immigration policies manifest within education policy. In each case, a political-economic framework provides an understanding of the extent to which minoritized language communities (whether Francophone, FNMI, or immigrant) are continually undermined. Finally, a political economic framework underscores that language rights, when seen as a political tool and not as an end to themselves, continue to be both relevant and urgent for language education policy-making.

Darryl Leroux (St Mary's University) Darryl.Leroux@smu.ca

Interculturalism in Québec and the Work of Building a Republican Tradition

Interculturalism (IC) in Québec has a relatively short history, despite the amount of scholarly material that has been written about it in the past decade. While scholars first considered its origins and development as a critique of Canadian Multiculturalism (MC), recent scholarly discourses place it within an emergent Republican tradition in Québec society. No longer simply a response to Trudeau's multicultural project, IC is increasingly read by scholars in Québec as evidence of a longstanding commitment to French Republican political philosophy. Whatever its origins, there is little doubt that Québec is currently blazing its own intercultural trail, one whose practice borrows much more from policymakers in Paris than from those in Ottawa.

This paper considers the complex interdisciplinary terrain of political philosophy and the politics of race and difference as they intersect in the making of Québec's policy of IC. Through an analysis of several key texts and policies making up the IC archive, I follow the development of the intercultural logic now framing almost all debate about race and difference in Québec. Not stopping with a comparative analysis of both MC and IC, I provide an understanding of the enthusiastic public adoption of IC in Québec post-Bouchard-Taylor that also considers the impacts of the ostensibly republican approach on persistent racial inequalities.

Eve Haque (York University) ehaque@yorku.ca

The Language Instruction for Newcomers to Canada Program and the fate of non-official languages in Canada

Citizenship and Immigration Canada (CIC) has integration of newcomers into Canadian life as one of its strategic goals. CIC's Language Instruction for Newcomers to Canada program (LINC) is a key element for achieving this goal. Research shows that increasingly for both employers and newcomers themselves, official language proficiency is identified as a significant barrier to integration, and plays a role in the wage gap between Canadian-born and newcomer workers. Thus both immigrant language training and official language proficiency are now seen as the prime pathways and indicators of newcomer integration. However, in this paper, I want to argue that immigrant language training is in fact limited by the Official Languages Act (OLA). Specifically the recognition of only two official languages means that immigrant language training programs must by definition give primacy both in policy and pedagogy to the official languages over all other linguistic resources that learners may bring with them. This sets the stage for the rapid intergenerational language shift and loss that non-official language communities have always suffered once they arrive in Canada, even as the growing number of non-official language users is set to exceed 20% of the total population. Ultimately, the bilingual fact of Canada is no longer the inclusive move that it was hailed to be in the late 1960's; rather, the historical suppression of Canada's multilingual reality cannot be demographically contained and the push for newcomer integration through current immigrant language training programs continues to negatively impact the viability and benefits of a truly multilingual Canada.

Amal Madibbo (University of Calgary) amadibbo@ucalgary.ca

How Could Canadian Official Bilingualism Work Better?

In the Canadian context official bilingualism and multiculturalism are perceived as being competing and polarized. Some consider multiculturalism a policy and an ideology that hinders the expansion of the bilingual project -French and English language and culture- from coast to coast. Conversely, it is argued that the bilingual project overlooks the multicultural issues, namely racial and ethnic diversity, in a manner that results in the marginalization of the Francophone racial minorities within the French-speaking official community in a minority situation, and places them outside this space of belonging. Based on research conducted with African Francophone immigrants in Alberta between 2008-2011, this paper posits multiculturalism and bilingualism not as conflicting ideologies but as complementary perspectives. I suggest that the intersections among immigration, language, and race and racism allows us to understand both the exclusion that surfaces within the French-speaking official language minority community and multicultural space, as well as the possibility of inclusion that makes both spaces susceptible to transformation and equity.

INVITED JOINT SYMPOSIUM WITH THE CANADIAN ASSOCIATION OF LANGUAGE ASSESSMENT (CALA/ACEL)

Assessment in support of learning in the language classroom: Theory, research, and practice

Monday, May 30, 13:15-15:30, Biological Sciences 561

Organizer: Beverly Baker (University of Ottawa) Beverly.Baker@uottawa.ca

Zhi Li (Paragon Testing Enterprises Inc.) zli@paragontesting.ca
Alex Volkov (Paragon Testing Enterprises Inc.) volkov@paragontesting.ca

Investigating the lexical bundles used in an email writing task in an English proficiency test

Lexical bundles, or recurrent multi-word sequences, are worthy of attention in both teaching and testing writing as they can function as "basic building blocks of discourse." The lexical bundle approach has been mainly used in the analysis of academic genres while limited efforts have been devoted to non-academic contexts. This corpus-based study focuses on the rated writing responses to the email tasks in the Canadian English Language Proficiency Index Program® General Test (CELPIP-General Test) and explores the extent to which lexical bundles could help characterize the written responses from the test-takers of different English proficiency levels and length of residence in English speaking countries. A corpus of 1500 writing responses was compiled and multiple subcorpora were created based on writing prompts, test-takers' proficiency levels, and length of residence. AntConc 3.4.4 was used to identify four-word lexical bundles and the resultant list of lexical bundles was manually coded for their functional features. The frequency and distribution of different types of lexical bundles were reported for the whole corpus and for each subcorpus. The results showed that test-takers of different proficiency levels shared some lexical bundles in writing but differed in their use of functional lexical bundles. Test-takers' length of residence played some role in shaping their use of lexical bundles. The findings of this study will shed light on teaching writing. The identification of differential use of lexical bundles can contribute to a better understanding of English learners' writing development and help promote an effective use of formulaic language in writing.

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Antonella Valeo (York University) antvaleo@yorku.ca

Teachers' Use of Assessment to Support the Teaching and Learning of L2 Writing in the ESL Classroom

This study investigated how ESL teachers use L2 writing assessments to both evaluate and support the learning of L2 writing in the ESL classroom. Using a case study approach, we examined the writing assessment practices of six ESL teachers of adults in two instructional contexts (English for academic preparation programs and undergraduate credit-bearing ESL programs) by drawing data from classroom observations, in-depth interviews, stimulated recalls, and document analyses. This included data about each teacher's educational and professional background and experiences, beliefs about learning, teaching and assessing L2 writing, and practices concerning the assessment of L2 writing, including task design, feedback, and grading. Data analysis examined what writing assessment methods teachers use and why; teachers' views of the nature of L2 writing, how L2 writing is learned and should be taught in the ESL classroom; and the relationships between assessment, learning and teaching L2 writing in the ESL classroom. Preliminary findings suggest that teachers tended to integrate assessment with instruction in order to both evaluate and support their students' L2 writing development in the ESL classroom. The findings contribute to our understanding of teachers' assessment practices and how they relate to teaching and learning and have implications for classroom practice as well as the design, implementation, and improvement of pre- and in-service teacher professional development programs.

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Self-Assessment: Taking Steps Toward Learner Autonomy in the English as an Additional Language (EAL) Classroom

The evolving nature of classroom assessment practices is shifting to focus from teacher-directed assessment of learning to student-focused practices that include assessment FOR and assessment AS learning (e.g., Chappuis, Stiggins, Chappuis & Arter, 2012; Davies, 2011; Jang, 2014). As a result of this changing paradigm, self-assessment, the focus of this presentation, is finding its way into many second language learning environments. Moreover, the use of "language portfolios" (Council of Europe, 2001) as a way to document language learning supports the use of self-assessment tools. This presentation focuses on a study set in high school EAL classes in which we explored the concept self-assessment. Theoretical underpinnings of this study relate to concepts of self-regulation (e.g., Bandura, 2002; Zimmerman, 2005) and learner autonomy (e.g., Little, 2009; Pérez Cavana, 2012; Reinders, 2010).

Data for this qualitative field-based research project were gathered through one-on-one interviews with students, focus group interviews with teachers, documentation including Google self-assessment surveys as well as a variety of oral and written formative self-assessment activities. In this presentation, we will focus on findings related to 10 language learners from a variety of language and cultural backgrounds. We will describe their language learning experience, with a particular emphasis on self-assessment, as they participated in a 6-week intensive unit focused on building oral production and oral communication skills. Results of this study point to both insights gained and challenges associated with self-assessment. We will conclude by discussing pedagogical implications related to self-regulation and learner autonomy.

Renée Bourgoin (University of New Brunswick) bourgoin@unb.ca
Joseph Dicks (University of New Brunswick) jdicks@unb.ca

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 respect to 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 study examined the reading ability of 169 students in ten randomly selected IF classes in NB using four different assessment measures. Two subtests of the *Indicateurs Dynamiques D'Habiletés Précoces en Lecture* (Dufour-Martel & Desrochers, 2011) were used to assess accuracy, speed of reading, and 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 results. Pedagogical implications of the findings will also be discussed.

Discussant: **Carol Chapelle** (Distinguished Professor, TESL/Applied Linguistics, Iowa State University) carolc@iastate.edu

Social media discourses in post-Maidan Ukraine and Ukrainian Diaspora

Wednesday, June 1, 10:45-12:15, Biological Sciences 561
Organizer: Alla Nedashkivska (University of Alberta) alla.nedashkivska@ualberta.ca

Social media networks constitute a 'stage' for speakers to express self, voice an attitude or belief, engage with contexts proposed by others, and more generally, form and construct their own 'selves' and identities, or identities of 'others'. Social networks have been noted to represent communities, in which individuals "write themselves and their community into being" (Boyd, 2007, p. 2).

In the proposed symposium, the authors view social networks as virtual communities of practice, in which identities and ideologies are constructed, projected, contested and interpreted. Texts from social network sites are considered sources of rich data, importantly embedded in context, which is hybrid, multimodal, intertextual and dynamic.

The symposium focuses on discursive phenomena in social media in both the virtual Ukraine and its diaspora. Specifically, the papers address linguistic choices, including non-standard language variants, interactional strategies and communicative practices in the virtual communities of the post-Maidan Ukraine, a country undergoing immense political and societal changes within political and existential instability. The papers also discuss the social legitimacy of languages in the current political landscape and the new roles the languages and language variants acquire and perform. The studies link the discursive practices in social media texts with issues of Ukrainian identity building and their relevance to societal and community issues and transformations. The papers also highlight the features of social networks as important sites for investigating language identities and ideologies, as well as their impact on scholarly inquiry.

Laada Bilaniuk (University of Washington) bilaniuk@uw.edu

The construction and disruption of Ukrainian and Russian languages in social media discourses.

This study examines discursive phenomena in the social media that blur the definition of standard Ukrainian and Russian languages. Such phenomena include use of non-standard dialect forms, slang, language mixing (surzhyk), and code-switching (especially intra- sentential code-switching). I also consider metalinguistic statements on the regulation of language standards that appear either as formal explanations of language choice by writers, or as comments responding to someone else's language. In previous work I have argued that the attitudes of purism and hyper-correctness that dominated in Ukraine after independence have receded somewhat in recent years, and non-standard language use is taking on new roles. In this study I examine the variety of these roles and their social implications. I survey the different strategies of language boundary-defying practices in social media posts, blogs, and commentary. Through close discourse analysis I analyze the pragmatic impact of these practices on identity construction, with respect to gendered, ethnic, civic, and political allegiances. While the focus will be on Ukrainian-Russian interlingual phenomena, I will also consider the influence of English and other languages. I show how these marginal and boundary-blurring practices shed light on core issues in Ukrainian identity construction and nationbuilding.

Volodymyr Kulyk (Institute of Political and Ethnic Studies, National Academy of Sciences of Ukraine) v_kulyk@hotmail.com

Language ideologies in the age of Facebook: Acceptance and rejection of the Russian language in Ukrainians' online communication.

This study examines linguistic choices and interaction strategies of Ukrainian Facebook users at a time of the post-Maidan democratic change and the Russian aggression against Ukraine. These two processes contribute, on the one hand, to social legitimacy of Russian as the language of many defenders of democracy and independence and, on the other, to the acknowledgement of a special role of Ukrainian as the national language. Accordingly, both languages are actively used and mostly accepted by Ukrainians as appropriate for social network communication, with the prevalence of Russian reflecting its native speakers' predominance among urbanites. Moreover, Russian is often used for articulating views of a symbolic and communicative importance of Ukrainian. At the same time, in many situations the choice of Russian in general and for pro-Ukrainian statements in particular is challenged, thus provoking discussions or even demarches.

Based on posts and comments on dozens of Facebook pages and in language-related groups during 2014-2015 and interviews with some of their authors, I will examine various factors contributing to the likelihood of combative responses and ideologies of language informing them. Moreover, I will pay attention to how such confrontations both highlight and facilitate changes in popular perception of the relationship between language and identity. Last but not least, I will discuss specific features of social network as a site of language ideologies and the impact of these features on scholarly analysis of these ideologies. This study thus continues my work on the embodiment of language ideologies in the "old" media, on the one hand, and social network discussions on topics of history and memory, on the other.

Alla Nedashkivska (University of Alberta) alla.nedashkivska@ualberta.ca

Social media communities of post-Maidan Ukraine: Discursive Practices of the Ukrainian Diaspora

The study analyzes the multilingual Ukrainian community in the Diaspora, the newest wave to Canada in particular, triggered by the political and inter-nation unrest in Ukraine. The proposed project combines the study of social media, language(s) and its speakers, specifically analyzing public discourse by Ukrainians from a multilingual society, which the Ukrainian Diaspora constitutes. Social media texts produced by Ukrainian speakers in the Diaspora are studied and viewed as cultural constructs, portraying social and language practices of this community. The texts studied, with a certain set of social meanings, ideologies, values, and power relationships, allow for learning about societal issues, contemporary processes of social and cultural change. The data is collected from social networks, in which discussions about language(s) and identity are prominent. These texts, verbal and visual, constitute examples of public discourse on issues that are of interest or concern to the community. The project explores language practices in online communication, analyzing language choices, verbal and visual texts, linking the results to concepts of 'Ukrainianess'.

The study concentrates on discursive strategies in social media texts, narrowed down for the analysis, drawing on some descriptive and critical principles of discourse analysis in order to highlight and explain various constructs of 'Ukrainianess'. The results are linked to concepts of national identity, language ideology and language attitudes of the studied community in the post-Maidan context. Overall, the proposed study aims to analyze the relationship between social media texts, language use, the symbolic construction of 'Ukrainianess' in these texts, and its relevance to societal and community issues and changes.

PAPER PRESENTATIONS / COMMUNICATIONS

Marilyn Abbott (University of Alberta) Marilyn.Abbott@ualberta.ca
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Professional TESL Reading Groups: Benefits, Challenges, and Teacher Engagement

The literature on practitioner engagement with research suggests that few ESL instructors read applied research articles published in academic journals, and the gap between research and practice seems to have increased (Borg, 2013). Following Nutley, Walter, and Davis' (2009) framework for research communication, we examined the development, management, and maintenance of professional reading groups and the impact of research engagement on practitioner knowledge, skills, and attitudes towards research. To date, these have not been explored.

We established professional reading groups at six adult ESL programs, each consisting of 6-8 practitioners who met monthly throughout the year. Participants completed an initial background questionnaire and read one research article per month for discussion. Using focus groups and monthly online questionnaires, we documented (a) benefits and challenges involved in engaging with research;

(b) ways in which instructors read, interpreted, and applied the research; (c) leadership strategies implemented; and (d) effective means of increasing/supporting teacher engagement.

Questionnaire data were downloaded and quantified. Focus group interviews and constructed response questionnaire data were transcribed and thematically analysed. Input from the participants provided strategies for promoting and maintaining research engagement in ESL instructional contexts. Reading engagement was influenced by several factors, including article choice and attributes, instructor characteristics, stakeholder supports, reading group logistics, facilitator style, and group dynamics. Our findings have the potential to foster and support the development of successful professional reading groups, which offer an enjoyable, cost-effective form of PD for programs. Our ultimate goal is to make instruction as effective as possible for learners.

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The Question of Name and Immigrant Identity

This study builds on research about second language speakers' social identity and language acquisition (Norton, 1995; Norton & Toohey, 2002; Pavlenko, 2001) and Guo's (2009) study on racializing immigrants through education in Canada for their employment. It explores how social pressure affects a second language speaker's life and identity by focusing on maintaining or changing "ethnic" names. More specifically, it explores the phenomenon of anglicizing a name as a form of subjugation to symbolic and cultural violence that the dominant linguistic community imposes on minority groups. The authors adopt the dialogic methodological approach of duoethnography (Norris, Sawyer, & Lund, 2012; Sawyer & Norris, 2013), based on transtemporalism, mutualism, difference, dialogic change, and regenerative transformation to present two perspectives of name, language, and identity as rooted in their different cultural and linguistic backgrounds. Located in two countries, they exchanged emails and Skype conversations over a six-month period to share and understand their differing views. The exchanges drew upon both personal experiences and interpretations of theories such as Freire's (1996) pedagogy of the oppressed and Norton's (1995) investment theory. The authors discuss how the oppressed need agency to become aware of societal oppression, and that the decision to maintain or change their ethnic names can act as a sense of agency. The study offers an alternative pedagogic approach to encouraging second language speakers to maintain their ethnic names as an act of resistance against implicit violence and discrimination.

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Written corrective feedback and student revision : Effects of error type and learner proficiency level.

Research indicates that written corrective feedback (WCF) promotes second langue learning (Ortega, 2012). Most WCF research focused on the effects of different WCF techniques (Van Beuningen et al. 2012). Little descriptive research has been undertaken to uncover how feedback is provided (Lee, 2008) and how students use it. The moderating effect of intervening variables has been rarely accounted for despite calls to do so (Kormos, 2012). The present descriptive study sets out to investigate how teachers' feedback varies according to error type and to learner proficiency level; how accurate their feedback is; and if students are able to use the provided WCF.

Seventeen French as an L2 teachers from three different education levels (6 primary, 6 secondary and 5 adults) and their respective classes participated in the study. Eight students (4 low proficiency and 4 high proficiency) were selected from each class (n=136). They were asked to produce a first draft that was followed by the teachers's WCF and by a revision. Teacher feedback and student revision were analysed in relation to error type and student proficiency level. Two independent judges coded 10% of the data to ensure the reliability of the coding categories.

Results indicate that 1) indirect feedback was the teachers' technique of choice in primary and secondary school and that direct feedback was used with adults 2) WCF varied according to error type; 3) teachers tended to provide more direct feedback to low proficiency learners ; and 3) students' ability to repair varied across error types.

