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 29-31, 2017**

**Programme du congrès annuel
dans le cadre du
Congrès des sciences humaines
29 au 31 mai 2017**

CONFERENCE ORGANIZING COMMITTEE 2017 / COMITÉ DU PROGRAMME 2017

Program Chairs / Responsables de programme

Andrea Sterzuk, University of Regina & Francis Bangou, Université d'Ottawa

Local Arrangements Coordinator / Coordonnatrice locale

Marju Toomsalu, Ryerson University

BÉNÉVOLES / VOLUNTEERS

Farhana Ahmed, Célia Aparecida Barros Santiago, Helene Bramwell, Van Phung Dao, Stephen Davis, Wenrui Duan, Rubina Khanam, Jacqueline Lee, Alesia Malec, Abdulmagid Masoud, Camila Miranda, Diana Osorio Agudelo, Romain Schmidt, Sara Spears, Eugenia Vasolopoulos

ABSTRACT ADJUDICATORS / ÉVALUATEURS DE RÉSUMÉS

STEPHANIE ARNOTT, UNIVERSITY OF OTTAWA

PATRICIA BALCOM, UNIVERSITÉ D'OTTAWA

SUZIE BEAULIEU, UNIVERSITÉ LAVAL

DAVY BIGOT, CONCORDIA UNIVERSITY

RENÉE BOURGOIN, UNIVERSITY OF NEW BRUNSWICK

WEI CAI, UNIVERSITY OF CALGARY

KARLA CULLIGAN, UNIVERSITY OF NEW BRUNSWICK

LINDA DE SERRES, UNIVERSITÉ DU QUÉBEC À TROIS-RIVIÈRES

TRACEY DERWING, UNIVERSITY OF ALBERTA

RYAN DESCHAMBAULT, UNIVERSITY OF BRITISH COLUMBIA

JOSEPH DICKS, UNIVERSITY OF NEW BRUNSWICK

ROSWITA DRESSLER, UNIVERSITY OF CALGARY

DOUGLAS FLEMING, UNIVERSITY OF OTTAWA

CAROLE FLEURET, UNIVERSITÉ D'OTTAWA

VÉRONIQUE FORTIER, UNIVERSITÉ DU QUÉBEC À MONTRÉAL

GUILLAUME GENTIL, CARLETON UNIVERSITY

MARIE-JOSÉE HAMEL, UNIVERSITÉ D'OTTAWA

JESUS IZQUIERDO, UNIVERSIDAD JUÁREZ AUTÓNOMA DE TABASCO, MEXICO

GLADYS JEAN, UNIVERSITÉ DU QUÉBEC À MONTRÉAL

ADEL JEBALI, CONCORDIA UNIVERSITY

MONIKA JESAK, UNIVERSITY OF OTTAWA

TERAZA JIMENA, UNIVERSITÉ DU QUÉBEC À MONTRÉAL

IBTISSEM KNOUZI, UNIVERSITY OF TORONTO

PAULA KRISTMANSON, UNIVERSITY OF NEW BRUNSWICK

MARC LAFONTAINE, UNIVERSITÉ LAVAL

YVONNE LAM, UNIVERSITY OF ALBERTA

JOSÉE LE BOUTHILLIER, UNIVERSITY OF NEW BRUNSWICK

EVA LEMAIRE, UNIVERSITY OF ALBERTA

HEDY MCGARRELL, BROCK UNIVERSITY

IRASEMA MORA PABLO UNIVERSIDAD DE GUANAJATO, MEXICO

FRANÇOISE MOUGEONT, YORK UNIVERSITY

ANNE MULLEN, UNIVERSITÉ LAVAL

SIMA PARIBAKGHT, UNIVERSITY OF OTTAWA

SUSAN PARKS, UNIVERSITÉ LAVAL

SABRINA PRIEGO, UNIVERSITÉ LAVAL

LEILA RANTA, UNIVERSITY OF ALBERTA

CECILE SABATIER, SIMON FRASER UNIVERSITY

SHAHRZAD SAIF, UNIVERSITÉ LAVAL

MELA SARKAR, MCGILL UNIVERSITY

JÉRÉMIE SÉROR, UNIVERSITÉ D'OTTAWA

DAPHNÉE SIMARD, UNIVERSITÉ DU QUÉBEC À MONTRÉAL

NIKOLAY SLAVKOV, UNIVERSITÉ D'OTTAWA

ANDREA STERZUK, UNIVERSITY OF REGINA

JOËL THIBEAULT, UNIVERSITY OF REGINA

ALEXANDRA TSEDRYK, MOUNT SAINT VINCENT UNIVERSITY

MARIE-JOSÉE VIGNOLA, UNIVERSITÉ D'OTTAWA

MONICA WATERHOUSE, UNIVERSITÉ LAVAL

ALYSSE WEINBERG, UNIVERSITÉ D'OTTAWA

MEIKE WERNICKE, UNIVERSITY OF BRITISH COLUMBIA

2016-2017 ACLA EXECUTIVE COUNCIL / BUREAU DE DIRECTION DE L'ACLA 2016-2017

President/Présidente :	Andrea Sterzuk, University of Regina
Past President/Présidente sortante :	Mela Sarkar, McGill University
Vice President/Vice-présidente :	Francis Bangou, Université d'Ottawa
Secretary-Treasurer/Secrétaire-Trésorière :	Stephanie Arnott, University of Ottawa
Member-at-Large/Membre associée :	Sara Kennedy, Concordia University
Journal Editors/Rédacteurs de la revue :	Joe Dicks & Paula Kristmanson, University of New Brunswick
Communications Officer/Agente de communication :	Meike Wernicke, University of British Columbia

Welcome message / Mot de bienvenue
Andrea Sterzuk, University of Regina & Francis Bangou, Université d'Ottawa

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 president Andrea Sterzuk and vice-president, Francis Bangou. We thank the organizers of Congress for all their hard work over the past year, and are especially grateful to local chair Marju Toomsalu and her team of volunteers for taking such good care of arrangements. We also thank our sponsors, abstract reviewers and volunteers. 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 three days, including 94 individual papers, two keynote speakers, six symposia and a special joint event co-hosted by our colleagues at the Language and Literacy Researchers of Canada. Please also make sure to attend our annual general meeting on Tuesday morning.

We also have two special panels this year: one during the lunch hour on Monday and the other during the lunch hour on Tuesday. Food will be provided at both. Monday's panel examines the ethics of working on Indigenous language issues and provides a sneak preview of a web-based resource package currently in preparation. Tuesday's lunch hour session is a panel on journal publishing. And, finally, don't forget to take some time to relax with your colleagues! Monday evening from 5:00 to 7:00 is the President's Reception for ACLA. Tuesday night is a special wine and cheese organized jointly with Language and Literacy Researchers of Canada

This year's conference is also affected by current global events as many colleagues were not able to attend the conference because of the recent changes in the US immigration policies. We were able to accommodate some of them by giving them the option to send a video recording of their presentation and respond to the questions of the audience via Skype. The recent March for Science was a worldwide call to protect the scientific community and a reminder than in troubled times we are particularly vulnerable. So this year let's come together and stand strong against adversity, and anti-science ideologies and policies.

Our thoughts to our colleagues who could not attend the conference and to all of you who can attend face to face or online we wish you a great conference.

Twitter: @ACLA_CAAL
Hashtag / Mot-clic:
#acla2017

Chers congressistes, chères congressistes,

La présidente du congrès, Andrea Sterzuk et le vice-président, Francis Bangou vous souhaitent la bienvenue au congrès annuel de *l'Association canadienne de la linguistique appliquée/ Canadian Association of Applied Linguistics*. Nous désirons remercier les organisateurs et les organisatrices du congrès pour leur dur labeur au cours de la dernière année. Nous sommes particulièrement reconnaissants envers Marju Toomsalu, la présidente locale, et son équipe de bénévoles pour avoir effectué avec soin les différents arrangements. Nous désirons aussi remercier nos commanditaires, nos évaluateurs et les volontaires. Nous sommes ravis d'être ici avec vous tous et toutes.
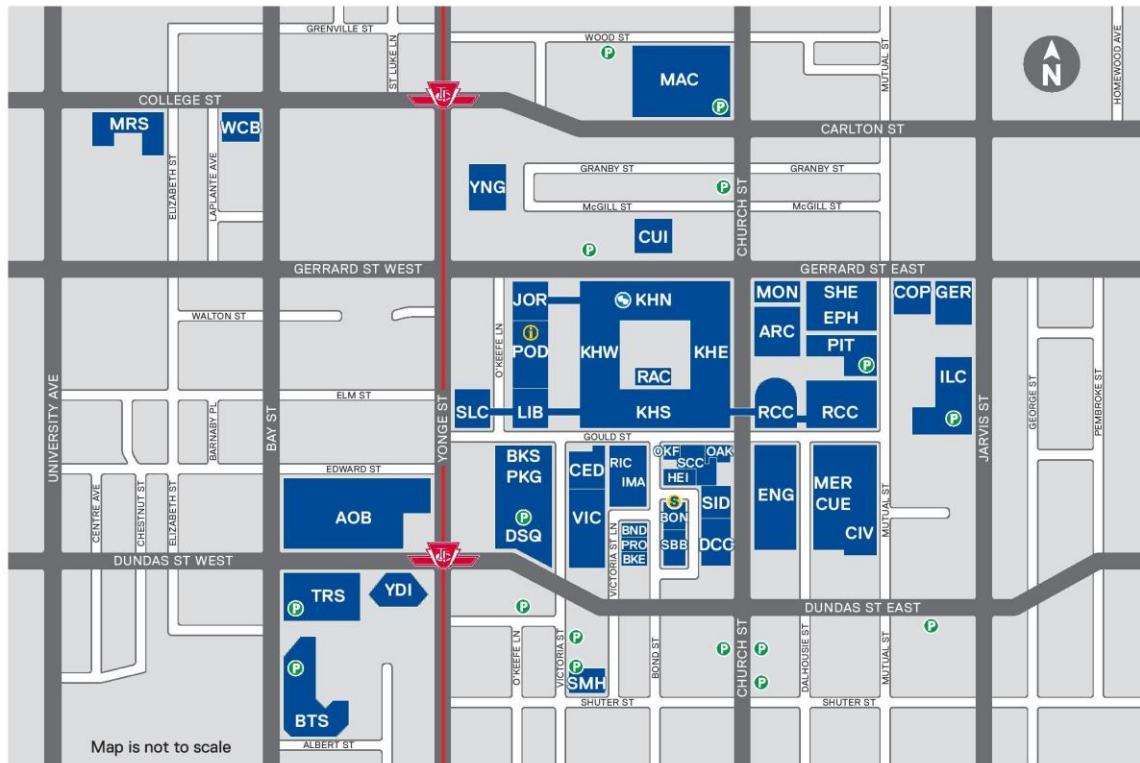
Cette année, nous sommes heureux d'être en mesure de vous offrir un programme de trois jours, excitant et bien rempli incluant 94 communications individuelles, deux conférenciers principaux, six colloques et un évènement spécial, organisé en collaboration avec l'Association canadienne des chercheurs en langue et littératie. De plus, assurez-vous, s'il vous plaît, d'assister à l'assemblée générale annuelle mardi matin.

Cette année, nous avons aussi le plaisir de vous proposer deux tables rondes exceptionnelles: la première lundi à l'heure du dîner et la deuxième mardi à la même heure. La nourriture sera offerte. La table ronde de lundi traitera de l'éthique dans la recherche associée aux langues autochtones et une ressource Web qui est en cours d'élaboration vous sera présentée. La table ronde de mardi aura pour thème - la publication dans des journaux scientifiques. Finalement, n'oubliez pas de vous détendre avec vos collègues. La réception du président pour l'ACLA aura lieu lundi soir de 15h à 19h et mardi soir nous avons le plaisir de vous inviter au vins et fromages organisé conjointement avec l'Association canadienne des chercheurs en langue et littératie.

Cette année, la conférence est aussi affectée par l'actualité mondiale, car certains collègues n'ont pas pu se rendre jusqu'ici à cause des changements récents dans les politiques migratoires des États-Unis. Certains d'entre eux nous ont envoyé la vidéo de leur présentation et seront disponibles le jour de leur présentation via Skype pour répondre aux questions de l'audience. La marche pour la science qui a eu lieu récemment est un appel international qui vise à protéger la communauté scientifique. C'est aussi un rappel qu'en période de crise nous sommes particulièrement vulnérables. Donc cette année rassemblons-nous et tenons tête à l'adversité et aux politiques antisciences.

Nos pensées vont aux collègues qui ne peuvent pas assister au congrès. À vous tous qui pouvez y participer en face à face ou en ligne nous vous souhaitons un excellent congrès.

Ryerson University Campus Map

Map is not to scale

AOB	Atrium on Bay 20 Dundas St West	**ENG**	George Vari Engineering and Computing Centre 245 Church Street	**MAC**	Mattamy Athletic Centre 50 Carlton Street	**SCC**	Student Campus Centre 55 Gould Street

AOB Atrium on Bay
20 Dundas St West

ARC Architecture Building
325 Church Street

BKE 110 Bond Street

BKS Campus Store
17 Gould Street

BND 114 Bond Street

BON 111 Bond Street

BTS Bell Trinity Square
483 Bay Street

CED Heaslip House -
The G. Raymond Chang
School of Continuing
Education
297 Victoria Street

CIV 106 Mutual Street

COP Co-operative Education
101 Gerrard St East

CUE Centre for Urban Energy
147 Dalhousie Street

CUI Centre for Urban Innovation
(under construction)
44 / 46 Gerrard St East

DCC Daphne Cockwell
Health Sciences Complex
(under construction)
288 Church Street

DSQ Yonge-Dundas Square
10 Dundas St East

ENG George Vari Engineering
and Computing Centre
245 Church Street

EPH Eric Palin Hall
87 Gerrard St East

GER Research / Graduate
Studies
111 Gerrard St East

HEI HEIDELBERG Centre -
School of Graphic
Communications
Management
125 Bond Street

ILC International Living /
Learning Centre
133 Mutual St &
240 Jarvis St

IMA School of Image Arts
122 Bond Street

JOR Jorgenson Hall
380 Victoria Street

KHE Kerr Hall East
340 Church St

KHN Kerr Hall North
31 / 43 Gerrard St East

KHS Kerr Hall South
40 / 50 Gould Street

KHW Kerr Hall West
379 Victoria Street

LIB Library Building
350 Victoria Street

MAC Mattamy Athletic Centre
50 Carlton Street

MER Merchandise Building
159 Dalhousie Street

MON Civil Engineering Building
341 Church Street

MRS MaRS Building
101 College Street

OAK Oakham House
63 Gould Street

OKF O'Keefe House
137 Bond Street

PIT Pitman Hall
160 Mutual Street

PKG Parking Garage
300 Victoria Street

POD Podium
350 Victoria Street

PRO Projects Office
112 Bond Street

RAC Recreation and Athletics
Centre
40 / 50 Gould Street

RCC Rogers Communications
Centre
80 Gould Street

RIC Ryerson Image Centre
33 Gould Street

SBB South Bond Building
105 Bond Street

SCC Student Campus Centre
55 Gould Street

SHE Sally Horsfall Eaton
Centre for Studies
in Community Health
99 Gerrard St East

SID School of Interior Design
302 Church Street

SLC Student Learning Centre
341 Yonge Street

SMH St. Michael's Hospital
209 Victoria Street

TRS Ted Rogers School
of Management
55 Dundas St West

VIC Victoria Building
285 Victoria Street

WCB 790 Bay Street

YDI Yonge-Dundas I
1 Dundas St West

YNG 415 Yonge Street

Undergraduate Admissions and Recruitment

Security

Ryerson Theatre

Parking

TTC Subway Stop

February 2017

Canadian Association of Applied Linguistics
Association canadienne de linguistique appliquée
Congrès 2017 Conference