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Comprehensibility and nativelikeness from the perspective of naïve L1 English raters

Comprehensibility, raters' judgments of ease or difficulty understanding second language (L2) speech, is an important construct because it provides a more realistic and appropriate goal for L2 learners, compared to the competing goal of nativelikeness (Levis, 2005). Prior research targeting rater perception of comprehensibility versus nativelikeness has explored the role of pronunciation and fluency variables, such as error rate, accent, and prosody (i.e., Kang, Rubin, & Pickering, 2010; Munro & Derwing, 1999). However, the role of lexical factors in these assessments is still insufficiently understood. This research used a corpus-informed approach to study this issue by analyzing 97 L2 English learners' speech samples from two tasks (picture narrative, TOEFL integrated listening/speaking task). The 194 samples were rated for comprehensibility and nativelikeness by 10 naïve native English speakers using a 1000-point sliding scale (using transcriptions rather than audio to minimize pronunciation and fluency influences). The same transcripts were analyzed through statistical software (e.g., Coh-Metrix) for 30 variables targeting lexical diversity, syntactic complexity, pattern density, and n-gram use. In the picture task, word frequency and verb cohesion distinguished comprehensibility from nativelikeness, with word length, total word count, and lexical diversity contributing to both. In the cognitively more demanding TOEFL task, lexical correlates of comprehensibility and nativelikeness were similar, with word length, lexical diversity, age of acquisition, and word familiarity indexes contributing to both measures. These findings are discussed in relation to the acquisition, assessment, and teaching of lexical properties of L2 speech.

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Beyond the ESL/EFL Classrooms: When Linguistic Othering, Native Speakerism, And Racism Seem to Have an Impact in Students' Experiences

The internationalization of higher education, has brought new and numerous challenges to both international students as well as to universities (Vaira, 2004). Increases in the number of international students, English language proficiency support and the interaction of different cultures are just some of the challenges that the internationalization of higher education brings (Arkoudis & Tran, 2010). Canadian universities need to adapt to numerous challenges that the internationalization of higher education brings since Canada, in particular, is among the top fifth of countries in terms of international post-secondary enrolment (Grayson, 2008). Given these high rates of enrollment, it is particularly important to understand the experiences of international students in Canadian higher education in order to address the challenges that universities and international students are facing.

This paper explores lived experiences of international Latino students in a Canadian university. There are two reasons why Latinos were the focus of this study. Latinos in Canada are not a frequently researched group (Guardado, 2008), and because I share a similar background to my participants. The data for this study were collected from interviews with five Latino university students. Interview data were analyzed using a reductionist phenomenology approach in order to understand "what is it like to be an ESL Latino student at an undergraduate level at the University of Regina?" (Lopez & Will, 2004). This research is also influenced by reflexive auto ethnography as I include my own voice and stories throughout the paper (Ellis, Adams, & Bochner, 2011).

The data from this study reveal that experiences such linguistic othering and racism may influence students' performance in class and in university life. This study also explores how native speakerism and intercultural misunderstandings affect the participants. With this study, I contribute to academic discussions that seek to explain what potentially suppresses ESL Latino international students' success and to portray some common experiences ESL Latino international students have in one Canadian university.

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'Behind the bar, it's different': Discourse and social practices in bars

This paper explores the connection between language and power in bar conversations, particularly language used in sexual harassment. Folgerø and Fjeldstad (1995) found that bartenders often do not classify their experiences as sexual harassment, and posited that bar culture is such that sexual harassment is considered unexceptional—it's just part of the job. This issue has been understudied; furthermore, little to no linguistic research has been done about this problem. This study, motivated by my own experience in the bar industry, is part of a larger research project I am undertaking and asks the question: why do bartenders condone sexual harassment in the workplace? The data for this stage of the project comes from topical posts on social media website Reddit, and I am analysing it using the complementary methods of Interpersonal and Appraisal analysis. Developed by Halliday (e.g., 1985, 2014), Systemic Functional Linguistics (SFL) is a functional theory of language use, and provides linguistic tools for uncovering textual meaning through grammatical analysis; Interpersonal analysis, one aspect of SFL, investigates language use as a means to express relationships between participants.

Appraisal theory, established primarily by Martin and White (2005), extends Interpersonal analysis by investigating writers/speakers' expression of attitudes and judgments**.** Both of these analyses focus on relationships (including relationships of power (Eggins 2004)). Preliminary findings suggest that bartenders' expressions of power or resistance are reflected in their grammar, and it might indicate that bartenders participate in and contribute to discourse that normalises the practice of sexual harassment in their workplace.

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Supporting English language learners and students with learning difficulties in the FSL classroom: FSL teacher candidates' beliefs and knowledge

The diversity of Canada's French as a second language (FSL) student population is increasing with the growing numbers of English language learners and students with learning difficulties. FSL educational communities, however, are struggling to meet the needs of such populations (e.g., Arnett, 2013). This study considered the views of fifteen teacher candidates as expressed in semi-structured interviews at the conclusion of their teacher education program.

Through the lens of sociocultural theory (Swain, Kinnear, and Steinman, 2011; Vygotsky, 1978), the authors explore if and how the teacher candidates use their everyday concepts of teaching and scientific concepts of the profession (Johnson, 1999, 2009); to meet the needs of these diverse student populations.   In other words, this study wanted to consider the extent to which the teacher candidates' views about inclusive teaching within FSL were the result of experiences they had in the classroom and/or life and/or the result of explicitly studied content within their teacher education program. Through the interviews, the teacher candidates revealed access to everyday concepts of teaching these groups but limited FSL specific scientific concepts from which to draw on, possibly raising questions about the relevancy and currency of the curricula of some FSL teacher education programs.

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The CEFR in Canada and its implications for research

In light of the relative newness of the implementation of the *Common European Framework of Reference (CEFR)* in additional language education across Canada, we will present an overview of a Canadian research agenda that draws on local CEFR studies (e.g., Majhanovich *et al.*, 2010) and on data collected during a 2014 Canadian Association of Second Language Teachers (CASLT) CEFR research forum. In this presentation, our discussion will focus on three areas related to CEFR implementation in Canada: 1) K-12 education, including uses with learners; 2) initial teacher education, where language teacher candidates are situated as both learners and becoming-teachers; and 3) post-secondary language learning contexts. In addition, we will propose future research directions by considering how policy-making, language teaching, and language learning are articulated within these three contexts. To conclude, we will call for ongoing conversations that encourage teachers, teacher educators, and administrators, as well as other stakeholders, to consider how they might take up pan-Canadian interests when implementing various aspects of the CEFR and its related tools.

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"The heritage language kids fell into two groups": The discursive construction of heritage language learners in interviews with Spanish teachers

It is widely understood that labels conceal more than they reveal. In British Columbia, Spanish is taught as an "international" language in public schools to students from various ethnoglinguistic backgrounds, including heritage language learners (HLLs) (Duff & Li, 2014). Despite the degree of homogeneity that any label suggests, those categorized as HLLs form a highly heterogeneous group (Leeman, 2015) and "best practices" for teaching HLLs center on attending to this complexity (Carreira, 2012). Nevertheless, there has been little research into how teachers in Canadian Spanish classes conceive of their HLLs, nor speculation about the pedagogical implications of such conceptualizations (cf. Abdi, 2011). To begin to address this gap, then, this presentation draws on interview data to examine the ways in which three public-school Spanish teachers in Metro Vancouver constructed their past and present HLLs.

Interviews lasted between 60-90 minutes and were theorized as social practice (Talmy, 2010). The analysis focuses primarily on the role of language ideologies (Woolard, 1998) in the social construction of identities in talk (Antaki & Widdicombe, 1998; Goffman, 1981). In particular, I demonstrate how teachers' self-location within the native-/non-native speaker binary operates as a frame within which it becomes possible to cast HLLs in the same essentialist terms, thereby obscuring their multifaceted identities, language abilities, and cultural knowledge bases. Place of birth, "mixed" parentage, and autonomous conceptions of HLL literacy in Spanish are key resources in the complex identity work that unfolded in the interviews. Implications for research and pedagogy are discussed.

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Accent and comprehensibility in L2 French: Which linguistic dimensions matter?

A growing body of work in second language (L2) speech learning has targeted the relationship between linguistic dimensions of L2 speech and the constructs of L2 accent (nativeness) and comprehensibility (ease of understanding). This work shows that accent is mostly associated with L2 pronunciation (segments, prosody) and fluency, while comprehensibility also encompasses aspects of L2 grammar, lexis, and discourse (e.g., Munro & Derwing, 1995; Trofimovich & Isaacs, 2012). However, this research has nearly exclusively featured speakers of L2 English, making it unclear whether linguistic correlates of accent and comprehensibility differ for L2s other than English. Therefore, this study examined linguistic dimensions of accent

and comprehensibility for 40 Spanish speakers of L2 French, completing picture narrative and interview tasks. Short recordings were assessed by native French listeners (*n* = 20) using 1000- point sliding scales to evaluate accent and comprehensibility, as well as nine linguistic variables targeting pronunciation, fluency, lexis, grammar, and discourse. Principal component analyses (to uncover the patterning of linguistic dimensions) followed by correlations revealed, consistent with prior research, that L2 French accent was associated with pronunciation and fluency (vowel/consonant errors, intonation, speech rate) whereas L2 French comprehensibility was additionally linked to lexis, grammar, and discourse (lexical richness/accuracy, grammar accuracy/complexity, discourse richness). However, accent and comprehensibility were more dissociated in the picture narrative than in the interview task, supporting task-based effects for L2 English ratings (Crowther et al., 2015). Findings will be discussed in relation to constructs of accent and comprehensibility that apply to speakers of various L2s.

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Preparing Diverse Learners for University: A Five-Prong Strategy for EAP

With a burgeoning international student population, most universities in Canada offer English for Academic Purposes (EAP) courses. The number of international students enrolling in post-secondary institutions in Canada has increased in the last 10 years (Douglas & Kim, 2014). There was a 60% increase in the number of international students studying in full and part-time programs in Canada between 2004 and 2012 (Citizenship and Immigration Canada, 2013). Because of this increase of international students, EAP classes in Canadian institutions have become diverse. Since EAP classes are so diverse, it is challenging to meet the specific needs of EAP students (Benesch, 2001; Cadman, 2005; Chowdhury & Kamal, 2014). Keeping this status quo as a departure point, in this presentation, we discuss a five-prong strategy for teaching EAP. This strategy includes academic cultural acclimatization (Wang & Kulich, 2015), student voices (Ramanathan & Kaplan, 1996), teachable moments (Neuman & Roskos, 2012), self-reflection (Granville & Dison, 2005) and student autonomy (Cotterall, 1995). We discuss this teaching strategy with specific examples. While this strategy may not provide a fit-for-all solution, we argue that it does help EAP students become successful in university and beyond. Implications for teaching and learning are also discussed.

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Structural and Linguistic Features of Teacher Personal Narratives

Teachers share personal stories with students in the classroom and Rebuck (2012, p 79), a language teacher, suggests that 'aspects of our lives…can inform and shape what we teach in the classroom'. What are the characteristics of these stories, or teacher personal narratives (TPNs)? This paper examines the structural and linguistic features of TPNs in the language classroom using Labovian personal experience narrative structure as a framework for analysis (Labov & Waletzky, 1967; Labov, 1972a, 2013).

Storytelling is used by teachers across subject areas (see for example Rex *et al.*, 2002; Sato, 2002; McCourt, 2005; de Freitas, 2008; Kreps Frisch & Saunders, 2008; McDonald, 2009; Heathfield, 2012), and the use of storytelling, in its broadest sense, in the language classroom has been widely studied (see for example Morgan & Rinvolucri, 1988; Greene & Baker, 1996; Murakami, 1997; Deacon, 2000; Jones, 2002; Moon, 2010; Lo Dico, 2011). However, research in the specific field of TPN use is limited, and therefore, this study explores the role and significance of these stories.

A mixed methods approach using multiple case studies provided an in-depth exploration of the TPNs of four university English language teachers. Data collection consisted of classroom observations, audio recordings, and transcriptions as well as teacher and student semi-structured interviews, student diaries, and teacher questionnaires. Ninety-seven TPNs were analyzed for their structural and linguistic features. Findings show that certain narrative elements are almost always present in these stories, and that discourse and tense markers may aid in student learning.

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Les rôles complémentaires de la L1 et de la L2 dans l'acquisition du vocabulaire chez les jeunes apprenants en contexte immersif

Basée sur la théorie de la compétence commune sous-jacente de Cummins (1979, 2007), cette étude quasi-expérimentale d'une intervention en classe visait à analyser les incidences d'un enseignement translinguistique sur l'acquisition de la morphologie en L1 (anglais) et en L2 (français) chez des élèves de 2e année. Trois groupes d'élèves de la même école d'immersion française précoce ont participé à cette réplique de l'étude de Lyster, Quiroga, et Ballinger (2013), ayant comme variation la dominance linguistique des participants. Deux groupes (*n* = 22) ont reçu 240 minutes d'enseignement centré sur la morphologie dérivationnelle à partir de la lecture d'albums pour enfants et ont été comparés à un groupe témoin (*n* = 14) recevant son programme régulier sans intervention. Le contenu des leçons était identique pour les deux groupes expérimentaux, mis à part la langue d'enseignement : le premier groupe reçut des leçons dans les deux langues, alors que l'intervention destinée au deuxième groupe fut donnée uniquement en français. Nous avons procédé à des pré- et posttests mettant à l'épreuve la conscience morphologique de tous les participants (*n* = 36) dans les deux langues pour mesurer l'effet des interventions. Aucune différence statistiquement signifiante n'a été décelée entre les groupes. Par contre, en ce qui a trait aux résultats des tests en français, une analyse qualitative complémentaire témoigne d'une bonne amélioration du groupe ayant reçu l'enseignement uniquement en français. De plus, pour les deux groupes expérimentaux, certaines données suggèrent une évolution dans l'interlangue des élèves par rapport à certains affixes abordés durant l'intervention.

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Learning to read in multiple languages: A study exploring allophone students' reading development

This two-year longitudinal study explored the French and English reading development of allophone students enrolled in French immersion (FI). These allophone students entered school speaking a minority language at home, learned English in a formal setting from Kindergarten to Grade 2, and then started FI in Grade 3.

Studies have shown that students who read and comprehend well in one language also read fast, accurately, fluently, and with comprehension in another language (Durgunoglu, 2002; Genesee et al. 2006; Geva & Clifton, 1994). Although more limited, studies examining multilingual learners have suggested that they may present some advantages over bilinguals and monolinguals with respect to some aspects of language learning: metalinguistic awareness, communicative sensitivity, highly developed linguistic and mnemonic strategies (Cenoz, 2003).

The allophones students (N=7) in this study were part of a larger research project (N=76) examining the French and English reading development of FI students. Data were collected using student think-aloud protocols, student interviews, and French/English reading assessment measures: DIBELS (Good & Kaminski, 2003), IDAPEL (Dufour-Martel & Desrochers, 2011), and Running Records (Clay, 1993).

With reference to the constructs of multiliteracies (Cummins, 2001; Dagenais, 2005; New London Group, 1996) and language interdependence (Cummins, 1984), this paper will present and discuss results pertaining to:

1. how allophones compare to other students with regard to English and French reading
2. whether allophones have the same reading profiles in English and in French, and
3. insights gained from allophones about reading and reading instruction.

Potential pedagogical implications of the findings will also be discussed.

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Répertoire plurilingue et positionnements identitaires : « Мафия в вашей стране! J'ai dit que nos deux pays ont une mafia cause Italian mafia » (Blastoise)

Notre étude de cas ethnographique s'est déroulée dans une classe de 6e année dans une école en milieu francophone minoritaire en Colombie-Britannique. Cette communication explore la construction identitaire d'élèves plurilingues dans cette classe. Selon Davies et Harré (1990) et Pavlenko et Blackledge (2004), la construction identitaire implique une interaction entre des positionnements interactifs (où un individu attribue un positionnement identitaire à un autre individu) et des positionnements réflexifs (où une personne s'attribue un positionnement identitaire). Dans cette communication, nous présentons une analyse du contenu d'interactions orales lors d'activités de littératie. Nous explorons comment les élèves utilisent les ressources linguistiques de leur répertoire pour négocier un positionnement d'élèves plurilingues dans un milieu où le positionnement de Francophone est légitimé par les discours de la classe et de l'école. Selon la théorie du plurilinguisme, un locuteur plurilingue est un acteur social qui utilise un répertoire composé d'un éventail de ressources linguistiques (Coste, Simon et Zarate, 2009; Marshall et Moore, 2013; Moore, 2006). Selon son interprétation de la situation, le locuteur plurilingue active une ou plusieurs de ses ressources linguistiques. L'analyse des résultats de cette recherche démontre que les élèves plurilingues utilisent autant le français et que l'anglais dans leur négociation d'un positionnement d'élèves plurilingues. Par contre, ils utilisent peu leur langue additionnelle (langue autre que le français et l'anglais). Ce positionnement d'élèves plurilingues peut être rejeté ou contesté, tant par les pairs que par les enseignantes.

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Socio-positioning of South Korean university students in a Canadian university

There were 7,045 South Korean students studying in Canadian universities in 2013 and Citizenship and Immigration Canada (2014) reported a 26% increase of international students from the previous year. The changing portrait of international students means classrooms are increasingly linguistically and culturally diverse. Language and power in interactions between English language learners and speakers need to be considered to understand the identity of international students because institutional environments operate to transform specific sets of ideas into dominant ideologies (Fairclough, 1989). Through semi-structured interviews and dialogue journals with six Korean university students, this paper reports findings from a qualitative study which explores student subject positions and identity construction pertaining to language. The results indicate that students exercise their agency to take up or resist subject positions by interlocutors (Davies & Harré, 2007). Participant negotiation of identities is fraught with struggle when their desired identities (Darvin & Norton, 2015) or imagined communities (Pavlenko & Norton, 2007) are not achieved.

Further, participants wrestle with macro discourses, essentialist views, that position Asians as quiet and submissive, as without a voice (Van Dijk, 1989); however, silence for these participants becomes a strategic communication choice. The results of this study will be of interest to researchers in the areas of language identity, second language learning, intercultural communication, and higher education in the 21st century.

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Investigating the relationships between lexical competence and listening proficiency

Researchers generally acknowledge the complexity of lexical competence and have consequently identified its different dimensions, such as breadth of vocabulary knowledge, depth of vocabulary knowledge and speed of accessing vocabulary knowledge. Existing research on the relationship between vocabulary and language comprehension is largely conducted in reading comprehension (such as Qian, 2002). Not much is known on the relationships between the different dimensions of vocabulary knowledge and listening proficiency. This study investigates the relationships among breadth and depth of vocabulary knowledge, word recognition speed and listening proficiency. Specifically, this study addresses the following research questions: 1) Are there any correlations among breadth of vocabulary knowledge, depth of vocabulary knowledge, word recognition speed and listening proficiency? 2) What are the contributions of breadth of vocabulary knowledge, depth of vocabulary knowledge and word recognition speed to listening proficiency? X_Lex, Word Associates Test and the gating method were used to measure breadth and depth of vocabulary knowledge and word recognition speed respectively.