8:15 - 9:45	**Welcome and French Keynote / Mot de bienvenue et session plenière (français)** **Intégration, réussite scolaire... et les langues dans tout ça?** **Carole Fleuret, Université d'Ottawa** Heidelberg 201				
9:45 - 10:00	**Break/Pause:** Heidelberg 201				
Room/Salle	**Sally Horsfall 560**	**Sally Horsfall 598**	**Architecture 206**	**Image Arts B06**	**Heidelberg 201**
Chair Président(e)	**Irasema Mora Pablo**	**Mehtap Kocatepe**	**Heike Neumann**	**Monica Waterhouse**	**Mela Sarkar**
Session themes Thèmes des sessions	*Second Language Literacy / Litteracie langue seconde*	*Phonology & Pronunciation / Phonologie & prononciation*	*Grammar / Grammaire*	*ESL & EFL / Anglais langue seconde/étrangère*	*Symposium*
10:00- 10:30	**Bhowmik / Sengupta / Chaudhuri / Tweedie / Kim / Liu** "What lies beneath": The influence of literacy practices in different cultures on L2 writing	**Foote / Thomson** Pronunciation training and speech language pathology: Perfect pairing or potential problem?	**Izquierdo / Kihlstedt** The development of the L2 imperfective in the written narratives of Hispanophone university learners of French: A functional analysis within verb semantics	**Safaei / Monfared / Saif** An investigation into the adequacy of English language demands of Quebec university nursing programs	**Invited Symposium: Through the looking glass: Innovative methodologies in applied linguistics research** **Organizer:** Mela Sarkar **Presenters:** Casey Burkholder Alison Crump Lauren Godfrey-Smith Kathleen Green
10:35 - 11:05	**Yabuki-Soh** Deictic expressions found in written narratives in English and Japanese	**Lintunen / Makilahde / Peltonen** Short-term and long-term effects of pronunciation teaching: focusing on learner beliefs	**Paquet** The influence of the L1 properties in the acquisition of the Spanish gender agreement system	**James** Can communicative tasks increase L2 students' perceived self-efficacy?	
11:10 - 11:40	**Corcoran** The potential of intensive, collaborative support for emerging scholars' research writing	**Duan / Lee** Teaching French pronunciation to Chinese adult learners in communicative language classrooms: Examining the effectiveness of explicit phonetic instruction	**Dao** Effect of language related episodes on learning of past tense verbs	**Ravindran /Ilieva** Cartographies of desire and affect: A study of international graduates of a TESOL program in Canada	
11:45 - 12:15	**Tanaka / Akamatsu** Relationship between L1 and L2 reading motivation and proficiency: cases of EFL university students	**Taylor Reid / Trofimovich / O'Brien** Can comprehensibility and accentedness ratings be influenced by social attitudes?	**Bresnick** Attitudes towards grammatical accuracy of chat conversations: The hierarchy of errors	**Doucette / Kartchava** Investigating the role for a language coach in an English as a Second Language literacy class	
12:20 - 13:05	**Lunch / dîner** **"I want to know more about Indigenous languages in Canada and working with people who speak them, but I'm not sure where to start": Sneak preview of a web-based ethical relationality resource package in preparation** ACLA current & past presidents Andrea Sterzuk, Mela Sarkar, & Knowledge Synthesis Grant team Heidelberg 201				

Room/Salle	Sally Horsfall 560	Sally Horsfall 598	Architecture 206	Image Arts B06	Image Arts B09	Heidelberg 201	Image Arts 304
Chair/ Président(e)	**Dustin Crowther**	**Eva Kartchava**	**Nikolay Slavkov**	**Jesus Izquierdo**	**Sara Kennedy**	**Meike Wernicke**	**Hyunjung Shin**
Session themes/ Thèmes des sessions	*Second Language Literacy continued / Littéracie en langue seconde (suite)*	*French Immersion / Immersion française*	*Multi & pluri linguism(e)s*	*Digital Technologies / Technologies numériques*	*ESL & EFL Continues / Anglais langue seconde/ étrangère (suite)*	*Symposium*	*Symposium*
13:15 - 13:45	**Chang** Second language readers' metacognitive processes & cognitive strategy use: a brief meta-analysis	**Culligan / Dicks** Using mathematical explanation to Explore Secondary French Immersion Students' Language	**Jalal** Multilingual students' acquisition of English as their L3	**Osorio** Le potentiel du jeu numérique pour l'apprentissage de vocabulaire en anglais L2: Influence de l'engagement des participants sur leurs gains lexicaux	**Sobhanmanesh** The environmental complexities of ESL learners' classroom engagement	**Colloque à la mémoire de Laurens (Larry) Vandergrift Memorial Symposium** **Presenters:** Helene Knoerr & Alysse Weinberg Alexandra Tsedryk Cecile Sabatier, Valia Spiliotopoulos, & David Pajot Jeremy Cross Kamsu Souoptetcha Amos David Macfarlane, Lyne Montsion & Fiona Stewart	**Language and literacy education for refugee learners of English: Critical perspectives** **Organizer** Hyunjung Shin **Presenters** Hyunjung Shin Clea Schmidt & Antoinette Gagné Katerina Nakutnyy & Andrea Sterzuk Christine Massing HaEun Kim Brian Morgan & Nada Alshehabi **Discussant** Julie Kerekes
13:50 - 14:20	**Thibeault / Fleuret / Bangou** Quand on enseigne la lecture pendant l'été : portrait longitudinal des pratiques déclarées d'enseignants qui prennent part à des programmes estivaux en littératie dans la province de l'Ontario	**Knouzi / Mady** Objective analysis of French immersion student writing: Evidence of an 'immigrant advantage'	**Lawrence / Ahmed** Plurilingual interactions between avatar learning, teaching and the Self	**Boz** Nativelike selection in small group online discourse: A quantitative Study	**Owusu** The integrated approach to English language teaching in the Ghanaian ESL classroom		
14:25 – 14:55	**Van Viegen Stille / Jang / Sinclair / Park / Vincett** Conceptualizing & developing reading resilience among adolescent immigrant students in secondary education	**Davis** French immersion for Allophones in Saskatchewan: Exploring issues of access, support, and inclusion	**Kebbas** De la croisée des langues à la compétence interculturelle éducative	**Guichon/ Grassin / Koné** The digital transition of international students	**Waterhouse / Barros Santiago** Vignette-based questionnaires for studying affect in ESL classrooms		

15:00 - 15:30	**Watanabe** Talking to oneself and a peer during independent and collaborative writing: University English learners' verbal scaffolding processes	**Dicks / Bourgoin** Integrating content and language in late French Immersion	**Marshall / Moore** Plurilingualism across the disciplines at Simon Fraser University	**Liaw / Priego** Understanding the group functionality of an intercultural digital storytelling project	**Karas / Faez** Connecting language teacher proficiency to self-efficacy: How are they related?		
15 :30– 15 :50	**Break / Pause** Heidelberg 201						
15:55 - 16:25	**Klassen** Unpacking an assumption about L2 readers and proper names	**Le Bouthillier / Kristmanson** Les stratégies autorégulatrices : Le progrès effectué au cours d'une année scolaire par des auteurs à risques en immersion française	**Petrescu / Helms-Park / Pirvulescu / Rampersaud / Leung** Multilingualism in the Canadian context: language interaction and development in trilingual children	**Barcomb / Sheepy** Don't Quit Now! Monitoring learner volatility and willingness to communicate in a gamified course.	**Romero** Volunteering to teach in a foreign country: The case of Canadian native English speakers	**Symposium continues (suite)**	**Symposium continues (suite)**
16:30- 17 :00	**Fazel / Corcoran** Language ideologies, bias and multilingual authors	**Dupere / Beaulieu** French L2 American students' attitudes toward teachers' perceived language dominance in French/English	**Galante** Plurilingualism in action: Perspectives from refugee language teachers in a Brazilian NGO		**Arias / Baker / Hope** Developing test specifications for a high-stakes test of academic and professional listening in English		
17:00 – 19:00	**President's Reception / Réception du recteur** Mattamy Athletic Centre						

9:00 - 10:30	*Assemblée générale annuelle de l'ACLA* *ACLA Annual General Assembly* *Réservé aux membres / For ACLA members* *Heidelberg 201*
10:30-11:45	*English Keynote / Session plénière (anglais)* *Intersectionality and language: Thinking beyond identity in language practices and policy* *Eve Haque* *Heidelberg 201*
12 :00-13 :15	*Special panel on journal publishing -- Extended lunchtime session* *Heidelberg 201*

Room/Salle	Sally Horsfall 560	Sally Horsfall 598	Image Arts B06	Image Arts B09	Eric Palin 103
Chair / Président(e)	Angelica Galante	Maher Bahloul	Célia Aparecida Barros Santiago	Mela Sarkar	Sara Kennedy
Session themes / Thèmes des sessions	*Immigration, Integration & Acculturation / Immigration, Intégration & Acculturation*	*EAP / Anglais à des fins académiques*	*Vocabulary / Vocabulaire*	*Pragmatics / Pragmatique*	*Symposium*
13:20 - 13:50	Mora Pablo "Falling into a grey zone": A narrative analysis of return migration and identity	Li / Jones / Lodge Disciplinary differences in university lecture slides as a part of classroom discourse	Li / Cummins A random control trial: Effectiveness of using texting-based instruction to support ELLs' academic vocabulary acquisition	Zavialova An emerging pedagogical approach to teaching pragmatic formulas	**Colloque à la mémoire de Laurens (Larry) Vandergrift Memorial Symposium** **Presenters:** Jérémie Séror Brian North, Enrica Piccardo & Christina Parry
13:55-14:25	Crowther Language investment during university adjustment: The divergent path of two Chinese freshmen	Lin Cultural and linguistic lived experiences of chinese student newcomers in IFP	Nguien / McGarrell Corpora and the selection of vocabulary for a "General English" ESL textbook	Beaulieu / Ranta Moving beyond lists of useful expressions: Towards a pedagogy for L2 sociopragmatics	Catherine Elena Buchanan Laura Hermans-Nymark Paula Kristmanson, Joseph Dick & Karla Culligan Renée Bourgoin, & Josée Le Bouthillier
14:30 – 15:00	Babaei Language learning experiences of highly skilled immigrants In Québec: From an intercultural perspective	**CANCELLED / ANNULÉ**	Ramezanali / Faez Word retention through multimedia glossing: A mixed methods research	Malone Solidarity and belonging in advanced L2 French development	
15:00 - 15:15	**Break/ Pause** Heidelberg 201				

Room/Salle	Sally Horsfall 560	Sally Horsfall 598	Image Arts B06	Image Arts B09	Eric Palin 103	Heidelberg 201
Chair/ Président(e)	Hyun-Sook Kang	Joël Thibeault	Alexandra Tsedryk	Mela Sarkar	Sara Kennedy	Christine Kampen Robinson
Session themes/ Thèmes des sessions	*Immigration, Integration, Acculturation continues / Immigration, Intégration & Acculturation (suite)*	*EAP Continued/ Anglais à des fins académiques (suite)*	*Vocabulary Continues / Vocabulaire (suite)*	*Pragmatics Continues / Pragmatique (suite)*	*Symposium*	*Symposium conjoint ACLA / LLRC Joint Symposium*
15:15 – 15:45	Douglas / Doe / Cheng Spoken Workplace Language: Perspectives of Newcomers from Diverse Linguistic Backgrounds	Vasilopoulos Plagiarism Becoming: Transformations in International Students' and Teacher's Conceptualizations of Appropriate Sourcing in Academic Writing	Pichler La monosémie des termes juridiques du 'conveyancing', simple hypothèse ou réel atout ?	Salvato The impact of context of learning on the perception of body language in learners of Italian	Colloque à la mémoire de Laurens (Larry) Vandergrift Memorial Symposium continues (suite)	Symposium Sociolinguistic approaches in educational research **Organizers:** Kampen Robinson, Christine & Moffatt, Lyndsay **Presenters:** Zain Esseghaeir Christine Kampen Robinson Jérémie Séror & Alysse Weinberg Meike Wernicke **Discussant:** Steven Talmy
15 :50 – 16 :20	Nomura / Masson Picture diaries: Multiliteracies and arts-based research practices in heritage language education	McGarrell / Sun Modal expressions of expectation, belief, certainty in NS and NNS writers' texts	Simard / Molokopeeva / Nader Mémoire de travail complexe non-verbale et connaissances grammaticales et lexicales en L2 : quelle relation ?	Duchemin / Beaulieu / Woll L2 learners' metasociolinguistic reflections: A window into developing sociolinguistic repertoires		
16:25 – 16:55	Goodarzi Where do I belong? A case study of changing roles in an undergraduate first-year discourse community	Neumann / Leu / McDonough The Challenges of Academic Writing from Sources in a Second Language: An Exploratory Study	Chen Lexical Bundles in Vocabulary-based Discourse Units: A Corpus-based Study of First-year Electrical Engineering Textbooks	Rehner / Lasan Expressing and perceiving identity and intentions in a second language		
17:00 – 19:00	**LLRC / ACLA** **Reception / Réception** **Room / Salle : Internation Living / Learning Centre A/B/C**					

9 :00-9 :30	Coffee & light breakfast / Café et déjeuner léger Image Arts 334				
Room/Salle	**Image Arts 334**	**Image Arts B06**	**Image Arts B09**	**Image Arts 304**	**School of Interior Design 318**
Chair/ Président€	**Zhi Li**	**Paula Kristmanson**	**Andrea Sterzuk**	**Francis Bangou**	**Enrica Piccardo**
Session themes/ Thèmes des sessions	*Listening and Speaking / Écouter et parler*	*Français langue seconde / French as a second language*	*Language Policy / Politique de langue*	*Language & Power / Langue et pouvoir*	*Symposium*
9 :30 – 10 :00	Sarkeshikian / Memarian Developing and validating a self-regulatory listening strategies questionnaire (SLLSQ) in an EFL context	Arnott Expanding our understanding of student motivation in FSL: A future selves perspective.	Khanam A colonial tongue in a postcolonial world: English language planning and policy in Bangladesh	Barros Santiago Conceptualisations of culture: Critical perspectives and language education	**Symposium** Plurilingualism, the Action-Oriented Approach and Indigenous Epistemologies: The LINCDIRE project
10 :05 – 10 :35	Medina / Soccarás / Krishnamurti Do WM capacity and sentence length impact speech decoding? Implications for listening comprehension	Roy / Gour Les programmes de FSL : un lifting linguistique et culturel pour les étudiants ?	Adebayo Discursive Construction of multilingualism in education language policy for lower primary school classrooms	Mansouri Investigating Agency, Positioning, and Identity of Non-native Iranian English Language Teachers	**Organizer** Enrica Piccardo **Presenters** Enrica Piccardo Aline Germain-Rutherford & Alan Corbiere Sara Potkonjak Geoff Lawrence& Kris Johnston
10 :40 – 11 :10	**CANCELLED / ANNULÉ**	Masson / Arnott / Lapkin What are the current trends in 21st century Canadian K-12 FSL research?	Takam / Fasse English and French bilingual education in Cameroon: The bottom top approach or the policy of no policy	**CANCELLED / ANNULÉ**	
11 :15-11 :45	Taylor Reid / Trofimovich The kindergarten effect: Enhancing adult L2 learners' willingness to communicate	**CANCELLED / ANNULÉ**	Kang Korean-American Families' Language Policy and Maintenance		**Discussant** Heather Lotherington
11 :45-13 :00	Lunch on your own – Dîner libre				