The results show that breadth and depth of vocabulary knowledge, word recognition speed and listening proficiency are correlated on low levels. The highest correlation exists between word recognition speed and listening proficiency. The three dimensions together account for 19.3% of variance of listening proficiency, whereas word recognition speed alone explains 10.3% of variance of listening proficiency.

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Immersion Teacher Educators' Understanding of the nature and role of Integrated Content and Language

Despite the well empirically documented benefits of immersion programs, they do experience important challenges such as students' difficulties related to language proficiency. Many scholars have argued that the lack of systematic attention to language development during subject-matter instruction is to blame but, despite our increased awareness of the importance of providing a balanced instructional focus on form and meaning across the immersion curriculum (e.g., Lyster & Tedick, 2014), immersion teachers' practice remains relatively unchanged today. We argue that part of the problem lies in the lack of research interest and focus on teacher educators whose role is central when it comes to operationalizing the type of changes research and theorizing in the field has called for in recent years.

This case study (Yin, 2003) attempted to bridge this gap in our understanding by tapping the experience of a team of Canadian teacher educators. The overarching question was: What is immersion teacher educators' own experience with and understanding of integrated content and language instruction as well as their awareness of the importance of this approach within the context of immersion education? Data included questionnaires, journals, interviews, and curricular materials. Data analysis involved triangulation and both independent and collaborative processes between the two principal investigators.

The presentation will describe preliminary findings, which suggest that teacher educators' perceptions, attitudes, and beliefs regarding the role language plays within the learning of varied disciplines impacts their ability to prepare student-teachers to implement a well-integrated approach.

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Evaluating text-to-speech synthesis as a tool to enhance the foreign language classroom

Text-to-speech synthesizers (TTS) have the potential to enhance L2 acquisition (see Soler-Urzua, 2011 for pronunciation, and Kirsten, 2006 for writing). Despite their demonstrated effectiveness, there is a need for up-to-date formal evaluations of TTS systems (e.g., to promote input enhancement; Chapelle, 2001), particularly in English as a foreign language (EFL) contexts, where access to input is affected in terms of quantity and quality (Cardoso et al., 2012).

This study was an attempt to evaluate a modern English TTS system in an EFL context in Brazil, at a number of levels of analysis: (1) speech quality (e.g., comprehensibility, naturalness), (2) focus on a linguistic form (regular past tense), and (3) learners' cognitive processing of speech (comprehension and shadowing tasks). Thirty Brazilian Portuguese speakers in advanced stages of EFL learning in Brazil participated in the study, wherein they listened to both human (an experienced EFL teacher) and TTS-produced speech samples while performing the tasks. We examined whether learner performance was equivalent on the TTS- and human-based tasks, with equivalency entailing TTS' readiness for use as a pedagogical tool in the L2 classroom.

Results of paired samples t-tests indicated that for speech quality, the human samples earned higher ratings. However, for feature identification and cognitive processing (i.e., speech accuracy and reaction time in the shadowing task, and text comprehension), performance was equivalent. The discussion of the findings will highlight how TTS can be used to complement and enhance the teaching of L2 pronunciation and other linguistic skills both inside and outside the classroom.
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Promises and Perils of Distance Learning: The Case of an Online M.Ed. Program

Distance delivery of the M.Ed. TESL program is only a decade old at our Western Canadian university, and there are lessons to be learned through research and critical reflection. The impetus for the present study is to illuminate the perils of online learning as well as to identify promising practices for online instructional design and delivery, including effectively engaging with the tools of distance delivery, fostering teaching presence, and promoting engagement and collaboration within the learning community. Our focus is on one cohort of students who recently completed their Master's degree online. The participants include both native and non-native speakers who were situated worldwide and who represent diverse linguistic, cultural, and pedagogical perspectives. To understand the evolution of the online communities of practice, phasal analysis (Gregory, 1982, 2002; Malcolm, 2010) was used to investigate the textual discourse produced within the community through a sociocultural lens wherein meaning is generated, negotiated, and interpreted within contexts of situation (Halliday, 1973; 1978). To understand the relationship between pedagogical practices and community building, instructors and learners from the suite of courses were interviewed and online interactions of the discussion boards were mapped using social network analysis (Wasserman & Faust, 1994). Results of the mixed method study will be presented and recommendations for actively engaging learners within healthy online learning communities of practice will be discussed.

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Canadian and Québec images in French language textbooks in the US

With four out of five students of French in the US studying at the beginning level (Goldberg, Looney, & Lusin, 2015), most obtain their entire classroom introduction to the French speaking world from first-year textbooks. Regardless of efforts toward developing culture theory and curriculum frameworks (Byram, 1997; Byrnes, Maxim, & Norris, 2010), the course textbook shoulders the responsibility for introducing students to culture. Research indicates French textbooks in the US include some Canadian and Québec content (Chapelle, 2009), but the way that the content is presented has not been studied systematically. Such descriptive research is needed if beginning-level foreign language teaching is to be improved (Geisler, et al., 2007).

Recognizing the importance visual representation for beginners, this paper draws upon the social-semiotic approach of Kress and van Leeuwen (2006) to analyze Canadian and Québec images in 65 beginning-level French textbooks for the US market published from 1960 through 2010. It analyzes how people are depicted in the Canadian and Québec images with a focus on the ideational (identity and activity) and interpersonal (proximity) aspects of meaning. It also analyzes the ideational meaning of cityscapes and landscapes with focus on the degree of specificity of identity and activity. Finally, it examines three textbooks in terms of multimodality to reveal their combined use of image and text to create meaning about Canada and Québec. The sample is divided by the five decades of the study, and results reveal the increase in the variation in the meanings constructed through images over time.

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French Immersion Students' Linguistic and Mathematical Resources for Problem Solving

This study explores how secondary French immersion students use and attend to language and mathematics while working collaboratively on mathematics problems. Two key underpinnings, sociocultural theory and the mathematics learning register, provide the theoretical framework of this research. Sociocultural theory views language and learning as intertwined: language as a cognitive tool and learning as a social process during which

this important cognitive tool plays a key role (e.g., Vygotsky, 1978; Wertsch, 1993). This is extended to second language education through concepts such as collaborative dialogue and languaging (e.g., Lantolf, 2000; Swain, Kinnear, & Steinman, 2011). The mathematics learning register is recognized as the specialized language of the mathematics classroom. Viewed through this register, mathematics is a social activity, inseparable from language (e.g., Barwell, 2007; Halliday, 1978; Moschkovich, 2010; Pimm, 1987). The study involved pairs of Grade 10 French immersion mathematics students who were audio recorded while working through a series of mathematics problems in French. Student discourse was analyzed through a situated, sociocultural lens (Gee, 2014), and coded for language-related episodes (Swain & Lapkin, 1998), mathematical communications (Barwell, 2009; Moschkovich, 2007), and emergent themes related to linguistic and mathematical problem solving. Students participated in follow-up stimulated-recall interviews and their classroom teacher was interviewed as well. Preliminary results will be presented and discussed. The presentation concludes by addressing the need for and importance of work that aims to value and understand the linguistic and mathematical resources at work and necessary in second language mathematics classrooms. Future directions for research will be considered.

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Structural alignment in L2 task-based interaction

Structural alignment, or the tendency for interlocutors to re-use a syntactic structure present in recent discourse, appears to have a lasting impact on interaction and is believed to promote second language (L2) development (Branigan, Pickering, Pearson, & McLean, 2010; Pickering & Garrod, 2004). This study investigated L2 structural alignment (with respect to its re-occurrence over time), focusing on two information-gap interactive tasks (map task vs. picture completion task) in task-based interaction. Participants were 30 students from diverse language backgrounds (M_{age} = 28.5, SD = 6.2 years), recruited from different academic programs at a Canadian English-medium university. They carried out the two tasks in dyads, with 7 minutes to perform each task. Interaction data were transcribed and coded for instances of structural alignment and the alignment's characteristics in terms of structure type, accuracy, and re-occurrence across turns. Results indicated that structural alignment occurred in L2 English task-based interaction (69.2% and 65.2% of structures aligned in each task) and that it continued over several intervening turns, with 21.3% (map task) and 26.7% (picture task) of alignment occurring across more than three turns. This structural repetition was linked to an improved accuracy of subsequent language production for some structures, such as "*go* + prepositional phrase," "*that*-complement," and "existential *there.*" Furthermore, the two tasks were associated with varying degrees of structural alignment, target structures involved, and types of alignment (i.e., within- vs. between-speaker alignment). These findings are discussed in terms of the role of structural alignment in language development in task-based interaction.

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Lexical frequency profiling: Exploring validity in standardized English language testing

Lexical frequency profiling (LFP) measures (Laufer & Nation, 1995) can contribute to more complete understandings of validity in standardized English language testing. It appears that independently gathered vocabulary measures and test performance go hand in hand. Read and Nation (2006) found higher scoring speaking test-takers deployed a wider variety of low frequency vocabulary and lower scoring speaking test-takers relied more on high frequency words. Banerjee, Franceschina, and Smith (2007) found higher writing scores were accompanied by increases in low frequency vocabulary and less reliance on high frequency words.

In the present study, a corpus of 200 speaking samples (211,602 tokens) and 200 writing samples (70,745 tokens) was created through randomized quota sampling from previously rated CELPIP-General tests. For each speaking and writing sample, eight lexical measures were generated using BNC-COCA Web VP (Cobb, 2015): tokens, types, coverage by 2,000 high frequency word families, coverage by 3,000 to 10,000 mid-frequency word families, coverage by 11,000+ low frequency word families, lowest frequency band accessed to cover 98%, lowest frequency band accessed overall, and the total number of frequency bands accessed.

Correlational analysis (Pearson r) was used to explore the relationship between LFP measures and CELPIP scores. Significant correlations were found, with test-taker scores generally increasing along with tokens, types, reduced reliance on high frequency vocabulary, greater coverage by mid-frequency vocabulary, and greater ability to access lower frequency vocabulary. These results point to the potential of LFP measures for contributing validity evidence in standardized English language proficiency testing.

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Language development and meta-linguistic awareness during study abroad: A case study

Study abroad research has only recently begun to examine the use of Facebook by sojourners (Kelly, 2010; Levine, 2014; Mitchell, 2012), despite Facebook's current status as the number 1 social media site (Duggan & Smith, 2013). Sojourners process their study abroad by documenting their experiences with the host culture language(s) and culture(s) (Sandel, 2014). This case study examined one teen's Facebook posts from two separate study abroad experiences in Germany, using Pavlenko's (2007) recommendations for analysis of autobiographic narratives. Data sources included the teen's Facebook posts (n= 520) and a post-sojourn reflection completed upon return from the second sojourn. Findings revealed that the teen used Facebook as a mediational means (Scollon & Scollon, 2004) for documenting her language development and displaying her meta-linguistic awareness. Posts revealing her language development included ones marking milestones of development and ones in which she wrote in her second language or both languages. Meta-linguistic awareness is revealed through her use of code-switching and her meta-linguistic commentary. This study addresses a gap in

study abroad research concerning teens' use of Facebook during study abroad experiences and reveals how one sojourner used Facebook posts to mediate her language learning and meta-linguistic awareness.

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"Today I wrote my mind": Dialogue journals in short-term study abroad

Short-term study abroad programs are growing in popularity, so educators and researchers are exploring effective tools to enhance the learning and cultural experiences of students in these programs (Jackson, 2006). Dialogue journals, writing journals in which students respond to instructor prompts and in turn initiate topics for further written discussion, are a useful pedagogical tool in a variety of educational contexts (Peyton, 1997; Peyton & Reed, 1990).

However, their use in the short-term study abroad setting remains largely unexplored. This study looks at the dialogue journal writing of eight Japanese students in a four-week visit to a Canadian faculty of education. The analysis used grounded theory methods (Corbin & Strauss, 2008; Silverman, 2014) for finding common themes brought forward in the writing of the students.

Hofstede's (2001) six dimensions of culture and Hanvey' (2004) four-stage model of cultural awareness framed the study. Themes that emerged from students' writing in conversation with their English for Academic Purposes (EAP) instructor revealed that the dialogue journals provided a venue for students to express their feelings, draw upon their learning outside of class and bring their intercultural learning into the dialogue. The use of dialogue journals facilitated the building of rapport between teacher and students and served to bridge cultural differences.

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Quelles représentations de la variation linguistique en français dans les manuels scolaires?

L'apprentissage d'une langue nécessite l'application de connaissances linguistiques en considérant que les usages varient selon le contexte. Ces usages sont généralement marqués par des facteurs sociaux et idéologiques véhiculés par les locuteurs, c'est pourquoi il est important de s'attarder aux représentations transmises aux apprenants (Castellotti et Moore, 2002). La question des représentations en milieu scolaire a déjà été abordée sous divers angles, dont celui des rôles de l'enfant et de l'adulte (Münchow, 2004a). Toutefois, à notre connaissance, personne n'a encore comparé les représentations associées à la variation linguistique en français.

Pour combler cette lacune dans la littérature, nous avons mené une étude à partir d'un corpus de cinq manuels de français langue étrangère (FLE) édités en France et de cinq manuels de français langue seconde (FLS) édités au Québec pour y examiner les représentations associées à la variation linguistique pour la France et le Québec. Dans le but de répondre à notre objectif, nous nous sommes inspirés des travaux de Münchow (2004a; 2004b) portant sur la linguistique de discours comparative afin d'établir une analyse réflexive et interprétative sur le sujet.

La comparaison descriptive et interprétative de ces manuels a permis de mettre en évidence une représentation diversifiée des deux principales variétés à l'étude ainsi qu'une volonté de marquer la différence, soit pour montrer les « écarts » ou pour affirmer ces « écarts ». Dans la discussion nous aborderons l'impact de ces représentations sur les apprenants et la prise de conscience de la transmission de ces représentations par les enseignants.

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Understanding Chinese-English Bilingual Readers through Miscue Analysis

Knowing more about the literacies of Chinese and English speaking children will help teachers to appropriately assess and support their reading in both languages. The purpose of our work is to explore the reading processes of three to five Chinese-English bilingual children (ages 10-14) using miscue analysis (Goodman, Watson & Burke, 2005) of reading in both Chinese and English. Social constructivist ideas (Vygotsky 1978, 2004; Smagorinsky, 2007) and psycholinguistic understandings of reading (Goodman, 1994, 1996; Halliday 1974, 1985; Lee, 2012, Owocki and Goodman, 2002) frame this research. Participants engage in three parts for this study: an interview on their literacy practices, a child read aloud in both languages, and then a retelling of each text. Analysis of the data (interview transcripts, miscues, retellings) involves qualitative interpretation and miscue analysis to understand the cueing systems used, text comprehension, and literacies of the children, as well as to compare reading behaviours and processes between the two languages. This is the second phase in our research. A pilot study we conducted last year suggests children draw on similar reading processes even though they are working with very different orthographies. We believe, however, there are additional processes occurring with biliterate children that warrant further study. Because there continues to be significant increases in the number of Chinese speaking children in Canadian schools (Statistics Canada, 2014), it is imperative teachers understand how bilingual or multilingual children draw on what they know from one language to read in another to best support reading practices and instruction.

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This is why I can't understand you: Listener explanations for comprehensibility ratings

Comprehensibility has become one of the core constructs used for evaluating second language (L2) speech. It can be defined as how easy or difficult a listener judges an utterance to be and is usually measured using groups of raters who assign scalar judgements. A number of studies have investigated which speech characteristics underlie these judgements (e.g., Isaacs & Trofimovich, 2012). However, only a handful of studies (e.g., Isaacs &Thomson, 2012; Jun & Li, 2010) have asked raters to report on what they themselves believe to be the factors most strongly influencing their comprehensibility judgments. The use of such verbal reports offers valuable insights into how listeners make judgements about L2 speech.

In the current study, 40 listeners from four different L1 backgrounds (10 each of Mandarin, French, Hindi, and English speakers) listened to 30 extemporaneous English L2 speech samples from the same L1 groups. Each speech sample was rated for comprehensibility, and after making each rating, the listeners gave a verbal report explaining their reasons for the scores they gave.

The resulting 1200 verbal reports were coded using 40 categories, resulting in 3210 coded comments. Overall, comments about the content of the speech samples were mentioned most frequently, followed by comments about the speakers' overall pronunciation, pronunciation of individual words, speech rate, and overall accentedness. There were also some differences based on the language backgrounds of the raters and speakers. The implications of these findings for pedagogy and for comprehensibility research will be discussed.

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I'veulent-tu parler comme nous autres?

Alors que les recherches s'intéressant aux attitudes langagières d'apprenants de français langue seconde (L2) au Québec montrent que ces derniers entretiennent généralement des perceptions negatives à l'égard du français québécois (Kircher, 2012), les apprenants de français qui ont reçu un enseignement explicite sur les phénomènes de variation propres à toutes les varieties de français semblent, eux, développer une appréciation pour la diversité des usages de la langue française (van Compernolle et Williams, 2012). À notre connaissance, aucune étude n'a encore observé le lien entre

l'enseignement explicite de traits sociolinguistiques appartenant uniquement au français québécois et les attitudes linguistiques ainsi développées chez les apprenants.

Pour combler cette lacune dans la literature, nous avons sondé les perceptions de 3 cohortes d'apprenants de français L2 (N=46) inscrits dans un cours universitaire avancé de français portant sur la variation du français. Après avoir reçu un enseignement explicite sur les différentes variantes pouvant former l'intérrogation totale (inversion, *est-ce que*, intonation montante et intonation montante suivie de la particule *–tu*), les participants on répondu à un court questionnaire à questions ouvertes sondant leurs opinions quant à l'intérrogation montante suivie de *–tu*.

L'analyse de contenu effectuée sur les données qualitatives a démontré que suite à l'enseignement explicite, la majorité des participants (43/46) avaient une perception positive de cette forme. Fait intéressant, les attitudes positives envers cette forme n'amènent pas forcément tous les apprenants à vouloir adopter cet usage. La discussion portera sur les raisons évoquées par intégrer ou non cet usage à leur repertoire sociolinguistique.

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An exploration of plurilingualism in language learning: Bridging the gap between theory and practice

Plurilingualism has been historically prevalent in many societies and, although it has become a *buzzword* in language education in the past two decades, it is not a new concept (Flores, 2013). The Common European Framework of Reference for Languages (Council of Europe, 2001) has been a catalyst for shifting notions of linguistic plurality, consolidating the theory of plurilingualism and encouraging its practice in language education. Theoretically, plurilingualism is proposed to enhance both language learning and teaching, but an investigation of empirical research is needed to explore how the theory has been translated into practice. This paper presentation provides an examination of empirical research studies carried out in this area to find out the extent to which plurilingual instruction impacts language learning. Findings from previous research indicate that plurilingual education provides several added values to the language learning experience; for example, enhancement of metacognitive skills (Bono & Stratilaki, 2009; Vorstman et al., 2009; Payant, 2015), motivation (Corcoll, 2013; Jeoffrion et al., 2014), awareness of plurilingual identity (Oliveira & Ançã, 2009; Prasad, 2004), cultural empathy (Dewaele & van Oudenhoven, 2009), among others. While there are several benefits of plurilingual education among learners, issues with its implementation need careful consideration: a disconnect between theory and practice (Pinho & Andrade, 2009; Pauwels, 2014; Abiria et al., 2013); lack of teacher training (Ellis, 2013); and little attention to pluriculturalism/interculturalism. This presentation ends with a reflection of how to bridge the theory of plurilingualism into practice by offering suggestions for future research.

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"Pardon my French": A case study of non-classroom language anxiety in Montréal

Some learners of French in Montréal avoid speaking French, even though they may value being bilingual/multilingual (Pletch, 2011). Their avoidance suggests a possible link with language anxiety (Horwitz, Horwitz, & Cope, 1986) that has not been explored. Although there is some evidence to suggest that non-classroom language anxiety has the potential to be economically, politically, and socially detrimental to the language learner (Heller, 1982; Dewaele, 2007; Guntzviller, Jensen, King, & David, 2011), there has been little qualitative research into the experiences of people who feel anxious about their French in Montréal outside the classroom. Such research would expand our understanding of non-classroom language anxiety and Montréal's complex sociolinguistic dynamic (Lamarre, 2013). Using a critical sociolinguistics approach (Heller, 2007; Lamarre, 2013), this doctoral study explores non-classroom language anxiety in Montréal and considers some of the individual and social conditions/consequences of non-classroom language anxiety. I will report preliminary findings of a qualitative multiple-case study of ten Montréal-based learners of French who experience non-classroom language anxiety. I collected narrative data using a non-static approach to data collection (Lamarre, 2013), including: language maps, *in situ* recordings,

walking interviews, and focus groups. I analysed the data inductively through open coding and participant validation. My discussion will focus on the themes of language choice and language switching and their role in non-classroom language anxiety. This presentation may be of interest to learners of additional languages, as well as to researchers and teachers looking to support and prepare learners for the world beyond the language classroom.

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Two Decades of Community Engagement for Improved ELL Policies

Language policy research puts little emphasis on parental agency. The parents of English Language Learner (ELL) are often excluded from school decision-making processes whereas White middle-class parents are more strategic in intervening in their children's schools (Lareau, 2003). This study explored how immigrant parents of a community coalition advocated for higher quality and more equitable ELL policies and practices in Alberta.

The study takes policy as discursive practice and examines how policy is experienced and constructed locally by parents (Dagenais, 2013). It focuses on eight components of ELL policy: visibility, designation of responsibility, eligibility, duration, placement, programming, assessment and reporting, and funding (Kouritzin, 2013).

Data for the study were collected through policy documentation, interviews with parents from 15 countries, and 2 focus groups with parents and policy-makers. Results reveal that from the parents' perspectives, there were systemic inequities, including ELL funding reduction, the lack of accountability, the replacement of qualified ELL teachers with assistants, and inadequate ELL programming. These inequities resulted in high dropout rates of ELL students and the creation of a permanent underclass. Members of the coalition utilized a range of strategies to influence policy. They organized demonstrations, hosted public forums, and collaborated with other immigrant settlement organizations.

The study brings new voices of ELL parents into the educational policy process. Results of this research will provide directions for ELL policies, programs and services, as well as new insights into the effectiveness of advocacy and capacity building of ELL parents.

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Exploring L2 learners' beliefs about Task-Based Language Teaching

Learners' perceptions and beliefs about language learning act as a powerful motivating factor that shapes the actions and behaviours that learners display in their learning (Gabillon, 2005; Kalaja & Barcelos, 2003; 2013). Although beliefs in SLA have been studied from several perspectives, one particular line of research referred to as the 'Contextual Approach' perceives beliefs as emergent, dynamic, and embedded in context (Barcelos, 2003; Benson & Lor, 1999; Riley, 1994; Sakui & Gaies, 1999). Adopting such a perspective, this paper explores the beliefs and perceptions of sixteen intermediate-level Spanish learners in relation to the implementation of a Task-Based Language Teaching approach. Data for the study were collected through focus-group interviews, held at the beginning and at the end of the term, and through individual weekly journal entries, in which the participants addressed different aspects of their learning. The analysis of the data identified several themes in relation to the learners' perceptions, such as the types, amount and usefulness of classroom practice, the quality of the teaching materials, the pace of the class, the assessment tools, student engagement, and the participants' learning styles, to name a few. In addition, further analysis of the data revealed deep-seated learners' beliefs about language learning in general. This presentation will discuss the participants' perceptions and beliefs in relation to the context in which their learning took place, and it will also discuss the way these beliefs play a role in the decision-making process regarding curriculum development and classroom language learning activities.

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How communicatively oriented are EFL classes in Chile?

The Chilean government is aiming for a bilingual country - Spanish and English language (EL). To reach this goal it has launched several strategies to improve EL proficiency among school students and professionals; however, to date, the results of standardized tests (on listening and reading comprehension) have shown little improvement since 2010 (Agencia de la Educacion.cl, 2013). International tests also report that Chilean EL proficiency is low (EF EPI, 2014).

Considering the above results we are beckoned to ask why. Teacher proficiency? Teaching skills? Cultural knowledge? Learning resources? There are many possible factors that might account for low student performance. Since teachers and their beliefs and perceptions impact directly on their teaching practice (Borg, 2003; Van den Branden 2006), this research explores one possible factor – the perceptions of EFL teachers on communicative teaching.

The quantitative survey study of 60 teachers explored teachers' perceptions and reported practices toward both a communicative and test oriented language teaching approach. Results indicate that teachers perceive that communication is key to teaching and learning an L2. Multiple themes from their responses and questions about the implementation of Chile's new policy will be presented, including graphs and themes.

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Does instructional setting affect the noticeability of corrective feedback?

Online learning is still a novelty in second language (L2) education, where content is mainly delivered according to the traditional face-to-face (F2F) model, with both teacher and students participating in a synchronous exchange of information. As such, little research on the effectiveness of online environments on L2 learning has been undertaken, especially with specific areas of language instruction. Oral corrective feedback (CF) - a teacher's response to a learner's error - is seen as one way to draw attention to form (Lightbown, 1998) since correcting learner error when it is made juxtaposes the interlanguage form and the L2 norm. Positive effects of such comparison, however, are contingent on learner recognition of the corrective intent behind CF. Although the extent to which learners are able to notice CF has received some attention (e.g., Egi, 2007; Philp, 2003), few investigations have looked into the noticeability of CF online. Such comparisons are necessary because instructional context can play a role in the amount of noticing and, consecutively, language learning generated.

This study aimed to determine whether the learning context makes a difference in the amount of CF noticed by two groups of low-intermediate learners of English (n=12) engaged in a communicative task. While one group received CF on their past tense errors in the F2F classroom, the other was corrected in a 3D virtual environment. Noticing was measured by way of uptake analysis and revealed differences in the rate of CF noticing. Post interviews established reasons for the differences from both the students' and teacher's viewpoints.

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De la croisée des langues à la compétence interculturelle

Dans les temps modernes, rares sont les sociétés qui prétendent préserver leurs langues et leurs cultures de l'influence étrangère. L'avancée technologique, la rencontre des peuples due aux événements sociohistoriques et à la généralisation de l'éducation constituent des facteurs décisifs dans le brassage des langues et des cultures. Ce brassage se manifeste principalement par l'alternance de langues (AL).

Comme la langue, l'AL constitue une partie intégrale de la culture, mais à une échelle plurielle. Une compétence, même restreinte, d'une autre langue permet le contact avec une autre culture et la *réduction* de préjugés. En ce sens, la langue et la culture dépassent leur ethnocentrisme pour rejoindre l'interculturalisme.

Cette communication se veut qualitative. Elle propose d'analyser le rapport des Nord-africains, majoritairement francophones, au français L2 et à leurs L1, notamment en milieux éducatifs. Elle explore l'impact du statut juridique de ces langues et des représentations langagières des multilingues sur le système éducatif. Elle vise ainsi à déterminer si l'AL enrichirait la relation interculturelle, ou plutôt renforcerait l'ethnocentrisme en Afrique du Nord.

Pour ce faire, cette étude se référera aux approches macrosociolinguistiques et à l'ethnographie de la communication (Fishman, 1971 ; Gumperz, 1989a, b). Elle s'appuiera sur un questionnaire et un corpus de vingt-cinq heures d'enregistrement audio menés auprès de locuteurs multilingues âgés de 14 à 65 ans.

Les résultats obtenus montrent une relation étroite entre les perceptions langagières des multilingues Nord-africains et la détermination des relations ethnocentriques et interculturelles. Ces notions sont à la croisée des circonstances socio-politico-historiques de l'Afrique du Nord.

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Do they know what went wrong? English lingua franca users analyze difficulties in understanding

English as a lingua franca (ELF) is often described as the exploitation of linguistic resources between "speakers of different first languages [L1] for whom English is the communicative medium of choice" (Seidlhofer, 2011, p. 7) in order to successfully communicate. However, when ELF users' communication is not successful, they would benefit from knowing why. In this study, we explore ELF users' awareness of the source of difficulties in understanding, specifically asking: Are particular kinds of trouble sources (e.g., lexical, pragmatic) more frequently identified than other kinds? Are ELF users' (in)actions to resolve difficulties in understanding linked to their identity expressions (Sung, 2015)? Data were collected from 13 pairs of ELF users, who were video-recorded doing communicative, interactive tasks, and later individually watched their interactions and discussed the sources of difficulties in understanding. Transcribed data were coded for trouble sources, repair sequences, and identity expressions, either referring to the ELF user or to his/her interlocutor. Preliminary findings show that ELF users most frequently identified phonological and lexical trouble sources, but were more successful in resolving lexically based difficulties, as opposed to phonologically based ones. Additionally, while many ELF users expressed their shared status as L2 speakers and sincerely worked to resolve difficulties, several ELF users who attributed lower language proficiency to interlocutors or higher subject matter expertise to themselves tended to abandon topics or repeat previous utterances when confronting communication difficulties. Results will be discussed in light of Mortensen's (2013) findings for the importance of contextual factors in ELF interaction.

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EAP Curriculum Alignment and Social Acculturation: Student Perceptions

Increasing numbers of students whose first language is not English desire to attain a university degree from a post-secondary institution in Canada (Citizenship and Immigration Canada, 2013). English for Academic Purposes (EAP) programs, a common pathway to higher education, are designed to prepare students from non-English speaking backgrounds for the academic demands of post-secondary education. This qualitative study investigated post-EAP student perceptions of curriculum alignment with current undergraduate study. Semi-structured interviews were conducted with seven former EAP students from a range of faculties at a large Canadian university; data was coded for analysis to find common themes using grounded theory approaches (Corbin & Strauss, 2008; Silverman, 2014). As a theoretical framework, the authors were informed by Biggs' (1996; see also Biggs & Tang, 2007) notion of constructive alignment, in particular the elements of learning outcomes, learning activities, and assessment, as well as Schumann's (1986) conception of acculturation. While interview data indicated perceived areas of alignment between EAP instruction and undergraduate studies, areas of misalignment yielded unexpected findings, particularly in the area of psychological acculturation (Berry, 1997). In this presentation, researchers will discuss perceived needs in EAP curriculum as highlighted by the data. Implications for teaching, and program recommendations will also be discussed.

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Insights From Five Years of Preservice Language Teachers' International Internships

In this longitudinal study, we explore the experiences of preservice language teachers in their international internships. The purpose is to understand how preservice language teachers' participation in such an opportunity may contribute to their professional and personal development, particularly with regard to language teaching and learning. School-based internships have been widely recognized as a key element that enables preservice teachers to gain a deeper understanding of the complexities of the classroom (e.g., Darling-Hammond, 2006). Moreover, international internships have been shown to contribute to expanding worldviews (e.g., Maynes, Allison, & Julien-Schultz, 2012; Pence & Macgillivray, 2008; Riches & Benson, 2011). Through an exploratory case study (Creswell, 2008; Merriam, 2009), we have gathered data across five years of international internships—from the project's pilot year in 2011 to present— in the Bachelor of Education program at the University of New Brunswick. In total, 29 preservice teachers who elected to complete an 8-week international internship in either China or Columbia participated in the study. Each year, we collected data by conducting pre- and post-internship focus group interviews and through online journals during the internship. Data were analyzed for emergent themes, and for this presentation, we will focus on the data related to language teaching and learning. We will share results that include the insights gained and obstacles encountered by the participants. To conclude, we will discuss what preservice teachers learn by leaving the local classroom and the ways in which these learnings can inform future directions of these international field experiences.

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Learning the multiple meanings of the preposition "a" in L2 Spanish

This study examines how L2 learners acquire the different meanings of the Spanish preposition *a*. Although prepositional errors are frequent among L2 learners, little is known about how they acquire these forms. One hypothesis that has recently gained attention comes from cognitive linguists, who argue that acquisition does not proceed haphazardly, context by context, but rather occurs in a systematic fashion using natural cognitive mechanisms such as metaphor, analogy, and image-schema transformations (Tyler & Evans, 2004; Tyler, 2012). They predict that conceptually basic spatial meanings are acquired first, followed by temporal uses via metaphorical extension, and finally the less semantically transparent lexicalized and grammaticalized uses.

Ten beginner, ten intermediate, and four advanced adult Spanish learners recounted two stories, each with 15 pictures specifically designed to elicit uses of *a*. The 351 tokens produced were classified by semantic function (spatial, temporal, lexical, or grammatical) and examined for accuracy as well as error type. The results only partially support the hypothesized order, suggesting that acquisition does not rely solely on cognitive mechanisms, but rather that other non-conceptual factors—namely collocational patterns, L1 influence, frequency, and saliency— are simultaneously at play (cf. Lowie & Verspoor, 2004).

These findings imply that while there is no harm to drawing learners' attention to the relations among meanings, it would also be helpful to point out collocational patterns, frequent uses, and (if possible) similarities to the L1, as learners rely on a variety of mechanisms to figure out which preposition to use in a given context.

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A sociocognitive and sociocultural model of interventions for literacy instruction

Stemming from an ethnographic case study related to writing development in a grade 7 immersion classroom, a model of interventions for literacy instruction emerged based on Bandura's sociocognitive (2002) and Vygotsky's sociocultural theories (1972, 1978). Charmaz & Mitchel (2008) proposed that ethnographers integrate data analysis strategies from grounded theory to deepen their analysis and Watson-Gegeo (1988) encouraged them to extend and strengthen their analysis through further theorization.

In this ethnographic case study, a single case study approach (Yin, 2009) was adopted. The participants included a class of 20 grade 7 students, their teachers, resource teachers and the administrators of the school. Within that single case study, embedded case studies were integrated – 4 at-risks writers and 4 typically developing writers. Data sources included classroom observations, formal and informal interviews, think-aloud protocols, questionnaires and artifacts.

Data from the field notes and transcripts of the interviews revealed that some of the at-risk students were marginalized, and even rejected by the peers during cooperative and whole-group tasks. Field notes, interviews and think-aloud protocols highlighted at-risk students' anxiety toward school and toward writing, as well as lack of confidence and self-efficacy. Analysis of the think-aloud protocols and the texts written by the students during these protocols showed improvement during the school year. However, they also indicated a growing gap between at-risk and typically developing writers.

Thus, a model of interventions for literacy instruction consisting of three domains – sociocultural, affective and cognitive – was proposed to respond to the needs of all students in a classroom.

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Étudiants en éducation en contexte canadien francophone minoritaire : à l'épreuve du DELF B2

L'utilisation du cadre européen commun de références et de l'un de ses outils dérivés, le Portfolio européen des langues, est de plus en plus promue et analysée à l'échelle canadienne (Little et Beaudoin 2008, Planchenault 2013, Turnbull 2011, Vandergrift 2006, etc.). Dans cette communication, on propose d'évaluer les résultats au Diplôme d'études en langue élémentaire (DELF) niveau B2 obtenus par des étudiants en éducation, évoluant en contexte francophone minoritaire. Les conseils scolaires, encouragés par les prises de position de chercheurs et d'associations telles que l'Association Canadienne des professeurs d'immersion (ACPI), font de plus en plus passer cet examen aux élèves des écoles secondaires certes. Mais comment les étudiants en éducation, futurs enseignants, réussissent-ils face à ce test ? La recherche exploratoire ici présentée analyse les résultats aux épreuves orales et écrites de 27 étudiants en éducation sur le point d'entrer en stage, et sur le point donc de se présenter comme modèles langagiers face à des élèves ayant fait le choix d'étudier en français. Cette communication questionne la difficulté de ces étudiants pré-stagiaires à démontrer, via le DELF B2, une maîtrise adéquate de la langue française.

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Engaging with static and dynamic imagery: A tool for teaching and learning about multilingualism

The study describes the use of linguistic landscaping as a pedagogical resource (Sayer, 2009) for teaching and learning about multilingualism in a graduate course on ethnographic research methods. Students taking the course carried out small-scale observation projects in which they reflected on the theories being studied in local social and educational environments. We report data from one of these studies, in which Author 1, informed by Pink's (2008) visual ethnography, carried out a linguistic landscaping study to document, analyze, and engage with multilingual communities in Vancouver's Downtown Eastside. We present findings to the following research questions: 1) how is multilingualism represented through the linguistic landscape and community residents' daily language practices? 2) how do the static and dynamic aspects of multilingualism (i.e., visual imagery and actual language practices) correspond with each other to reflect the densely layered patterns of multilingualism in the neighbourhood? 3) how successful was the data gathering exercise as a dynamic means of linking theories of multilingualism to local practices in graduate studies? Our use of linguistic landscape as a pedagogical tool allowed for connections to be made between classroom content and an outside community, enabling greater awareness and creative analysis around social language use (Sayer, 2009). We argue that such a connection could not have been made via the traditional route of asking graduate students to write an extended essay about theory and practice due to three key factors: researcher agency, engagement with local practices, and physical immersion within the intersection between theory and lived practice.
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Learning to integrate language and content through a professional development partnership

This paper reports on the first year of a three-year professional development (PD) project undertaken as a partnership between a university and school board in Quebec. The school board does not have a French immersion program, but many of its French second language (FSL) teachers teach social studies in French. The purpose of this PD initiative was to equip these teachers with strategies for integrating language and content across their FSL and social studies classes.