Room/Salle	Image Arts 334	Image Arts B06	Image Arts B09
Chair/ Président(e)	**Mela Sarkar**	**Zhi Li**	**Andrea Sterzuk**
Sesson Themes/ Thèmes des sessions	*Listening and Speaking continues / Écouter et parler (suite)*	*Assessment & Feedback / Évaluation et rétroaction*	*Language Policy continues / Politique de langue (suite)*
13:00-13:30	**CANCELLED / ANNULÉ**	**Lemak** Individual differences in learner response to oral corrective feedback	**Cook** Language policy performativity: Theorizing the production of scaled language policy
13:35 - 14:05	**Gaffney** Extraversion as a predictor of L2 spoken fluency	**Valeo / Barkaoui** Providing Written Feedback in the ESL Classroom: Teachers' Conceptions and Practices	**Slavkov** Family Language Policy Perspectives on Bilingualism and Multilingualism in Ontario
14:10 - 14:40	**Tweedie** Listening instruction for ESP: Exploring nursing education where English is a lingua franca	**Barkaoui / Valeo / Cook / Luke** The Mediating Role of ESL Teachers' Conceptions of Learning and Teaching in their Writing Assessment Practices	**Kawaguchi** The Debate of Heritage Language Provision in Ontario: The comparison of policy recommendations from 1982 and 1993

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 30 / mardi 30 mai 2016, 9:00—10 :30

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

Room : Heidelberg 201

*****

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

*****

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

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

Intégration, réussite scolaire… et les langues dans tout ça?   Carole Fleuret, Université d'Ottawa

On assiste à la présence de vagues migratoires de plus en plus importantes à travers le monde et le Canada ne fait pas exception. Cette réalité nous amène à réfléchir sur le devenir des enfants de ces nouveaux arrivants, qui devront apprendre ou parfaire leurs connaissances du français, tant sur le plan de la réussite scolaire que de l'intégration sociale. Depuis les travaux phares de Cummins, presque 40 ans se sont écoulés. Où en sommes-nous aujourd'hui? Les recherches en didactiques des langues secondes ont clairement mis de l'avant l'importance de considérer les répertoires langagiers des élèves dans l'apprentissage de la langue scolarisation, notamment par le bénéfice reconnu des allers-retours cognitifs exercés par l'apprenant. Il semble, cependant, exister un écart entre l'avancement de la recherche et la prise en compte de la diversité dans les pratiques pédagogiques. Encore peu explorée en langue seconde, la littérature de jeunesse demeure un outil fécond qui permet, d'une part, de prendre en compte l'habitus des élèves et, d'autre part, de travailler les objets langagiers. Dans cette présentation, nous discuterons de ces différents concepts par l'entremise d'une recherche que nous menons actuellement entre la France et le Canada

Carole Fleuret détient un baccalauréat en orthopédagogie, une maîtrise en didactique du français et un doctorat en didactique du français de l'Université de Montréal. Ses recherches portent sur l'appropriation de l'écrit, en milieux multiethniques et plurilingues, et, plus précisément, sur le développement orthographique et sur l'étude des composantes socio-cognitives, affectives et culturelles en jeu dans l'appropriation de l'écrit en langue seconde, par l'entremise des orthographes approchées et de la littérature de jeunesse.

Integration, academic success… and what about languages in all of that?

The world is currently in the midst of a time of great population migration and Canada is no exception. This reality pushes us to consider the future of newcomer children who must learn or perfect their French knowledge, for the purposes of the academic success as well as their social integration. Forty years have passed since Cummins put a spotlight on these issues. Yet where are we today in this work? Second language education research clearly highlights the importance of considering students' linguistic repertoires in their learning of academic language, specifically because of the recognized cognitive benefits for the learner. There seems to be, however, a gap between research advances and a similar awareness in pedagogical practices. Still under-researched in second language education, children's literature is a useful tool permitting, in part, a focus on language development. In this presentation, I will discuss different related concepts deriving from a research project currently conducted in Canada and in France.

Carole Fleuret holds a bachelor's degree in orthopedagogy, a masters in French education and a doctorate in French education from l'Université d Montréal. Her research interests include written language development in multiethnic and plurilingual contexts and, more precisely, the development of writing and the study of socio-cognitive, affective and cultural components in the development of second language writing though the implementation of orthographic approaches and children's literature.

Intersectionality and language: Thinking beyond identity in language practices and policy
Eve Haque, York University

Language has long been used as an index of a person's identity through official mechanisms such as census forms, citizenship tests as well as more general language use in everyday life. However, despite these various attempts to singularly identify us, our everyday language use often points not only to our often multiple and shifting identities but also the numerous changing subject positions that are ascribed to us across the differing spatial and temporal contexts we inhabit. In this talk, I want to examine how intersectionality, as it emerges from feminist and critical race theory, can offer us a new and productive analytical approach to consider the complex ways in which we identify and are identified through language.

Eve Haque is an Associate Professor in the Department of Languages, Literatures and Linguistics and Graduate Program Director of Social and Political Thought at York University. Her research and teaching interests include language policy and planning, ethnolinguistic nationalism, multiculturalism and immigrant language training. She has published in such journals as *Social Identities, Journal of Multilingual and Multicultural Development* and *Pedagogy, Culture and Society*, among others. She is also the author of *Multiculturalism within a bilingual framework: Language, race and belonging in Canada* (University of Toronto Press, 2012).

Intersectionalité et langue: Penser au-delà de l'identité dans les pratiques et les politiques linguistiques
Eve Haque, York University

La langue a longtemps été utilisée comme un index identitaire, et ce, par l'entremise de mécanismes officiels divers tels que les formulaires de recensement, les tests de citoyenneté et la façon dont la langue est utilisée dans la vie de tous les jours. En dépit de ces nombreuses tentatives de nous identifier singulièrement, l'usage que nous faisons de la langue au quotidien met en évidence à quel point nos identités sont souvent multiples et changeantes et à quel point nos positionnements varient en fonction du temps et de l'espace où nous nous trouvons. Dans cette présentation, je veux examiner comment l'intersectionalité, tel qu'elle émerge des théories féministes et des théories raciales critiques, pourrait être une approche analytique novatrice et productive qui nous permettrait d'examiner la façon dont nous nous identifions et sommes identifiés à travers la langue.

Eve Haque est professeure agrégée au Département de Languages, Literatures and Linguistics et directrice du programme de Social and Political Thought à York University. Ses intérêts de recherche et d'enseignement incluent les politiques et la planification linguistique, le nationalisme ethnolinguistique, le multiculturalisme et la formation relative aux langues des nouveaux arrivants. Elle a publié dans des journaux tels que *Social Identities, Journal of Multilingual and Multicultural Development* and *Pedagogy, Culture and Society*. Elle est aussi l'auteure de *Multiculturalism within a bilingual framework: Language, race and belonging in Canada* (University of Toronto Press, 2012).

Through the Looking Glass: Innovative Methodologies in Applied Linguistics Research

Monday, May 29, 10:00-12:15, Heidelberg 201

Organizer: Mela Sarkar (McGill University) mela.sarkar@mcgill.ca

"The time has come," the Walrus said, "to talk of many things". For example, what are the opportunities and challenges of using creative and innovative methodologies for applied linguistics research? In response to the social turn in applied linguistics (e.g., Block, 2003), our research is increasingly taking us outside the classroom and the closed-door interview setting. We suggest that it is time to align social ways of thinking about language with social ways of doing research. In this symposium, members of the BILD (Belonging, Identity, Language and Diversity) research community argue that the "how" is as important as the "what" in applied linguistics research. In other words, changing the questions we ask should also mean changing how we go about looking for answers. We call for a form of critical applied linguistics research that involves pushing boundaries and questioning power structures in our ways of doing research. A brief introduction will be followed by panel presentations about four independent research projects, focusing on the opportunities and challenges of the innovative methodological approaches used (e.g., cellphilming, flipped interviews, language portraits, walking interviews). "When one speaks, they all begin together…" (Carroll, 1865/1946).