Eight teachers participated in five daylong PD sessions. The first three sessions entailed morning workshops emphasizing content-and-language integration followed by afternoon sessions devoted to collaboration among participating teachers as they designed social studies units with a language focus. The fourth daylong session was devoted to completion of the instructional units, which teachers then implemented in their respective classrooms while being video recorded. The fifth and final session involved stimulated recall sessions devoted to viewing selected video recordings as a means for teachers to assess the success of their instructional interventions and to reflect on the impact of the training on their professional growth.

Questionnaires were administered and interviews conducted at the beginning and end of the PD initiative. In addition, the PD sessions were observed and the teachers' instructional units were video recorded, as was the final stimulated recall session. Based on qualitative analyses of these data, this paper will highlight the PD process and outcomes by identifying the core constituents and essential emotions that defined the teachers' experiences with content-and-language integration.

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"I'm a visitor not a scholar": Visiting scholars' learning experience in a western Canadian university

This study explores the experiences of four Chinese university professors, who are visiting scholars (VSs) at a western Canadian university. The data were collected from one-on-one semi-structured interviews, reflexive written statement, analysis of the official document from China Scholarship Council and memos from the talk with the coordinator of visiting scholar program of the host Canadian institution. Three themes emerge from the data: a) VSs deem the sojourner experience in the Canadian university to be helpful in their professional development; b) VSs have no active involvement in and interaction with the host academia and c) VSs position themselves to be neither students nor scholars or professors in the host university. We argue that: 1) In globalization, sojourner experience abroad, especially in Inner Circle countries, has been essentialized as an 'efficient' pathway to professional development for Chinese teachers/professors. 2) The lack of interaction with host academia contributes to VSs' marginalized position, which they feel no belonging to any community or group in the host university. 3) VSs' dilemma position between 'being students' and 'being scholars' is a product of neoliberalism in academia, both in China and Canada. We advocate that both visiting scholars and host universities critically view 'going abroad' not equating to self-improvement and being cautious of the negative influence of neoliberal discourse on academia.

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Parents of anglo-dominant students in francophone minority context schools

This research investigates the experience of non-francophone (NF) parents in Atlantic Canada who have chosen a minority French school for their children. The study addresses gaps in the literature by looking beyond exogamous couples (Cormier & Lowe, 2010; Rocque, 2006) and illuminating diverse types of NF parents that are present. These findings drawn from recent dissertation data collection explore the educational beliefs, experiences, and involvement of NF parents. Parental involvement in children's education is important for academic and social achievement generally (Desforges & Abouchaar, 2003; Epstein, 2011; Jeynes, 2007, 2010; Weiss, Buffard, Bridgall, & Gordon, 2009) and in minority contexts particularly (CMEC, 2003; Landry, Allard & Deveau, 2010). Changing demographics in minority French schools across Canada mean a growing number of parents of children in these schools do not have French proficiency (CMEC, 2003; Landry, 2010; Author, Turnbull, Gauthier, Cormier & Miller, 2013). It is crucial to understand the role of the NF parent in the French minority language school context to enhance the success of the students and the schools, inform policy and practice, and maintain vibrant French linguistic and culturally-rich communities.

Theory and models from parental involvement (Epstein, 2011; Hoover-Dempsey, 2011; Hornby, 2011) and minority French education and revitalisation (Landry & Allard, 2006; Landry, 2010) informed the study. The mixed methods research design included 13 focus group interviews involving 43 parent participants and an online survey with just over 100 participants.

The NF parents reported overall satisfaction with a French school but faced challenges with communications from the school, difficulty helping with homework, extra time and energy required to help, and resources for special needs. Parents recommended making all parents feel welcomed and involved in diverse ways, offering communication options, and empowering parents with strategies. The findings can be useful in other contexts where parents do not speak the dominant language of the school.

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Gatekeepers' perspectives: Kindergarten teachers and French immersion principals' perspectives on the inclusion of immigrant English language learners in French immersion

Whether French immersion (FI) is a suitable program for all students has been a topic of debate for decades (e.g., Genesee, 1992; Mannavarayan, 2002; Trites & Price, 1976). Although much of the deliberations have centered around students with learning difficulties (e.g., Arnett, Mady, & Muilenburg, 2014), Swain and Lapkin (2005) highlighted the presence of English language learners (ELL) in FI as an area in need of examination.

While some studies have revealed ELLs' success in FI (e.g., Mady 2015), the same studies have shown ELLs to be underrepresented, giving rise to the question of access. Through a questionnaire and interviews with FI teachers, Mady (2011) revealed teachers not only questioned the suitability of FI for ELLs but also took steps to limit their access. This presentation explores the question of access to FI for immigrant ELLs from the perspective of kindergarten teachers and French immersion principals. In a context where FI starts in Grade 1, kindergarten teachers and principals are often sought out for advice regarding potential FI enrolment and thus have the potential to influence parental choice. Through questionnaires (*N=81)* and semi-structured interviews (*N=12)*, the participants revealed that while they thought ELLs should be included in FI there were several factors that they would consider and/or encourage immigrant parents to consider (e.g., level of English competency, need to focus on English). Although this presentation will not provide a definitive answer to the debate, it will examine gatekeepers' perspectives with the view to improving information dissemination to parents.

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Linguocultural shifts in immigration: attitudes to "taaroff" held by Canadian Iranians

As immigrants move to a new host country, they encounter new forms of linguistic practice and discourse, different conceptual systems and world views, and unfamiliar patterns of socializing. As the result, their linguistic and cultural identities and models undergo a change (Risager, 2006). One can expect that some reevaluation of the communication patterns typical of the original home country may undergo change, particularly in cases when there is a strong difference in these patterns between the home and host countries. "Taaroff" is a unique system of ceremonial politeness in Farsi that has no direct equivalents in English, although it does have some suggested similarities with politeness forms in Japanese and Chinese (Lee-Wong, 2000; Usami, 2002). "Tarrof" is an extremely complex politeness system involving elements of stylistics, genres, vocabulary, idioms, clichés, and grammar. It is based on the principles of deference, humility and cordiality and suggests (among other things) excessive complements and verbal deference of superiors on the one hand, and presenting oneself as inferior, on the other hand (Koutlaki, 2010). Since Canadian communicative patterns have no close equivalents, we hypothesized that over time, the attitudes of Iranian Canadians to "taaroff" may change for the worst. In order to confirm this hypothesis, we designed a questionnaire tool that included demographic information, acculturation information, languages proficiency and research questions related to the use and attitudes of "taaroof" by Canadian Iranians.

Sixty Iranian Canadians representing a short-term (2 years) and long-term (10 years) groups by the duration of their stay in Canada participated in the study. The results suggest that Iranian Canadian participants know how to use taarof and they believe that taarof is an important part of Iranian culture and of being an Iranian. The participants use taarof in Canada not only in communication within the Iranian diaspora, but also sometimes in communication with members of other Canadian ethnic groups. However, the results demonstrate the participants dislike the pressures imposed by taarof, do not want to teach it to their children and have overall rather negative attitudes towards taarof and its use. With the increase of the duration of stay in Canada, the attitudes to taarof become significantly more negative. Taarof attitudes also correlate with the variables of age, gender, education, and command of English.

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The macro-syntax of sociopragmatic repertoire in advanced L2 French personal narratives

Sophisticated navigation of sociopragmatic repertoire is a marker of second language advancedness. While the traditional sociopragmatic cannon of L2 French (address forms, ne deletion, and the *nous-on* variants) has been well-documented across different speaker groups, there is nascent interest in more marked features of contemporary oral French, such as subject doubling or dislocation.

Using elicited narratives, this paper compares the L2 sociolinguistic repertoire of four advanced L2 French speakers. With two hours of personal narratives per participant, this paper first catalogues the sociopragmatic repertoire for the participants. While all speakers evince the same range of repertoire, including address forms, interrogatives, dislocation and intersubjective discourse strategies, the second level of analysis, using macro-syntax (Blanche-Benveniste, 2007, 2000), highlights differences in how the repertoire is realized. The macro-syntax framework allows one to evaluate utterances over time and to account for how a speaker uses repair for elaboration, correction, or clarification. The analysis shows that two very advanced to near-native speakers are more likely to elaborate meaning over the course of an utterance while two low advanced speakers produce linear utterances, using repair to correct form or pronunciation. These findings elucidate the use of marked oral discourse features in advanced L2 French, contributing to recent efforts to qualify learner speech between the advanced and near-native levels (Bartning, 2008). The discussion addresses the role of marked sociopragmatic forms in speech, and how the differences in use may be connected to individual language histories.

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Understanding plurilingualism and plurilingual competence amid the multitude of lingualisms.

Today, there is an array of lingualisms: bilingualism, multilingualism, polylingualism, metrolingualism (Pennycook & Otsuji, 2015), plurilingualism (Coste, Moore, & Zarate, 1997, 2009), codeswitching, codemeshing, and translanguaging (Boun & García, 2015; Canagarajah, 2011; García, 2009; Li & Zhu, 2013), among others. Marshall and Moore (2013) define plurilingualism as the study of individuals' repertoires and agency in several languages, in which the individual is the locus and actor of contact; accordingly, a person's languages and cultures interrelate and change over time, depending on individual biographies, social trajectories, and life paths (Coste, Moore, & Zarate, 1997, 2009). The term "plurilingual competence" adds an emphasis on learners' agency, and their constraints and opportunities in educational contexts (Beacco & Byram, 2007; Coste, Moore, & Zarate, 1997, 2009; Marshall & Moore, 2013; Moore & Gajo, 2009).

We will discuss where and how plurilingualism fits among the other lingualisms, its similarities and differences, with an example of plurilingual pedagogy and practice from a university in Vancouver, Canada. We will then address three common misconceptions about plurilingualism: i] that it is based on an static binary between the social and the individual, [ii] that it is over-agentive, and [iii] that it can serve to reinforce social inequities within a neoliberal world order.

We conclude by arguing that the key distinguishing feature of "plurilingualism" is its use with reference to individuals in teaching and learning contexts (students *and* teachers) who exercise their agency/plurilingual competence to enable communication and understanding via the use of more than one language in interactions.

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Frequency of use vs. accuracy in second language writing development

The presentation reports results from an extensive research project in which many linguistic features were tracked across the CEFR levels. The data, writing samples from participants ranging from age seven to adults, were collected using an identical task set for Finnish as a second language (F2) and Swedish and English as foreign languages in Finland. The task validation and rating procedures are described in detail in Alanen et al. 2010 and Huhta et al. 2014. The methodological framework (the DEMfad Model) is described in Martin et al. 2010. Here only F2 results for grade 7–9 students (527 texts) and adults (669 texts) are discussed. The theoretical framework of the study is a usage based view of language, with constructions as the unit of analysis.

The research question addressed is: How do *frequency* of use and *accuracy* interact in writingacross the CEFR levels? Results from four PhD and twelve MA theses, each focussing on a different linguistic structure, are collated to form a holistic picture of the development of accuracy in relation to frequency of use. The results show that typically a leap in frequency is followed by a leap in accuracy at the next CEFR level, indicating that, unlike what many teachers believe, accurate knowledge of the target structure before its use is encouraged is not necessary for the development of proficiency.

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Comparing Thai university students' collaborative and individual writing

Comparative L2 writing studies have shown that collaborative texts are more accurate than individual texts (Fernandez Dobao, 2012; McDonough & Garcia, 2015; Storch & Wigglesworth, 2007; Wigglesworth & Storch, 2009), and receive higher content and organization ratings than individual texts (Shehadeh, 2011). Nevertheless, collaborative writing tasks may not be widely used in L2 classrooms due to perceived challenges with group assessment (Kagan, 1995; Strauss & U, 2007; McDonough, Crawford, & DeVleeschauwer, 2015) and time constraints (Storch, 2005). In order to shed light on these issues, the current study compared the quality of individual and collaborative texts written by the same students.

Thai university students ($N = 105$) wrote problem-solution paragraphs collaboratively and individually. Their texts were rated using an analytic rubric with 5-point scales for content, organization, language, and mechanics, and coded for accuracy (errors/word; error free clauses/clauses) and complexity (clauses/t-unit; dependent clauses/clauses). Transcripts of the students' interaction ($N = 68$) were analyzed in terms of the percentage of time spent planning, writing, and revising, and the number of content, organization, and language episodes (Storch, 2005, Storch & Wigglesworth, 2007; Wigglesworth & Storch, 2009).

The results indicated that the collaborative texts were longer, had more clauses/t-unit, and more error-free clauses/clauses than the individual texts. Furthermore, the collaborative texts received higher analytic scores. Implications are discussed in terms of benefits and issues with the use of collaborative writing tasks with pre-academic English L2 learners, and suggestions for addressing instructors' concerns are provided.

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Lexical bundle use in native and non-native English graduate writing

Conrad & Biber (2004) show that approximately 20 percent of the words in written academic texts occur within three or four word groups called Lexical Bundles (LBs). Their frequent occurrence underlines the need for Non-Native speakers (NNS) of English to acquire them for fluent production. This study compared LB use in texts from native (NS) and non-native NNS) English speaking graduate students. Twelve native speakers (NS) of English and 17 NNS from three different first language backgrounds (Arabic, Mandarin, Korean) participated. The study focused on quantitative and qualitative differences in LB use by examining the overall frequency of use and the breadth of different lexical bundles used by each group. A writing assignment that formed part of regular graduate work (a reflection paper based on a specific published paper) was available from each participant. The bundles generated by the NS and NNS were compared to a list of LBs identified in previous research as the most frequently occurring bundles in the humanities and in applied linguistics (Hyland, 2008). Results show that the NNS group used a greater total number of LBs than the NS group, but that the NS group used a wider variety of different bundles. The NNS group used more bundles that occurred in the published paper on which the texts were based, and fewer of the frequent bundles than the NS group. A discussion of how these results relate to previous research and writing pedagogy concludes the paper.

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Use of the L2 and L1: Two case studies of teachers of German in Irish post-primary schools

Use of the target language as the main language of the classroom is regarded as a principle of progressive foreign language pedagogy (Sheils, 1993). Within a sociocultural framing of second language teaching the value of the learners' mother tongue is understood to offer learners a useful cognitive tool in thinking about a task and managing task completion (Swain and Lapkin, 1998 and 2000). Evidence-based research is required to inform teachers' understanding of a pedagogically sound approach to the use of the L2 and L1 in the second language classroom. Macaro (2009) highlights the need for studies into use of the L2 and L1 to focus on the learning environment the teacher wants to create and this study attempts to include such a focus.

The paper focuses on two case studies of foreign language teachers of German in Irish post-primary schools in a rural and urban setting. Data was collected over the course of three visits to each teaching context in 2013. Classroom observation, video- and audio-recording, focus group interviews with small groups of beginner and intermediate level learners and semi-structured interviews with the teachers provided insights into the teacher and learner perspectives on use of the L2 and L1. Video-recording of practice provided a stimulus for discussion with teachers and learners during interviews.

Data analysis sought to understand the wide variety of factors which influence teacher and learner use of the L2 and the L1 in the German class including contextual, cultural, linguistic and relational factors.

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Reconceptualizing Essay Rating Activity through the Lens of Cultural-Historical Activity Theory (CHAT)

Essay rating activity (ERA) research in language assessment has generally overlooked or oversimplified the interaction between raters and the sociocultural context, mostly by categorizing raters' ERA as a cognitive process (e.g., Crisp, 2012; Homburg, 1984; Lumley, 2005; Milanovic, Saville, &Shen, 1996). These studies often led to conflicting results, without considering potential interactions between individual raters and the sociocultural contexts. Recent research indicates that the rater-sociocultural-context interaction has an impact on rating processes (Author, 2014; Zhang, 2009). ERA is a socially-motivated practice with social meanings and consequences; situating such an activity within its sociocultural contexts can make research findings more meaningful (Barkaoui, 2008). I propose the application of cultural-historical activity theory (CHAT; Engeström, 1987, 2001) to reconceptualize ERA as both a cognitive and social process. The cognitive approach usually focuses on individual rater's short-lived cognitive rating behaviors, while the CHAT approach situates their cognitive behaviours against the background of their socially-motivated activity. This alternative approach potentially offers more meaningful interpretations. Five published ERA studies are examined using the CHAT framework to illustrate how adopting CHAT can offer a more reasonable explanation to the conflicting results and hence add to our current understanding of rating processes and results. This paper discusses the added value of adopting the CHAT approach to ERA research, and presents an initial attempt to understand ERA within broader sociocultural contexts.

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Lost in Transition: The Impact of Early Inclusion on the Transitional High School Experiences and Distal Academic Outcomes of ELLs

The transition to high school presents a variety of academic, socio-cultural, and personal challenges for English language learners (ELLs) that are exacerbated by students' linguistic vulnerability (Akos & Galassi, 2004; Anderson, Jacobs, Schramm & Splittgerber, 2000; Barber, 2004; Benner & Graham, 2009; Cauley & Jovanovich, 2006; Christensen & Stanat, 2007; Garnet, 2010; Ricento, 2005; Stewart, 2010; Watt & Roessingh, 2001). This mixed methods case study explores the retrospective insights of 23 ELLs who moved from inclusive grade 9 settings into mainstream high school courses and tracks their distal academic outcomes. Findings indicate that low literacy levels (Beimiller, 2012; Echevarria, Short, & Powers, 2006; Roessingh, Kover, & Watt, 2005; Goldenberg, 2008), limited academic vocabulary (Cummins, 2008; Dutro & Moran, 2003; Roessingh et al, 2005), and anxiety about meeting expectations are key challenges that contribute to a substantial decline in marks during the shift from grade 9 to grade 10, particularly in English and social studies. These concerns persist throughout high school and may be traced to inadequate academic and linguistic preparation at the junior high level as a result of accelerated inclusion (Harper & de Joan, 2009; Harklau, 2008; Reeves, 2009). Academic outcomes are also affected by students' perceptions of belonging and the support that is available from teachers and peers (de Jong & Harper, 2005; Dutro & Moran, 2003; Goldenberg, 2008; Harklau, 2008).

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Ouvrages plurilingues, pratiques translangagières et apprentissages linguistiques et disciplinaires en français.

À partir d'études de cas de type ethnographique, menées dans des écoles des programmes d'immersion française (dans le cadre d'une recherche financée par la FIPF et l'AUF, pour le Projet Cultures d'Enseignement, Cultures d'Apprentissage/CECA) et francophone (dans le cadre d'une recherche financée par le Centre de Recherche sur les Francophonies en Milieu Minoritaire de l'Université de Regina) en Colombie-Britannique, notre contribution examinera la manière dont des enseignants et des élèves mobilisent les multiples ressources de leurs répertoires verbaux ainsi que la multimodalité des pratiques scripturales littératiées pour construire et développer des apprentissages disciplinaires. Plus particulièrement, nous analyserons comment le recours à des ouvrages plurilingues permet, par des pratiques translangagières dans des activités de littératie, de développer des savoirs linguistiques et disciplinaires qui participent à mieux comprendre la diversité des contextes scolaires, communautaires et sociaux dans lesquels élèves et enseignants vivent.

Situées dans le cadre des approches plurilingues et pluriculturelles (CARAP) et la perspective d'une éducation plurilingue et interculturelle qui a pour visée le développement d'une compétence plurilingue et interculturelle, les données recueillies regroupent des vidéos de pratiques de classe, des notes de terrain, des photographies, des productions d'élèves et des entretiens avec les enseignants des classes observées. Les résultats indiquent que le recours à des pratiques translangagières qui font appel aux expériences extrascolaires des élèves, constitue un outil pédagogique clé pour instaurer des contextes d'apprentissage qui, par delà l'ouverture à la diversité linguistique et culturelle, facilitent la construction de savoirs linguistiques, littératiés et disciplinaires à l'école en français.   (248 mots)

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Exploring a pedagogical option for teaching explicit grammar in French Immersion

Canada's French Immersion program is widely recognized as a successful classroom model for developing language competence. The accuracy of the written production of French Immersion students has been problematic (Burger et al 2011; Genesee 1987; Harley 1989; Cummins 2000; Lyster 2007). In this study, Lyster's 2007 Noticing-Awareness-Practice model is used for the delivery of explicit grammar instruction about the direct and indirect object pronouns in a Grade 12 French Immersion language class. The cognitive maturity of Grade 12 students and their implicitly-built knowledge and understanding of French could provide an advantage in the learning context provided by the model. Following Vygotsky's (1978) view of the value of peer work in the classroom, peer collaboration is included in the model in order to encourage *metatalk* and *languaging* (Swain 2001; 2010). The goal of the study was to explore the effects of explicit instruction on students' written production and the effects of such instruction on their metalinguistic awareness. Following a mixed method study design, quantitative data were collected from a treatment class and a control class at three times, and supporting qualitative data were provided by student and teacher interviews and audio recordings of peer work groups in the treatment class. The results from this study show that providing explicit and proactive grammar instruction within the framework of Lyster's model, supplemented by opportunities for peer interaction, can enhance students' metalinguistic awareness, and have a positive impact on the accuracy and frequency of use of the targeted structure in their written production.

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Examining the contribution of working memory processes to metasyntactic ability among non-native speakers

Metasyntactic ability (MSA), i.e. the ability to intentionally control and manipulate syntactic aspects of language (Gombert, 1992), is believed to play an important role in written language skills development among native and non-native speakers (NNS) (e.g., Tunmer, 1989; Jongejan, Verhoeven & Siegel, 2007). Although substantial amount of research described the role of MSA in written language development, little is known about the underlying cognitive processes supporting it. MSA requires storage, control and manipulation of information, thus is thought to tap into working memory processes, namely *phonological memory* (PM) and *central executive* (CE), found to distinctly contribute to written language development, with PM particularly contributing to lexical development and CE to grammatical development.

Furthermore, experience with dual language management is believed to enhance the CE control system (Bialystok, 2015; Engle De Abreu et al., 2011). While some studies have only looked into the relationship between each of these processes and MSA, none has examined the relationship and contribution of both to MSA. In the present study, we investigated this question among 30 Lebanese and Syrian elementary school children ($mean_{age}$=9), living in a French-speaking environment. Four measurement instruments were used: a non-word recognition task to measure PM, a numerical complex span task to measure the CE control system (Oakhill et al., 2011), a repetition of French asemantic ungrammatical sentences measuring MSA and a language competence task. Results from the multiple regressions revealed a significant unique contribution of CE to MSA, providing support for the importance of the control system for MSA among NNS.

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Pronunciation Coverage in Teaching Methods Textbooks: Is it Adequate to Stop Intuitive Teaching?

Derwing and Munro (2005) argued that the marginalization of research on pronunciation within applied linguistics had left teachers to depend on their own previous experience and intuition when teaching pronunciation. Since2005, however, there has been an explosion of L2 pronunciation research producing findings clearly relevant to teaching. The question that guides the present study is to what extent this active area of research has influenced pedagogy. One way to address this question is by looking at the amount of pronunciation coverage in language teaching methods textbooks. Thirteen textbooks published after 2005 were selected for analysis. The index of each was used to locate the pronunciation content relating to segmentals (e.g., vowels), suprasegmentals (e.g., intonation), paralinguistic features such as gestures, and global features such as voice quality (Grant, 2014). As expected, the results suggest pronunciation coverage constitutes a small percentage (an average of 3.3%) of the textbooks' pages. The pronunciation content was further analyzed in terms of specific coverage of segmental and suprasegmental features since research has shown attention to both improves intelligibility (Zielinski, 2008). On average, 19.8% and 21.9% of the pronunciation content addresses segmentals and suprasegmentals, respectively, and the rest is allocated to the other facets of pronunciation. For a historical perspective, four textbooks with multiple editions were also examined. Both decreasing and increasing percentage change in coverage is observed in these textbooks. The discussion will consider the relationship between the findings from L2 pronunciation research and what practical advice is offered to language educators about teaching pronunciation.

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An empirical investigation of the relationship between L2 vocabulary size and L2 listening comprehension at the B1 CEFR-level in French and English

Vocabulary knowledge is a key predictor of language proficiency (Schmitt, 2008). However, little research has looked into the relationship between vocabulary size and listening comprehension. One exception is Staehr's study (2009) which showed a strong relationship between vocabulary size and listening performance among advanced English-as-a-foreign-language learners (C2 CEFR-level). However, it is not clear whether this would also be the case for other proficiency levels and other foreign languages. Therefore, this study aims to investigate the relationship between L2 vocabulary size and listening comprehension at the B1-level in two foreign languages, French and English.

In this study, 351 French-as-a-foreign-language learners and 199 English-as-a-foreign-language learners, recruited from secondary schools and first-year university students, took part. Vocabulary size was measured by means of a frequency-based multiple choice test for French and English. Listening comprehension was tested in the DELF (B1; CIEP) for French and the PET (B1; Cambridge) for English. Our results indicated a strong correlation between vocabulary size and listening comprehension in both languages. Moreover, a preliminary analysis of the lexical profile of the French and English listening tests revealed that knowledge of the first 1,000 words corresponds to 86% (French) and 95% (English) lexical coverage. By comparing two languages and different proficiency levels, our results may refine our understanding of the role of vocabulary size for listening.

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Redressing Language Policy for First Nations, Inuit, and Metis in Canada

This paper attempts to understand what is at stake linguistically in Canada for First Nations, Inuit and Metis by addressing historical language policy-making in Canada within systems of power and racial hierarchization. In it, I argue that Indigenous language policy-making efforts, whether in local small-scale activities or broader institutional contexts, need to be conceptualized as part of a process of decolonization and as movements towards redress and increased Indigenous self-determination in Canada. Despite the fact that this is a contradictory process in itself—of policy redress and decolonization—both of these goals characterize the driving force behind Indigenous language revitalization efforts today. That is, mobilization for more material resources to regain and retain the material and ontological aspects of cultural and economic distinctiveness that characterize various forms of Indigenousness today.

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Metacognition and learner autonomy in new digital and mobile learning environments

Studies in the context of second language learning indicate that mobile technologies contribute to the creation of new learning environments that encourage greater engagement and motivation among learners (e.g., Godwin-Jones, 2011). The present study links new digital and mobile learning environments to the concept of metacognition, and in particular, metacognitive self-regulation and learners' autonomy in second language learning (Ellis, 2003; van Lier, 208). The presentation reports on a participatory and ethnographic study over a period of 2 years in the context of French Immersion classrooms. The project involved students from 10 elementary classrooms and 2 secondary classrooms. The study explored the use of digital and mobile technologies (DMT) as "external supports for thinking" to enhance the mental processes involved in metacognitive self-regulation among learners in second language contexts, and the impact of these processes on the development of learners' autonomy. In particular, the study addressed

the following questions: (1) How can the use of DMT contribute to the creation of external supports for thinking, in order to increase learners' self-regulated metacognitive processes? and (2) How does the use of DMT contribute to a sense of agency that encourages greater autonomy among learners? The data collection involved digital ethnographic observation in the classroom, and semi-formal interviews with students. The coding process and data analysis were based on qualitative research approaches (Miles & Huberman, 1994). The findings demonstrate that the affordances of digital and mobile learning environments contribute to the development of metacognitive abilities among second language learners, and in turn contribute to the development of learners'autonomy.

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Exploring teachers' cognitions and practices on CLT: A case study from the TCSL programs

Communicative Language Teaching (CLT), the current influential approach in teaching English as a second language, was advocated in the new booming field of teaching Chinese as a second language (TCSL) through curriculum documents (Hanban, 2014) and professional literature (Wu & Guo, 2009). However, previous literature showed that when teachers' cognitions are not considered there could be a failure to realize the intended innovation (Barnard & Burns, 2012). Therefore, bottom-up data from classroom teachers examining their practices and cognitions are in demand. This study aimed to explore the native Chinese-speaking teachers' practices and cognitions of CLT, and how the sociocultural contexts inform their practices and cognitions.

This qualitative case study was contextualized in two TCSL programs for American students in a Chinese university. The two participants were the instructors of each program. Sociocultural theory (Vygotsky, 1978) was used as a framework to design and guide the analysis of this study. Data sources included classroom observations, pre- and post-observation interviews and the collection of artifacts. Data analysis began with open coding, leading to identifying patterns and categories.

Results showed that teachers practice the weak CLT as defined by Howatt (1984) and use tasks as a complimentary component. Their understandings about American students and the nature of the program mediate the classes to be more communication-oriented; however, previous grammar-based language learning experience has an enduring impact on their present teaching and cognitions. The study contributes to the realization of pedagogical changes and will also benefit teacher education programs.

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Inferencing lexical scales for monollinguals and bilinguals fro vocabulary use in learner corpora

This presentation will examine the relationship between vocabulary use in writing and academic success in mainstream, grade-12 English Language Arts (ELA) classes. There have been recent calls for academic language to be operationalized and given a more prominent role in mainstream public educational planning across the curricula in Canada and the U.S. (Biemiller, 2012; Snow, 2010); however, the lack of a general model of adolescent academic (first and second) language development impedes attempts to assess and strategically promote vocabulary development of all learners: monolinguals, bilinguals and minority-language ELLs. Working towards the development of an academic lexical syllabus component within the mainstream K-12 secondary curricular framework, we have compiled a >1,500,000-word, grade-12-student written corpus from a representative sample of government-administered ELA final exam essays. Indexes of lexical sophistication (LS) and diversity (LD) of each essay were calculated and aligned with academic success as follows: averages of student marks in courses that depend heavily on language proficiency (ELA and Social Studies) were regressed on 1) LS, 2) LD, 3) student ESL coding history data, and 4) Mathematics scores. We identify a domain of vocabulary that explains significant and unique variance of both essay quality and academic success in grade-12 courses, and propose that the lexical scales appropriate for monolinguals and bilinguals be differentiated. We will explore these findings and present how this research might be used to further operationalize academic language, 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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Intégrer les élèves allophones en classe ordinaire : le défi de la langue scolaire

En région au Québec, les enseignants doivent de plus en plus s'adapter à la présence des élèves allophones (EA) dans les classes ordinaires (De Koninck et Armand, 2012), et les recherches sur la formation des enseignants ont montré que leurs croyances constituaient la plus claire mesure de leur capacité d'adaptation (Borg, 2006). L'étude qualitative longitudinale dont nous ferons part s'inscrit dans le cadre d'une formation continue universitaire sur l'acquisition de la langue scolaire (LS) chez les EA scolarisés ou sous-scolarisés. Ont été analysées les transcriptions d'entrevues conduites auprès de 17 enseignants de classes ordinaires ou de francisation et de 6 conseillères pédagogiques, ainsi que les démarches de planification qu'ils ont réalisées et ajustées en cours de formation. Les résultats préliminaires témoignent d'une plus juste compréhension et d'une plus grande prise en compte des besoins linguistiques et éducatifs des EA intégrés à la classe ordinaire, suggèrent que la formation a fourni aux participants l'occasion de s'interroger sur leurs croyances envers la LS, les modèles d'intégration de leurs milieux et leur rôle envers les EA, mais indiquent cependant une lacune dans leur formation initiale concernant la LS et plus particulièrement concernant les EA sous-scolarisés. Les facteurs limitatifs de la formation continue comme les contraintes de temps et les dynamiques professionnelles sont explorés et des recommandations sont avancées pour améliorer les pratiques de formation continue des enseignants sur l'acquisition de la LS en contexte d'inclusion francophone.

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Effectiveness of multimedia glossing and long-term word retention: A mixed methods research

Vocabulary development is the most significant aspect of mastering a second/foreign language. There are several approaches for teaching vocabulary, including glossing. Glossing is a context-based technique that represents information on new vocabulary via definitions, explanations, synonyms, pictures, sounds, and videos. Glossing can also be used electronically through texts, pictures, audios, videos and animations (i.e., multimedia glossing). Studies on different types of gloss combinations in multimedia-learning environments have led investigators to inconclusive findings. The present research aimed to address this gap by examining the effectiveness of multimedia glossing on learners' vocabulary acquisition as well as their short and long-term word retention. Drawing on cognitive theory of multimedia learning, this study utilized a mixed-methods approach to investigate which mode of gloss presentation (textual, aural and video/animation) is effective for vocabulary learning and word recollection. Data was collected from 120 intermediate learners' pre/post achievement tests (quantitative data) as well as questionnaire and semi-structured interviews (qualitative data). The participants were placed into four groups (one control and three experimental) and received a vocabulary levels test and two vocabulary pretests for understanding their general vocabulary knowledge as well as their knowledge of the target words. The mixed repeated measures analysis of variance showed the impact of glossing and how the groups differ in terms of vocabulary learning and word retention. The qualitative findings shed light on participants' preferences towards the three modes of vocabulary instruction. Implications of these findings for students, teachers, material developers as well as directions for future research will be discussed.

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Self-repairs as a window onto the development of 'fluent accuracy'

How does fluent/automatic control over grammatical knowledge develop? One possible approach to this question is to examine self–repairs, which relate to both accuracy and fluency. Intriguingly, in an experimental study by White and Ranta (2002), different self–repair patterns were associated with explicit vs. implicit instruction. One intact class of grade 6 intensive ESL students was taught a rule for determining when to use the possessive determiners (PDs) *his/her*; a comparison class received their regular communicative instruction without focus-on-form. On post-tests, learners in the Rule class were more accurate on a written error identification test as well as more advanced in terms of their oral developmental stage for PDs. It was also observed that the Rule class learners who had attained the highest stage were more likely to produce self–repairs of their PD errors than the small number of learners who attained the same stage in the comparison class.

We further explore self–repairs using a data–set from 97 learners drawn from intensive ESL classes where no explicit rule explanation about PDs was provided. The data consist of oral picture descriptions which were classified into PD stages and scores on an error identification task. Preliminary analyses from a subset of 47 learners revealed curvilinear relationships between rates of self–repair and developmental stage as well between self–repair and written error identification. These cross–sectional data provide a unique opportunity to examine the complex relationship between accuracy and fluency development in L2 grammar learning and to contrast the outcomes of implicit and explicit instruction.

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The CEFR and Ontario's FSL Learners: Strengthening Proficiency and Confidence

This study is part of a growing body of research using the theoretical framework of the *Common European Framework of Reference* (CEFR—Council of Europe, 2001) to inform FSL practice in Ontario (e.g., Faez *et al.*, 2012; Majhanovic *et al.*, 2010; Piccardo, 2014). In this study, 434 Grade 12 FSL learners from 14 boards completed self-selected levels (A2, B1, B2) of the DELF (the exam aligned with the CEFR) and responded to a survey examining confidence (measuring exposure to French, confidence in French skills, and confidence in DELF performance). The data were analyzed using independent and paired tests for equality of means (z/t) (De Veaux, Velleman, & Bock, 2011). The findings show that the students' written comprehension is most advanced, while their oral comprehension and written production are weaker, specifically the application of grammar and vocabulary. The students across levels are most confident in their reading and markedly least confident in their conversing. In terms of socio-situational

confidence the students are least confident when communicating with Francophones, in large groups, and with strangers. Further, interactive exposure was found to support conversing confidence, while receptive exposure impacts writing confidence. Finally, there is a strong positive relationship between the students' confidence in their performance on each DELF component and their actual DELF scores, except for oral production for A2. Specific pedagogical recommendations for those areas requiring additional focus are explored as possible ways forward for building the proficiency and confidence of FSL learners in Core, Extended, and Immersion programs in Ontario.

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Comparing writing performance in TOEFL-iBT and academic assignments: An exploration of textual features

This paper reports an exploratory study in which the writing performance of 20 postgraduate students on the writing section of the TOEFL-iBT are compared to their academic assignments in terms of linguistic and discoursal features. Data were collected from 20 international postgraduate students from different first language backgrounds and three general disciplines of science and engineering, arts and humanities, and business and economics. These participants completed two writing test tasks of the TOEFL-iBT (integrated and independent tasks) and an academic assignment for one of the university courses they enrolled in. Textual features of the test and academic assignment texts were compared on 20 linguistic and discoursal features. These features are related to syntactic complexity (five variables), lexical sophistication (nine variables) and cohesion (six variables). Results of a series of repeated measures Analysis of Covariance (ANCOVA) indicated that there are similarities and differences in the three writing tasks (integrated, independent and academic assignments) produced by the participants in terms of the linguistic and discoursal features. Findings are discussed in light of implications for the extrapolation inference claim of the validity argument of the Writing section of the TOEFL-iBT.

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"I've been there and I know their struggle": Investigating linguistic and professional identity development in TESL and TFSL pre-service teachers

With the constant reality of second language (L2) and immersion education across Canada, there is a continuing need for effective and specific preparation of L2 teachers of Canada's official languages. Research focused on native/non-native L2 teacher dichotomies (Holliday & Aboshiha, 2009) specific to the Canadian context is needed. Also, while research on developing pre-service teacher professional identity (Thomas & Beauchamp, 2007), and language teacher identity (Scotland, 2013; Varghese, 2006) exists, our understanding of the linguistic and professional identity development of pre-service teachers in Teaching English as a Second Language (TESL) and Teaching French as a Second Language (TFSL) programs remains limited (Steinbach & Kazarloga, 2014; Bayliss & Vignola, 2007).