Note: The BILD research community is an active group of 10 to 12 Education graduate students and faculty members, founded at McGill University in 2013, who share a common interest in issues of belonging, identity, language, and diversity from a critical sociolinguistics perspective (see https://bildlida.wordpress.com).

Alison Crump (McGill University) alison.crump@mcgill.ca

"Put your hand down, and feel the ground": Doing play-based research with young children

Family language policy (FLP) research has made important contributions to understandings of how home language policies interact in complex nested relationships with economic and political processes outside the home (King & Fogle, 2013; Smith-Christmas 2017). Insights into FLPs come, in large measure, from examining parents' decision-making processes with respect to home language use and parents' investment in supporting their children's multilingualism. Children's perspectives are also significant to understanding FLP, yet are often overlooked because of the perceived difficulty of doing conceptual work with very young children. Addressing this in my research required a creative methodological approach. In this presentation, I briefly describe my doctoral research with Japanese-Canadian families in Montreal in which I focused on how the preschool aged children in the families understand their multilingual, racialized, and multiethnic identities. I argue for the importance of theoretical and methodological alignment in research and detail an approach for engaging in research *with* (not about) young children. I share tools for generating data that privilege children's voices, including language portraits and play-based conversations. I show how insights from the young children that would not have been possible by talking only to the parents. Finally, I draw broader implications for applied linguistics research.

Lauren Godfrey-Smith (Royal Roads University) lauren.godfrey-smith@mail.mcgill.ca

"If you don't know where you are going, any road will get you there": Mobility & non-static approaches to applied linguistics research

Mobility refers to learners' geographic mobility as well as their temporal mobility, with their personal histories and experiences operating as part of the context of their language practices (Pennycook, 2012). The notion of mobility acknowledges the mobility of learners as individuals who move through different social contexts in their everyday lives, encouraging the researcher to conceptualize learners as mobile, non-static, and not site-bound (Blommaert, 2014; Najar, 2014). Exploring the social dimensions of language and language practices through the lens of mobility has gained momentum in the decades since the social turn (Firth & Wagner, 1997). Yet there remains untapped potential for its application at the methodological level. I argue for the use of a non-static approach to data collection (Lamarre & Lamarre, 2009) as a way of reflecting the concept of mobility at the methodological level. I explore the opportunities and challenges of such an approach based on my doctoral research about non-classroom language anxiety among additional-language users of French in Montréal. I begin with a brief overview of my study, followed by a presentation of three techniques for data collection that I used in implementing the non-static approach to data collection including: language map drawings, *in situ* recordings, and walking interviews. Finally, I discuss the opportunities and challenges of these techniques, framing my discussion around an argument in favour of integrating the concept of mobility at the methodological level.

Kathleen Green (McGill University) applewhat@gmail.com

"It's no use going back to yesterday, because I was a different person then": Challenges and opportunities of planning a retrospective self-study

The vast majority of studies on the effects of study abroad have focused on the short-term effects; participants are generally interviewed or polled shortly after returning from their experience abroad. Of the studies of long-term effects, I am aware of only one (Alred & Byram, 2002 & 2006) that was a qualitative study. It turns out that there are good reasons for this – a qualitative study on the long-term effects of study abroad is rather difficult to construct. Such a study requires that a researcher either wait 10 years after their initial contact with participants to do a follow-up study, or cross their

fingers and hope to find participants who have held on to documentation of their experience and are willing to share it. My doctoral research project focuses on the long-term effects of study abroad in China for Canadian students of Mandarin. I will discuss some of the challenges and creative opportunities of planning a retrospective qualitative study that includes the researcher as a participant. In particular, I discuss the use of narrative inquiry (Josselson, 2013; Polkinghorne, 1995) and photo elicitation (Harper, 2002; Lapenta, 2011). Oh yeah, and I won't just interview the other participants in my study – we will interview each other.

Casey Burkholder (McGill University) casey.burkholder@gmail.com

"Go on till you come to the end": Cellphilming (cellphone + video production) to explore issues of language and power

Cellphilming (cellphone + video production) is an emergent participatory visual research methodology blending participatory video and DIY media-making (Dockney & Tomaselli, 2009; MacEntee, Burkholder & Schwab-Cartas, 2016). Providing data-rich opportunities through both process and products, cellphilming offers opportunities for innovations in critical sociolinguistics research by capitalizing on the everyday nature of participants' media-making skills. Cellphilms may be shared from cellphone-to-cellphone, screened at community events, and/or uploaded onto various social media sites. Drawing on my doctoral work with 'non-Chinese speaking' ethnic minority youth in Hong Kong, I introduce cellphilming as a participatory visual method to look at language and power in social spaces with participants positioned as co-constructors of knowledge. I also interrogate and deepen understandings about the contributions and limitations of integrating cellphones as research tools into critical sociolinguistics research. Finally, I discuss the potential for ethical concerns that may arise while cellphilming with participants, including issues related to anonymity and authorship (Lin, 2016), power (MacEntee, 2015), dissemination and archiving (Burkholder & MacEntee, 2016; Yang, 2015), and project sustainability (Mitchell & de Lange, 2013).

Colloque à la mémoire de Laurens (Larry) Vandergrift Memorial Symposium
Monday, May 29, 13:15-16:50, Heidelberg 201

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 a lancé un appel à communications pour le colloque à la mémoire de Laurens Vandergrift pour le congrès de 2017 de l'ACLA/CAAL à l'Université Ryerson de Toronto. les propositions admissibles incluaient toute recherche empirique ayant des implications pédagogiques claires dans les 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, et le cadre commun européen de référence (CCER) ou le diplôme d'études en langue française (DELF) au Canada.

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 announced a call for papers for the Laurens Vandergrift Memorial Symposium for the 2017 ACLA/CAAL conference at Ryerson University in Toronto. Eligible proposals included 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, the Common European Framework of Reference (CEFR) or Diplômes d'études en langue française (DELF) in Canada.

Helene Knoerr (University of Ottawa) hknoerr@uottawa.ca
Alysse Weinberg (University of Ottawa) weinberg@uottawa.ca

Podcasts on Listening Strategies: the Legacy of Larry Vandergrift

Students listening to academic lectures in their second language (L2) have the double challenge of understanding complex information and unfamiliar language terms. The needs of these students, particularly those studying in English, have been well documented (e.g. Lynch, 2006; Goh, 2008; Miller, 2009). In contrast, the challenges faced by students in French immersion studies (FIS) at the university level has not been extensively studied. Several studies have suggested podcasts were an excellent educational tool to improve second-language listening skills at the university level (O'Bryan & Hegelheimer, 2007, 2009). Since Larry Vandergrift's (1998; 2003; 2005; 2007) pioneering research on listening strategies and metacognition has had a tremendous impact in the area of second language teaching and learning, in 2009 we approached him with a challenge: help us develop a series of podcasts in order to teach listening and note-taking strategies to our Anglophone students enrolled in the FIS Program at the bilingual University of Ottawa. Our goal was to help these students better succeed in the courses they were taking in their second language. This collaboration resulted in seven podcasts in French and English grounded in metacognitive (e.g., Wenden, 1998) and L2 listening theory (e.g., Goh, 2008) dealing with a variety of listening strategies. This presentation will outline the theoretical foundations of the podcasts, detail their design and implementation (Authors, 2011), summarise research done on their perceived effectiveness (Authors, 2013; 2014), and discuss their relevance and use today. The presentation will conclude with quotes from students describing how the exposure to these podcasts heightened their self-awareness of their own learning. These podcasts and the improved metacognition of the students viewing them are a living legacy to Larry Vandergrift's research (Vandergrift and Goh, 2012).

Alexandra Tsedryk (Mount Saint Vincent University) alexandra.tsedryk@msvu.ca

Do I really sound like that in French, Madame? Some lexical discoveries at advanced level of learning French.