This ongoing phenomenological study explores the linguistic and teacher professional identity development of native and non-native English or French speaking pre-service teachers in a TESL program in Quebec, and a TFSL program in Ontario. Methodology includes quantitative and qualitative data collected in three phases: *Online surveys* completed by 16 TESL and 18 TFSL pre-service teachers; *One-on-one interviews* with 8 TESL and 3 TFSL pre-service teachers; and *Focus groups interviews* with TESL and TFSL teacher educators.

Our presentation will focus on emergent themes related to the development of linguistic and professional identity, including: professional legitimacy and target language proficiency; advocacy, empathy and passion for language learning; and differences between Quebec ESL and Ontario FSL teaching contexts. Our presentation will be of interest to teacher educators looking to improve the preparation and professional development of L2 teachers, and ultimately students' L2

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Assessing early literacy: A look at Grade 2 writing

Early literacy is a complex, multifaceted endeavor that requires the integration of linguistic, cognitive, kinesthetic and neurological processes. Far more than simply being mechanical skills, research evidence from the neurosciences in particular underscores the importance of printing as a cognitive tool in producing quality writing (Berninger, 1999; Christensen, 2009). Similarly, spelling knowledge that focuses on the meaning of words contributes to better writing outcomes (Berninger & Fayol, 2008; Joshi, Treiman, Carreker, & Moats, 2008). 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). Building on work I have previously presented and published (Roessingh, 2013; Roessingh, 2015), this proposal looks at the writing outcomes of Grade 2 youngsters, identifying features of writing scored at 4 quality standards (excellent, proficient, satisfactory, limited) and scored for printing and spelling (Alston, 1983). The affordances of vocabulary profiling software tools available in the public domain (www.lextutor.ca/vp/kids) permit research insights into the relationship between quality writing standard, measures of printing and spelling, and indices of lexical diversity. The outcomes accord well with Berninger's developmental constraint model (1994) but provide unique insights into the role of vocabulary knowledge in quality writing. The contribution of this work is highly practical: classroom teachers will find the quantitative information very helpful as an adjunct to marking schemes based on trait-based rubrics. Qualitative and quantitative data complement one other in understanding early literacy learning and in turn, improving pedagogical practices in working with youngsters in the early stages of literacy development.

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English and Chinese as global languages: Hegemony or not?

In the context of international educational reform, three Universities (Beijing Normal University, Queensland University of Technology, and University of Calgary) decided to organize a Doctoral Seminar, which was held in Beijing in 2015. This seminar had the goal of engaging 15 doctoral students and 6 faculty members in collaborative, interdisciplinary, and scholarly writing activities.

The duo-ethnographic approach that we used during our Seminar studied the interpretations of a common phenomenon of two or more individuals based on their own life experiences. As Nabavi & Lund (2008, 178) quoted from Norris in their preface: "Duoethnography marks a turning point in research in which the hegemony of a unified narration is replaced with multiple forms of thought that do not seek convergence but celebrate diversity". We recorded our conversations about English and Chinese as global languages and how they affect our daily lives; moreover, how marginalization and power are at play as related to each language. The challenges of global languages could be that they create a monolingual class unconcerned about learning other languages (Crystal, 2003). From these narratives of the Doctoral Seminar participants' views of English and Chinese as global languages, this presentation will outline emergent themes, such as how both languages have different functions in the world. This presentation offers ideas from both native speakers and second language learners of English and Mandarin on global languages.

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Rapport(s) à l'Écrit, images de scripteurs et compétences plurilittératiées

Notre contribution portera attention à ce que des jeunes scolarisés en 6ème année au Québec dans des programmes d'enseignement intensif d'une langue seconde (soit le français pour les élèves anglophones, soit l'anglais pour les élèves francophones), déclarent quant à leurs pratiques d'écriture dans les deux langues, à leur sentiment de compétence et aux procédures qu'ils mettent en œuvre pour développer leurs pratiques scripturales et construire des compétences plurilittératiées.

Situé dans une perspective plurielle et critique du développement des compétences plurilittératiées qui pose le recours à l'ensemble des ressources linguistiques et scripturales des élèves comme un levier pour le développement des apprentissages, notre travail propose une approche compréhensive et descriptive du rapport à l'écrit en général, des rapports aux pratiques scripturales en différentes langues en particulier et des figures de scripteurs qui se dessinent.

Les données ont été recueillies auprès de 30 élèves de 5 groupes et 4 établissements scolaires différents dans le cadre de mini-entrevues. À partir de l'évolution durant une année scolaire de leurs pratiques d'écriture en langue première et seconde et de l'éventail des liens déclarés entre ces pratiques et les répertoires linguistiques des élèves, elles permettent de comprendre de quelles manières et dans quelles conditions se développe la compétence d'écriture en langue première et seconde dans des contextes d'intensification de l'enseignement de la langue seconde. Elles illustrent aussi comment

des pratiques pédagogiques mobilisant des pratiques scripturales translangagières pourraient faciliter les rapports à l'écrit et renforcer les usages identitaires du langage en milieu scolaire. (246 mots – MAX 250)

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Ten years of teaching Mi'gmaq as a second language in Listuguj First Nation: a retrospective and a look ahead

In Listuguj Mi'gmaq First Nation, children grew up to be fluent speakers of their Indigenous language up until the 1960s. Currently, only the generations aged 60 or more are first-language speakers; the community language is now English. It was feared that the language would be lost.

However, over the past ten years language revitalization initiatives have been put into place with the goal of creating fluent bilingual speakers who will master Mi'gmaq well enough to be able to pass it on in a teaching role. We present ethnographic data, spanning eight years of collaborative research, on the teaching and learning of Mi'gmaq as a second language in Listuguj, where a multi-pronged approach takes into consideration the different learning needs of different age groups.

The youngest learners are four years old, learning Mi'gmaq in an immersion preschool model. Children aged 5-11 have regular exposure to the language as part of their primary program, much of it in immersion-style activities during or after school. Post-secondary students spend time in the summers between their college or university years learning Mi'gmaq through the "picture method", an approach developed at Listuguj for use with adults. In adult classes, older non-students, including retirees, can also learn or re-learn their language this way.

Ten years on, educators at Listuguj, in collaboration with university-based research partners, are now preparing to put an adult immersion program into place which would build on the strengths of the "picture method", while also drawing on elements of successful programs in other communities.

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Evidence of process: Exploring the use of Screen Capture Technology for L2 Writing Assessment

Writing assessment plays a central role in the placement and evaluation of students' learning and language development in various academic settings (Weigle, 2002). While assessing writing has always represented a complex task, this is particularly true when seeking to assess second language (L2) writers' abilities through techniques that have predominantly focused on students' final written drafts thus limiting assessors' access to the dynamic processes and strategies students engage in as they plan, compose, and revise their texts (Khuder & Harwood, 2015).This paper explores how writing assessment might be enriched by the emergence of screen capture technology (Barbier & Spinelli-Jullien, 2009) and its ability to allow students and educators to capture and integrate into their understanding of writing development rich visual records of the processes at play as students produce written assignments (Van Waes & Leijten, 2015). Drawing on a corpus of screen capture videos created by university L2 writers as they completed course assignments on their personal computers, the unique affordances of these visual records as a means of adding process-related dimensions to the work of assessing students' written performances will be explored. Findings will highlight how screen capture technology allows one to focus on crucial dimensions such as the concept of writing fluency and the strategic use of resources such as dictionaries and outside texts while also simply providing valuable and verifiable evidence of students' disfluencies and the cause of problems seen in the text (for e.g., word-level weaknesses or process-related issues such as a lack of revision).

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What makes you think that? Examining the role of learning materials and resources on teacher cognition

While various models of language teacher cognition (e.g. Borg, 2003, 2006; Woods, 1996) have focused on the internal factors (teacher beliefs and knowledge) of teacher decision-making and in-class practices, little research has zeroed in on the effects of external factors on these decisions. Contextual factors (e.g., student engagement, culture and learning materials), while acknowledged, have rarely been explored in depth. The existing research shows that issues such as the relationship between cognition and practice, pedagogical content, and classroom time management do have an effect on how teachers of English think, yet the effect that language learning materials and resources have on teacher cognition and behavior remains largely unexplored. This is especially true in the case of ESL and EFL teachers. The present study aimed to address this gap. Twenty ESL and EFL teachers, both in Canada and abroad, were asked to complete a questionnaire, then interviewed, to create a more complete picture of the influence that resources and learning materials (availability, quality, and how teachers create their own in the absence of suitable options) have on how teachers make decisions about teaching, both in and out of the classroom. Findings suggest that contextual issues such as teacher training, experience and working conditions can significantly affect the decisions teachers make about classroom dynamics, learning/teaching materials they choose to use, and the classroom culture they establish/promote. What's more, these factors affect ESL and EFL teachers differently. Pedagogical implications are discussed.

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Reading in Arabic by native English speakers: Short vowels and context effects

In Arabic script, short vowels are not part of the alphabet but diacritics appended either above or below the consonants. However, in print these diacritics are commonly omitted. Research reports inconsistent results regarding the role of short vowels in reading Arabic orthography by first language (L1) learners of Arabic. For example, unlike Abu Rabia (1999) who found a significant role of both short vowels and context in Arabic accuracy, Saiegh-Haddad (2011) found no advantage for adding short vowels in the given texts to native Arab readers. Yet, it is unknown whether short vowels and context impact the reading accuracy of second language (L2) learners of Arabic whose L1 script differs from the Arabic orthography. Thus, the present study explores the influence of both short vowels and context on native English speakers' reading comprehension and accuracy in reading Arabic words, sentences and paragraphs.

A group of second and third year learners of Arabic at an American public university (N=30) have participated in the current study in which they are instructed to read 50 words, 20 sentences and 10 paragraphs in two reading conditions: vowelized and unvowlized. The results demonstrate that regardless of participants' language proficiency in Arabic, short vowels and context significantly influence the reading accuracy of all readers. In light of the findings, insightful implications for Arabic language teaching and research are presented that can be of interest to teachers, researchers and textbook designers.

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Production orale en français L2: Profils de locuteurs sur la base de caractéristiques individuelles

La production orale (PO) en L2 peut être caractérisée selon différentes dimensions (Housen, Kuiken & Veder, 2012), les plus répandues étant celles proposées par Skehan (1996), soit complexité, aisance et précision. Les études antérieures sur la PO en L2 mettent notamment en relief l'effet des caractéristiques cognitives (Kormos, 1999), telles la conscience et l'attention, et la relation qui existent entre les caractéristiques de PO en L1 et en L2 (Derwing et coll., 2009). Cependant, peu d'études se sont centrées sur les PO en français L2 (Préfontaine & Kormos, 2015) et, à notre connaissance, aucune n'a à ce jour examiné l'existence de profils de locuteurs créés sur la base de caractéristiques cognitives et de caractéristiques de PO en L1, pour ensuite les mettre en relation avec les caractéristiques de PO réalisées en français L2. Nous avons soumis 23 anglophones à une une tâche de narration à partir d'images en anglais L1 et en français L2, une tâche de commutation de l'attention, à savoir le Trail-Making-Test (Reitan, 1958) et une tâche de concentration de l'attention, soit le D2. Les narrations ont été codées par deux juges afin d'en dégager les caractéristiques à l'étude, la précision et l'aisance. Les résultats des analyses de catégorisation (*cluster two-steps*) ont révélé l'existence de deux profils distincts de locuteurs et que chaque profil est à son tour associés à des caractéristiques de PO en L2. Les résultats renforcent l'hypothèse que la PO en L2 est gouvernée par les mêmes traits sous-jacents qui soutiennent la PO en L1.

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Supporting English Language Learners to Engage with Persistent Literacy Challenges

Though significant research has examined how educators might address literacy learning needs of students who struggle with reading in early grades, rather less attention has been paid to how educators might assist adolescent students with persistent reading challenges. Some adolescents encounter difficulties in reading development, particularly as texts become more complex in higher grades. Moreover, educators at the secondary level tend to pay less attention to scaffolding literacy development and higher-order thinking within discipline-specific courses. These challenges can be amplified for English language learners who are in the process of learning the language of instruction.

This paper reports findings from the first phase of a collaborative research project focused on understanding literacy learning needs of adolescents with persistent literacy challenges, and identifying strategies educators can use to respond to these students' literacy learning needs. The project involved secondary educators, policy makers, and university-based researchers. Sources of data included a teacher survey, focus groups, online discussions, and field notes.

Findings relate to academic language and literacy demands of secondary curriculum, multidimensionality of students' literacy challenges, and teachers' instructional strategies. Based on analysis of these findings, we reconceptualize the concept of "struggling readers" to recognize that every student experiences challenges with literacy. Seeing resilience as an outcome of students' efforts to persist in dealing with literacy challenges, the data suggest that how students overcome challenges and achieve depends not only on psychological/cognitive factors and skills, but also on experiences of success in negotiating literacy challenges in a dynamic learning environment.

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Washback effect of the English secondary public examination in Bangladesh

The paper aims at exploring the washback effect of the SSC (Secondary School Certificate) English public examination in teaching of English in the context of Bangladesh. CLT (Communicative Language Teaching) was introduced in teaching English in the secondary level in 1996 to ensure a rich English learning situation in Bangladesh. The *National English Curriculum* (2012, p. 73) states, 'all the four basic language skills would be practiced in class', followed by the objectives where the first objective is 'to acquire competence in all four language skills, i.e. Listening, Speaking, Reading and Writing' (p. 74). However, so far listening and speaking skills have never been assessed in the SSC English public examination; only reading and writing skills have been assessed. Nonetheless, NCTB (National Curriculum and Textbook Board) always encourages practicing listening and speaking skills in the classroom so that students can achieve a better communicative level in English even though they are not formally assessed. So, the central research objectives are: (a) to understand the teachers' practice about teaching listening and speaking skills even though they are not assessed and (b) to understand the degree of washback effect of the English public examination in classroom teaching, if there is any.

Data are collected from the English teachers teaching at the secondary school in Bangladesh through questionnaire and interview. The presentation will outline a brief literature review related to washback study and discuss the results in an interactive way both for experienced and inexperienced audience.

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A comparison of IELTS, TOEFL and English for Academic Purposes as predictors of student success in an undergraduate Engineering course

Canada continues to see significant growth in numbers of international students in postsecondary institutions (ICG, 2015). Many of these students are admitted on the basis of standardized language proficiency tests such as IELTS and TOEFL (e.g., see Gaynor, Neame & Medaney, 2011; Enright & Tyson, 2011), while some institutions offer language proficiency courses, completion of which substitutes for standardized test scores (ICG, 2015). Minimum required cut scores in such courses or standardized tests are deemed to be necessary for student success, yet may vary between institution and even between faculties within institutions. While used to represent a level of language proficiency which is vital to students' success in postsecondary courses, the three forms of language proficiency admission requirements (i.e., IELTS, TOFEL, and completion of a language proficiency program) may not be equivalent in terms of preparing students for success in future courses. In order to determine whether these requirements are equally good as predictors of minimum language proficiency needed to attain passing undergraduate grades, international students' performance during a first-year university course is compared using an analysis of variance to determine whether statistically significant group differences exist between students who used the three different types of admission requirements (Gravetter & Wallnau, 2009). The findings of this study strengthen the argument for increased 'pathways' programs in facilitating student success, and point to the need for empirical data to further underpin decision-making on admission.

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Socio-cultural and Ecological Factors Influencing the Acquisition of English of Khmer Students in Vietnam

This study explores the sociocultural and ecological factors that influence the acquisition of English as a third language of Khmer students who are living in Vietnam. The Khmer are a disadvantaged minority group in Vietnam. Due to conditions of poverty they have low education and literacy rates. Most Khmer children arrive at school with little to no knowledge of Vietnamese, but follow the same curriculum as other children, including learning English in late elementary school. The textbook, mandatory throughout the country, shows no attention to Khmer culture or language, thus building no sense of multi-lingual identity, even though the country has a policy aimed at supporting minorities. Through five weeks of focus group interviews with high school students and teachers and classroom observations in a residential high school in Soc Trang province, this paper triangulates issues related to third language acquisition. Sociocultural theory (Vygosky, 1978), critical literacy (Janks, 2000, 2010, 2013; Gee, 2012; Street, 1984, 2006) together with Hornberger's (2006) frameworks and models in language policy and planning and Bronfenbrenner's (1979) ecological theory of human development provide theoretical lenses through which a powerpoint will present and interpret the findings.

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Does Test Preparation Enhance Test Performance and English Language Proficiency?

Test preparation practices are prevalent in language testing (Alderson & Hamp-Lyons, 1996). Brown (1998) and Elder and O'Loughlin (2003) revealed that an IELTS preparation course was useful in preparing students for the actual IELTS test, especially at the lower end of the IELTS rating scale. However, Gan (2009) and Green (2007) found no significant difference in IELTS test scores between students who had taken IELTS preparation courses and those who had not. Therefore, the purpose of this study was to investigate whether and by how much test-takers who take test preparation courses will improve their test scores and/or enhance their language proficiency.

To select "information-rich cases for study in depth" (Patton, 2002, p. 230), 151 university students from Saudi Arabia, Bangladesh, Ghana, Germany, Togo, Bermuda, Hungary, Venezuela, Libya, China, Korea, Japan, and Egypt participated in the study. The instrument was a structured questionnaire consisting of 41 five-point Likert scare statements and open-ended questions to collect and track participants' demographic data, language learning experiences, admission test scores, test preparation experiences, and academic achievements. The data were collected in Halifax, Nova Scotia from November 2014 to February 2015. The research findings indicated the advantage and usefulness of taking test preparation courses as well as a lack of support mechanism in students' university studies. The implications of this study help in gaining insight into the literacy requirements of ESL students' university studies and the extent to which their scores reflected their ability to cope with the linguistic demands of studying in English-speaking universities.

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Talking to self while writing: University English learners' processes and reflections

This study investigated the role of self-directed speech while writing in a second language (L2). Swain (2006b) claimed that languaging is a source for L2 learning. Despite ample research on the positive effect of languaging with peers (collaborative dialogue), the research on languaging with oneself (private speech) is limited. Although verbal protocols have been used and well- researched in the contexts of L2 writing for decades (Bowles, 2010), verbal protocols have been viewed as mere data collection tools and thus scant attention has been paid to the potential role that verbalization plays in L2 writing (Swain, 2006b).