Advanced L2 learners need to develop their lexical and paraphrasing competences (Bolly 2011, Keck 2006). We created didactic modules on paraphrase and lexical relations based on Meaning-Text linguistic Theory (Mel'čuk 1997, Milićević 2007). These modules contain user-friendly presentation of 40 linguistic concepts accompanied by reformulation exercises. The approach was tested online and in class by 20 university students (approx. B2 of CEFR). Groups 1 and 2 received online/in-classroom instruction, respectively, while a control group (Group 3) completed same tasks without explicit instruction. Pretest and post-test consisted both in reformulating five complex sentences taken from contemporary articles in French. 655 paraphrasing sequences were analyzed in order to verify whether students improved their lexical competence. Semantic equivalence (semantic score), repetition of tokens (borrowing index), and used paraphrasing means (extralinguistic, semantic, simple lexical, complex lexical-syntactic, syntactic) were examined. The analysis shows that the method of teaching is effective: the notion of paraphrase is acquired after the explicit training since the semantic score increases for groups 1 and 2, while it does not change in control group. Learners of group 2 outperform groups 1 and 3: students use more paraphrasing means and borrow less words from the source text; their complex lexical-syntactic reformulations doubled in post-test. Implications for teaching lexical concepts at advanced level are discussed.

Cecile Sabatier (Simon Fraser University) sabatier@sfu.ca
Valia Spiliotopoulos (Simon Fraser University) vspiliot@sfu.ca
David Pajot (Simon Fraser University) pajot@sfu.ca

L'enseignement du Français langue seconde en Colombie Britannique. Où en sommes-nous ? Politiques et représentations des acteurs éducatifs

En 2006, Swain, MacFarlane et Vandergrift concluaient, dans leur rapport sur l'enseignement du français langue seconde à l'échelle canadienne, que « *Provincial and territorial departments of education and school board officials might consider establishing basic teacher competence requirements to support effective second language learning* » (p.36). Dix ans après cette recommandation, que disent les politiques linguistiques et éducatives des provinces sur la

question de certification langagière des enseignants de français langue seconde ? À l'échelle de la Colombie-Britannique, qu'en est-il plus spécifiquement alors que l'éducation en français langue seconde est confrontée plus que jamais au manque d'enseignants qualifiés (Burt, 2014; Wernicke-Heinrichs, 2013; Lockhart, 2012; Sabatier, 2011; Bournot-Trites, Zappa-Hollman & Spiliotopoulos, 2008; Carr, 2007)? En nous appuyant d'une part, sur une analyse documentaire comparative des politiques éducatives et linguistiques des provinces canadiennes et d'autre part, sur une enquête par questionnaire menée auprès des acteurs éducatifs (surintendants, enseignants, administrateurs, conseils d'administration, parents) de la province de Colombie-Britannique, il s'agira a) de mettre en lumière les finalités de la politique éducative relative à l'enseignement-apprentissage des langues secondes en Colombie-Britannique, et en particulier celui du français langue seconde, mais aussi b) de dégager les perceptions, les besoins et les réalités (déclarés) du terrain à l'heure où la province est engagée dans une profonde refonte de ses programmes d'études depuis 2013 avec le *BC Education Plan*. Les résultats de ces études nous conduiront à interroger le sens du changement (Cuban, 2013; Lessard & Carpentier, 2015; Fullan & Boyle, 2014; Fullan, 2007) dans le champ de l'éducation en français langue seconde.

Jeremy Cross (Nagoya University) cross@lang.nagoya-u.ac.jp

The value (or not) of captioned video for developing L2 listening skills

This paper reports on a pilot study as part of a main research study which aims to examine whether captioned video is a useful medium of instruction for promoting the development of second language listening skills. A body of contemporary research into captioned video consistently claims that such a mode of delivery improves L2 listening comprehension (for example, see a related meta-analysis by Montero Perez *et al.*, 2013). However, other listening researchers (for example, Vandergrift & Cross, 2014) question such claims, suggesting instead that comprehension gains arise essentially as a result of reading processes, and, as a result, captioned video does little to promote L2 listening development. To date, few studies have attempted to tease out how learners utilise captioned videos – are they primarily engaging in reading or listening comprehension? Adopting a case study methodology, this paper presents preliminary data for two Japanese tertiary-level EFL learners who viewed a captioned video. Eye tracking software is used to monitor the extent to which the learners attend to the on-screen captions as they view the video. Moreover, verbal reports are elicited and recorded to gain insights into the manner in which the learners engage with the captions, audio and visuals in each video to achieve comprehension. The initial implications of the results of the pilot study with respect to using captioned video for teaching and learning L2 listening skills are discussed.

Kamsu Souoptetcha Amos (Université de Maroua) amosouop@yahoo.fr

Sentiments linguistiques des élèves-professeurs anglophones de l'ENS de Maroua et dispositifs pour l'amélioration des compétences en FLS dans une ZEP

Cet article analyse les sentiments et pratiques linguistiques des *élèves-professeurs* anglophones de l'ENS de Maroua. Les enquêtés, nos enseignés, viennent majoritairement des villes anglophones du Cameroun à savoir Bamenda et Buea. Pour leur formation, ils sont dans une Zone d'Education Prioritaire (ZEP) francophone où diversité culturelle et linguistique ont pignon sur rue. L'anglais, leur langue de scolarisation aux cycles antérieurs est minoritaire à coté du français, fufuldé, tupuri, moundan, massa, mousgoum, maffa..., langues véhiculaires dans la région de l'Extrême-Nord. Le sondage sociolinguistique présente une extrême variété des situations et illustre un grand nombre de phénomènes relatifs aux usages et représentations du français et des autres langues usitées. Cette étude a expérimenté les protocoles de la sociolinguistique interactionnelle (J.J.Gumperz, 1982) et de l'imaginaire linguistique (A-M. Houdebine-Gravaud, 2002). Elle laisse entrevoir des perceptions représentatives du désir, de la dérision, du refoulement et les défaillances linguistiques des questionnés. Ceux-ci sont parfois soucieux d'améliorer leurs niveaux ou même démotivés par la valorisation des langues locales, véritable politique linguistique officieuse prégnante. Il est également proposé des stratégies d'apprentissage et de perfectionnement des aptitudes de communication des enquêtés en FLE/FLS, afin d'assurer une libre circulation. Des dispositifs comme *la télécollaboration, l'interaction à dominante synchrone/asynchrone* (F.Mangenot et al., 2010 et 2012)... seraient des solutions conséquentes dans la perspective du *vivre ensemble*.

David Macfarlane (Independent consultant) macfarlingua@yahoo.ca
Lyne Montsion (Independent consultant) lmontsion@rogers.com
Fiona Stewart (New Brunswick Department of Education) fiona.stewart@gnb.ca

Corrélation entre l'Échelle de compétence en langues secondes du Nouveau-Brunswick et le Cadre européen commun de référence pour les langues

Le ministère de l'Éducation et du Développement de la petite enfance du Nouveau-Brunswick a mis sur pied un comité chargé d'examiner et de comparer deux échelles qui visent à mesurer la compétence à l'oral en langues secondes, soit: l'échelle du Cadre européen commun de référence pour les langues(CECR) et l'Échelle de compétence orale en langues secondes(ÉCO) du Nouveau-Brunswick. Au Nouveau-Brunswick, les élèves inscrits aux écoles anglophones se font évaluer régulièrement afin de mesurer leurs compétences en langue seconde, le français. L'ÉCO demeure l'outil privilégié à cette fin depuis plus de trente ans, tant pour les élèves que pour les adultes. L'échelle du CECR offrant une reconnaissance internationale, il y a une évolution vers l'indication des niveaux de compétence tels que définis par le CECR. Cependant, l'implantation à grande échelle du processus d'évaluation de la compétence orale adopté par le CECR/DELF pose de grandes difficultés, en grande partie causées par les besoins du système scolaire et des contraintes budgétaires. Ainsi, la corrélation entre la composante de compétence orale de l'échelle du CECR et l'ÉCO est devenue une priorité au Nouveau-Brunswick. Plusieurs organismes se servent également de l'ÉCO, et l'alignement entre les échelles pourrait être d'intérêt. Au cours de nos travaux, nous avons également examiné d'autres échelles, y compris l'échelle ACTFL, celle de la Interagency Language Round table, celle d'Affaires mondiales Canada et celle de la Commission de la Fonction publique du Canada afin de déceler des corrélations. Notre présentation se penchera sur le processus dont nous nous sommes servis pour comparer les deux échelles et présentera l'alignement de l'ÉCO avec l'échelle du CECR. Nos travaux font suite à ceux de Larry Vandergrift.