This study documented how university English learners talk to themselves while writing, and how their self-directed speech affects their L2 writing from students' perspectives. Data were gathered from 20 university students in an English writing class in Japan. The students individually wrote an argumentative essay in English and were encouraged to speak aloud to themselves while writing. Using sociocultural theory of mind as a framework, I analysed their *speech for self* (encouraged private speech) protocols while writing and post-task stimulated recalls and interview protocols.

The findings showed that the students used *speech for self* to facilitate their composing processes using a variety of verbal scaffolds. About 40% of the students observed that *speech for self* was conducive to mediating their writing, but a similar number of students did not think so. The students who feel positively about languaging recognize the function of languaging and make use of it when writing in their L2.

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Attrition and retention factors in French immersion studies at the University of Ottawa

While French immersion programs are widespread in primary and secondary schools in Canada, they are much less so in universities. As a result, less research has been conducted on tertiary-level immersion (Séror & Weinberg, 2013). Tertiary-level immersion programs give students a chance to extend prior studies of their second official language by integrating academic second language and literacy development with subject-matter learning in the context of an undergraduate program (Wilkinson & Walsh, 2015).

Since the year 2000, the French Immersion Studies (FIS) program at the University of Ottawa research has investigated students' perceptions of their transition and experiences within the FIS (e.g., Séror, Weinberg, 2013). This research suggests that while entering these programs opens the door to more advanced forms of bilingualism, they also present varying levels of challenges which can over time result in high attrition rates. To explore reasons for student attrition as well as factors favouring student retention, this bilingual presentation will report on case studies of three third year history students in the FIS. Semi-structured interviews (Merriam, 1998), language portraits (Molinié, 2009), and student-generated visualizations of

their language development pathways (Gohard- Radenkovic, forthcoming) were triangulated to explore the decision-making process associated to the choice of remaining (or not) in FIS at critical junctures in students' program (ex. after midterms, after second year). Findings will underscore the key role of literacy brokers involved in these decisions as well as the implication of the presence of these brokers for our understanding of university-level immersion programs.

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Rap Battles and Youtube: Exploring the Literacy Practices Within a Technology- Enhanced Classroom

Technology has become part of the social fabric in both formal and informal learning spaces (e.g., Lam, 2000; Rowsell & Burke, 2009). However, there is a notable research gap with regards to addressing elementary-aged English Language Learners (ELLs) within formal learning spaces such as technology-enhanced classrooms. Technology- enhanced classrooms utilize a variety of different technologies to support student learning such as pencil, SMART boards, ipads, etc. Within these spaces, students traverse (Lemke, 2004) between various learning spaces, carrying their shared histories of learning (Wenger, 1998). Boundaries between various learning spaces are often unclear (Erstad, 2011). This ethnographic case study (Duff, 2008; Heath & Street, 2008) utilizes a community of practice (CoP) (Lave & Wenger, 1991), language socialization (Duff & Talmy, 2011), multimodality (Kress, 2000) and multiliteracies (New London Group, 2000) theoretical framework to explore the literacy practices of ELL students within a Grade 6 technology-enhanced classroom. Data collection includes field observation (classroom and online), individual interviews (students, teachers and parents), artifact collection and monthly participant literacy activity documentation collected over one school year. Data analysis includes using discourse analysis (Johnstone, 2008), visual analysis (Rose, 2012) and thematic analysis (Marshall & Rossman, 2011). Results from this study indicate that students engage in rich literacy practices. Literacy practices that occur in the peripheral learning spaces of this classroom are often technology-mediated, engaging, and differ significantly from those practices that occur within institutionally- bound learning spaces. Findings from this study will be of great interest to K-12 educators, teacher-educators and researchers.

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Adult beginning learners' engagement in learning Chinese (Mandarin) as an additional language

In recent years, learning Chinese (Mandarin) has gained steady popularity among students in North American higher education institutions. This research looks into the Mandarin learning experience of both heritage and non-heritage beginners of Chinese in a Canadian post-secondary institution in order to understand the opportunities and challenges that these learners face and seek implications for the teaching of Chinese as an additional language (TCAL).

The research integrates the complex dynamic systems theory (DST) (Larsen-Freeman, 2014) with an ecological perspective on language learning and use (Kramsch, 2002) to capture the dynamic relationship between the learners and their learning context. Both the DST and the ecological approach view language learning as a dynamic process in which the social, psychological, and contextual components interact organically and contribute to learners' language development.

The case study methodology is chosen for this research because it is "an intensive, holistic description and analysis of a single entity, phenomenon, or social unit" (Merriam, 2014, p. 46), which meets the research purpose well. Data were collected via classroom observation, group conversation and individual conversation. Altogether 23 students and 2 instructors participated in the research.

This presentation will focus on the findings and discussions on the role of motivation in learners' Chinese language development. Contextual factors that motivate or demotivate the participants will be presented, together with analysis of the interdependence and interactions between these factors in the specific Canadian foreign language classroom context. In the end, implications will be drawn for future CAL teaching practice.

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What self-initiated self-repairs tell us about attention and L2 speech production

The present study investigated the relationship between attention and the self-initiated self-repairs of adult L2 English speakers. Such repairs are defined as "revisions of speech that speakers themselves initiate and complete" (Salonen & Laakso, 2006, p. 859), constituting a verbalized manifestation of attention allocation during speech production. Fluid speech production requires the efficient allocation of attentional resources to multiple conceptualization and formulation processes (Levelt, 1999). In L2 production, unautomatized formulator processes make even greater demands on seemingly limited attentional resources (Segalowitz, 2010). As attentional capacity varies among individuals, we hypothesized that speakers' self-repair behavior would vary according to their attention management efficiency. To verify this hypothesis, we examined the attention-management capacity, the L2 proficiency and the L1 and L2 self-repair behavior of 58 French L1 English L2 speakers of various proficiency levels. The Trail Making Test was used to obtain an attention-management measure, a cloze procedure was used to gain a proficiency measure, and L1 and L2 self-repair data were collected through two narration tasks. Self-repairs were identified and coded by two raters. Inter-rater reliability was .879 (Cronbach's Alpha). Multiple regression analyses revealed a significant relationship between attention-management capacity and L2 self-repair behavior. As attention-management capacity increases, self-repair production decreases. L2 proficiency was however revealed as an insignificant contributor while L1 self-repair behavior was shown to be the strongest predictor of L2 self-repair behavior. The implications of these findings as well as ideas for future research involving the interaction of emotions and attention in L2 speech production will be discussed.

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Call for Papers
Laurens (Larry) Vandergrift Memorial Symposium
ACLA/CAAL 2017

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Dr. Larry Vandergrift, Professor in the Official Languages and Bilingualism Institute at the University of Ottawa, passed away in November 2015 after a struggle with cancer. Dr. Vandergrift was a much valued and respected member of the community of second language teachers and researchers in Canada. A long-time teacher of French as a second language, Dr. Vandergrift moved into research on language teaching and learning in the 1980s but maintained a firm focus on classroom contexts and pedagogical issues.

In honour of Dr. Vandergrift's important and long-standing contributions to second language research and teaching, ACLA/CAAL announces a call for papers for the Laurens Vandergrift Memorial Symposium, to be held at the 2017 ACLA/CAAL conference at Ryerson University in Toronto. Eligible proposals will include empirical research with clear pedagogical implications in any of the following areas:

§ Second language listening

§ Metacognition in language learning and teaching

§ Second language assessment and curriculum development

§ French as a second language learning and teaching

§ Common European Framework of Reference (CEFR) or Diplômes d'études en langue française (DELF) in Canada

Blinded proposals for 20-minute paper presentations in English or in French (maximum 300 words) must include the heading "Laurens Vandergrift Memorial Symposium", followed by the paper title. Proposals should include an explicit link between the current research and some aspect of Dr. Vandergrift's work. All proposals not selected for the symposium will also be considered among the general pool of proposals for the 2017 ACLA/CAAL conference. Proposals will be submitted through the same process and time frame as other proposals for ACLA/CAAL 2017. Please visit aclacaal.org for more information on abstract submission timelines.

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Appel à communications
Colloque à la mémoire de Laurens (Larry) Vandergrift
ACLA/CAAL 2017

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Le Prof. Larry Vandergrift, professeur à l'Institut des langues officielles et du bilinguisme de l'Université d'Ottawa, est décédé en novembre 2015 après avoir lutté contre le cancer. Le Prof. Vandergrift était un membre très estimé et respecté par la communauté des enseignants et chercheurs en langue seconde au Canada. Un enseignant du français langue seconde pendant de nombreuses années, Prof. Vandergrift a migré vers la recherche sur l'enseignement et l'apprentissage dans les années 80, tout en demeurant fidèle aux contextes de la salle de classe et aux questions pédagogiques.

En l'honneur de la contribution importante et de longue date du Prof. Vandergrift au domaine de la recherche et de l'enseignement de la langue seconde, l'ACLA/CAAL désire lancer un appel à communications pour le colloque à la mémoire de Laurens Vandergrift qui aura lieu au congrès de 2017 de l'ACLA/CAAL à l'Université Ryerson de Toronto. Les communications sujettes à être retenues incluront une recherche empirique avec des implications pédagogiques claires dans n'importe lequel des domaines suivants :

§ L'écoute en langue seconde

§ La métacognition dans l'apprentissage et l'enseignement des langues

§ L'évaluation et le développement de programmes d'études en langue seconde

§ L'apprentissage et l'enseignement du français langue seconde

§ Le cadre commun européen de référence (CCER) ou le diplôme d'études en langue française (DELF) au Canada

Toutes les propositions à l'aveugle pour une communication de 20 minutes en français ou en anglais (300 mots max.) doivent contenir le titre « Colloque à la mémoire de Laurens Vandergrift » suivi du titre de la communication. Les propositions devraient inclure un lien explicite entre la recherche courante et un aspect de la recherche du Prof. Vandergrift. Toutes les propositions non sélectionnées seront aussi considérées avec les propositions générales pour le congrès de l'ACLA/CAAL. Ces propositions doivent être soumises en suivant le même processus et les délais prévus pour les autres propositions de l'ACLA/CAAL de 2017. Veuillez consulter le site aclacaal.org pour de plus amples détails sur l'échéancier des résumés de soumission.

FORMATION DES ENSEIGNANTS EN FRANÇAIS !

AU WERKLUND SCHOOL OF EDUCATION DE L'UNIVERSITÉ DE CALGARY, VOUS POUVEZ VOUS SPÉCIALISER POUR ENSEIGNER EN FRANÇAIS.

Le Werklund School of Education propose des cours en français dans le cadre de la formation des enseignants et des enseignantes au niveau du BEd. Vous aurez l'occasion de discuter des méthodes d'enseignement et de pédagogies pour divers programmes soit le français langue seconde (FSL), l'immersion française ou pour les écoles francophones. Beaucoup de vos cours sont offerts en français; entre autres, il y a des cours de spécialisation conçus pour vous préparer à enseigner en français ou le français. Les stages dans des écoles où l'on enseigne en français vous permettront également d'acquérir de l'expérience nécessaire à ce milieu. Inscrivez-vous dans la spécialisation en français !

WERKLUND.UCALGARY.CA/ENFRANCAIS

UNIVERSITY OF
CALGARY

MEd Interdisciplinary Program

Perspectives pédagogiques en langues secondes
(Pedagogical perspectives in second languages)

Ce programme examinera les recherches récentes sur l'enseignement et l'apprentisag e du français ou en français dans différents contextes. Plus particulièrement, les étudiants en maîtrise pourront discuter de la pédagogie du français ou dans un contexte d'immersion française, de la constructio d une identité i ilingue et multilingue, de la planification des tâches et évaluatio á n si que le leadership dans un contexte i ilingue. Ce programme sera offert en français, mais ceux qui désirent compléter leurs travaux dans une autre langue seront invités à en discuter avec l'instructeur.

Teaching French as a Second Language (FSL) or teaching sui jects such as math, science, FLA and social studies in French Immersion can prove to i e a challenge for those working in schools where students have different linguistic and cultural i ackground. In addition, some teachers require L2 pedagogical training for teaching content which requires additional knowledge over and ai ove L2 pedagogy. Recent research on second language learning and teaching draws on the areas of language awareness and innovative pedagogies, and explores the meaning and implications of i ilingualism and multilingualism (Lyster, 2007; García & Kleifgen, 2010). This program allows teachers, instructors and administrators to explore and analyze their experiences with French teaching and learning in various contexts i y making deep connections to recent research. Graduate students will examine specific aspects of French language learning and pedagogy in order to i roaden their insight and to examine their practice in terms of research.

Academic Coordinator: Dr Sylvie Roy syroy@ucalgary.ca

Graduate Program Administrator (GPA): Cheryl Ohly at caohly@ucalgary.ca or 403.220-2050

Program Delivery:
Courses in this program will i e delivered fully online.

Wei site: https://werklund.ucalgary.ca/gpe/pedagogical-perspectives-second-languages

Courses:

Term 1 (Summer)	Term 2 (Fall)	Term 3 (Winter)	Term 4 (Spring)
EDER 669.10 **Chercher l'identit bilingue** *Discoyering Bilingual Identit*	EDER 669.12 **Pédagogie de l'enseignement du contenu dans une classe de L2** *Content-based Pedagogy inLanguage Classroom*	EDER 669.15 **La mise en place des tâches et évaluation** *Task Design and Assessment*	EDER 669.XX **L'enseignant en tant que leader** *Teacher-Centred Leadership*

NOTE: This program can i e used toward the MEd Interdisciplinary degree route as either a Graduate Certif a te (Step 1) or Graduate Diploma (Step 2).

FORMATION ET RECHERCHE EN LINGUISTIQUE APPLIQUÉE À L'UNIVERSITÉ DE REGINA

APPLIED LINGUISTICS TRAINING AND RESEARCH AT THE UNIVERSITY OF REGINA

Par le biais de la Faculté d'éducation et La Cité universitaire francophone, l'Université de Regina offre des programmes de formation à l'enseignement et encourage la recherche en linguistique appliquée et sur les francophonies en milieu minoritaire.

The Faculty of Education and La Cité universitaire francophone at the University of Regina offer credit programs related to language acquisition and encourage research in the areas of applied linguistics and Francophones in minority contexts.

FORMATION / *PROGRAMS*

›› BACCALAURÉAT EN ÉDUCATION FRANÇAISE

Le Bac offre l'occasion aux futurs(es) enseignants(es) d'acquérir des méthodes pédagogiques applicables aux contextes de l'enseignement en milieu minoritaire et en français langue seconde.
Le Bac provides future teachers with teaching methods applicable to minority and French as a second language settings.

›› MAITRISE EN ÉDUCATION FRANÇAISE

La formation s'oriente sur l'enseignement en français en contexte minoritaire axé sur la didactique et l'élaboration de programmes.
A program that is pertinent to teaching in French in a minority setting, with a focus on teaching methods and program development.

›› *MASTER'S CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)*

Axé sur la recherche et les applications de l'enseignement des langues secondes, le certificat s'adresse aux enseignants en exercice et aux candidats qui ont une formation en éducation, en langues, en linguistique ou dans une discipline connexe.
The certificate offers an in-depth study in the field of second language acquisition while focusing on research and applications to teaching for in-service teachers and candidates with a background in education, language studies, linguistics or a related field.

RECHERCHE / *RESEARCH*

CENTRE DE RECHERCHE SUR LES FRANCOPHONIES EN MILIEU MINORITAIRE (CRFM)

Depuis 2005, le CRFM s'oriente vers l'analyse de l'expérience d'une communauté francophone en regard des autres communautés et groupes ethno-culturels en situation minoritaire.
Since 2005, the CRFM examines the experience of other Canadian and international francophone communities seeking to survive and flourish in minority settings.

University of Regina
Faculty of Education
La Cité UNIVERSITAIRE FRANCOPHONE

Au plaisir de vous accueillir au Congrès des sciences humaines 2018!
The University of Regina is looking forward to hosting the 2018 Congress of Humanities and Social Sciences!

www.uregina.ca

Éducation et langues secondes

Nos programmes d'études supérieures en Sociétés, cultures et langues vous permettent de réf échir à la façon dont les sociétés, les cultures et les langues déf nissent l'éducation, et comment elles sont elles-mêmes façonnées par l'éducation.

Le volet en éducation et langues secondes vous incite à parfaire vos connaissances dans les domaines suivants :

- fondements théoriques de la didactique des langues secondes (et recherches connexes)
- préparation de programmes et de matériel pédagogique
- pratiques pédagogiques

Second Language Education

Our graduate programs that feature the Societies, cultures and languages concentration allow you to ref ect on how societies, cultures and languages def ne education, and how they are themselves shaped by education.

The second language education theme will cater to your interests and enhance your knowledge of:

- Theoretical foundations of second language education and related research
- Educational program and material development
- Pedagogical practices

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C'est une première en **Amérique du Nord**!
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C'est **bien plus** que le bilinguisme!

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Institut des langues officielles
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Official Languages and
Bilingualism Institute (OLBI)

Master of Arts in Applied Linguistics and Discourse Studies – TESL

School of Linguistic s and Language Studies (SLALS)

Carleton University in Ottawa offers a **Master of Arts degree in Applied Linguistics and Discourse Studies**. This program offers advanced professional and academic qualifications to TESL practitioners from all backgrounds. The MA also opens doors to areas of **work in teaching specialized courses in colleges and universities, program coordination, administration and planning, and more**. *Certificate in TESL program is also available as a BA concurrent or post-degree option*.

Features:

- 5 credits, equivalent to 10 one-semester courses
- 3 options for completion: Coursework; Coursework + Research Essay; Coursework + Thesis
- TESL stream of courses leading to **TESL Ontario** accreditation as a language instructor

Research expertise in:

- Second language acquisition and teaching
- Pedagogical grammar and corrective feedback
- Vocabulary and formulaic language
- Spoken language including fluency
- Teacher education and cognition
- Learner and teacher beliefs
- Willingness to communicate and motivation
- Language assessment and testing
- English for academic/specific purposes
- Cross-cultural communication

http://carleton.ca/slals/applied-linguistics-discourse-studies/ma-program/

INSTITUT DE RECHERCHE EN LANGUES SECONDES DU CANADA
SECOND LANGUAGE RESEARCH INSTITUTE OF CANADA

MISSION STATEMENT. Our mission is to play a pivotal role in second language education in Canada and abroad including teacher preparation, research, bilingual program evaluation, and policy development

ÉNONCÉ DE MISSION. Notre mission est de jouer un rôle clé en langue seconde au Canada et à l'étranger qui comprend la formation des enseignants et des enseignantes, la recherche, l'évaluation des programmes bilingues et l'élaboration de politiques.

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