SYMPOSIUM

Language and literacy education for refugee learners of English: Critical Reflections

Monday, May 29 13:15-16:50, Image Arts 304

Organizer: Hyunjung Shin (University of Saskatchewan) hyunjung.shin@usask.ca

Canada has been receiving refugees from all parts of the world for many years. In 2016, Canada plans to resettle 55,800 refugees, dramatically increased from 24,800 in 2015 (Zilio, 2016). Furthermore, recent demographic shift regarding the arrival of Syrian refugees presents new challenges as well as opportunities for Canadian schools and educators. Most of the newly arrived refugees are speakers of English as an Additional Language (EAL). While developing language-related qualities in teachers is critical to prepare teachers for linguistically and culturally responsive pedagogy (Lucas and Villegas, 2011; Chumak-Horbatsch, 2012), applied linguistics research has been scarce on examining the language specific needs and challenges of refugee learners of English. In addition, existing literature tends to represent refugee students as deficient, or victims of forced displacement, interrupted schooling, and post-traumatic stress, and fails to recognize the rich linguistic and cultural resources they bring to Canadian schools. This symposium presentation shares emerging findings and supports a research agenda that brings the complex intersections between language, culture and identity to the center of inquiry into the education of refugee learners of English. The research is based on case studies from Regina, Saskatoon, Winnipeg, Toronto, and Dadaab, Kenya. Presenters explore how critical English Language Teaching (ELT) pedagogies (Auerbach, 1995; Freire, 2000), which highlight enhanced appreciation of linguistic diversity and a comprehensive understanding of the sociopolitical dimension of language learning and teaching, might enrich educational possibilities available to refugee learners of English to ensure their successful integration into Canadian society.

Hyunjung Shin (University of Saskatchewan) hyunjung.shin@usask.ca

Syrian refugee learners of English and critical language teacher education in Saskatoon

This paper examines how to support teachers to better engage refugee English as an Additional Language (EAL) students and their families using a critical pedagogical approach in a university teacher education course in Saskatoon. With the recent arrival of Syrian refugees in the city of Saskatoon, there is an urgent need to prepare teachers to better understand the challenges and meet the needs of students from a refugee background (Finn, 2010; Taylor & Sidhu, 2012). The research builds on recent second language (L2) teacher education research on the role of emotional, rather than just intellectual, engagement with teachers' autobiographical narratives of language experiences in facilitating critical examinations of their perceptions about linguistic and cultural diversity (Benesch, 2012; Lau, 2016; Motha & Lin, 2014). Further, this study aims to investigate the pedagogical potential of autobiographical class projects as a tool to foster teachers' critical reflections on language attitudes and refugee concerns. Part of the class project is to engage Syrian refugee families as guest speakers so the teachers recognize the resources and knowledge refugee students and families bring to their classrooms. Facilitating a critical reflection on their attitudes towards linguistic and cultural diversity is particularly important for teachers who have grown up in relatively homogeneous contexts such as Saskatoon. Developing critical pedagogies for teacher education that help foster a more positive attitude towards multilingualism and multiculturalism, a quality essential for linguistically and culturally responsive teaching, will contribute to refugee student success.

Clea Schimdit (University of Manitoba) clea.schmidt@umanitoba.ca
Antoinette Gagné (University of Toronto) antoinette.gagne@utoronto.ca

Integrating Syrian Refugees in Canadian Schools: Recommendations from the Vanguard

The arrival of Syrian refugees in a condensed timeframe creates critical opportunities and challenges for Canadian schools tasked with ensuring the successful integration of these newcomers. The Canadian and international research on refugees (e.g., Bircan & Sunata, 2015; Schroeter & James, 2014) offers insights into schooling experiences and promising practices, though very little research pertains specifically to Syrian refugees. This presentation will share findings from comparative Canadian research on the educational integration of Syrian refugees from a standpoint of complex, nuanced, and intersecting factors (e.g., sponsorship status, SES, gender, language, prior educational background) that impact their success in schools. The researchers will report on a year-long critical qualitative study conducted in Manitoba and Ontario, targeting English as a second/additional language (ESL/EAL) teachers and consultants, and school settlement workers, who have been mobilized to coordinate programming at the level of schools and school boards. Survey data about teachers', consultants', and settlement workers' recommendations and experiences with government-assisted refugees (GARs) and privately-sponsored refugees (PSRs) that delineates the different educational experiences of these two groups will be highlighted. The research will critique and inform the school-based integration of Syrian refugees and provide insights for educational policy-makers, service providers, government, and NGOs.

Katerina Nakutnyy (Regina Catholic Schools) katerina.nakutnyy@gmail.com
Andrea Sterzuk (University of Regina) andrea.sterzuk@uregina.ca

Sociocultural literacy practices of a Sudanese mother and son in Canada

Our study examines the meaning-making practices of Sahal, a Sudanese refugee-background high school student in Regina, and Aheu, his mother. More specifically, we consider the following question: In what ways do changing contextual factors both hinder and provide Sahal and Aheu with access to meaning-making? We draw on a theoretical perspective which conceptualizes literacy as social practice (Barton & Hamilton, 2000; Gregory & Williams, 2000; Luke, 2003; Perry, 2012; Purcell-Gates, 2007). That is, literacy is "what people do with reading, writing, and texts in real world contexts and why they do it" (Perry, 2012, p.54). Drawing on Purcell-Gates (2007), our study employs a case study design. Data sources include interviews, samples of print literacy and a researcher's journal maintained between 2012-2013. The results of this study demonstrate that changes within the participants' life histories impact the ways they go about their daily lives and the literacies necessary to do so. A key finding is the impact of the loss of channels of information-sharing through community, an important form of literacy-brokering for the participants. We suggest that classroom activities that promote community literacy would be an approach to socio-culturally responsive literacy instruction which builds on the assets of refugee-background students.

Christine Massing (University of Regina) christine.massing@uregina.ca

Using Bridging to Teach the Conceptual Underpinnings of Early Childhood Professional Language to Refugee College Students

The purpose of this ethnographic study was to inquire into how thirteen refugee women enrolled in an integrated English as an Additional Language and Early Childhood Education (ECE) community college program constructed understandings of the dominant discourse, emphasizing western theories and practices, in relation to their own beliefs. Within a sociocultural theoretical framework (Vygotsky, 1978), this presentation focuses on how the instructors utilized bridging (Rogoff, 1990) to access students' past experiences "back home" and create an anchor for learning the concepts underlying the professional language. Qualitative data were collected during classes and practica through field notes, interviews, focus groups, spatial maps, and artifacts/documents. The data were categorized to develop a coding framework, coded, and then a pattern-level analysis was completed (LeCompte & Schensul, 2010). The findings elucidate how bridging translated unfamiliar vocabulary and concepts for students while drawing forth their funds of knowledge (González et al, 2005). Existing scholarship emphasizes approaches to teaching writing and academic skills to diverse students (Kennedy, 2008; Wilgus, 2013). However, these findings reveal a promising instructional strategy which linked spontaneous concepts formed in students' everyday lives with the more theoretical and abstract scientific concepts and vocabulary advanced in the program (Vygotsky, 1986).

HaEun Kim (York University) haeun518@gmail.com

Language Proficiency and Literacy in Forced Migration: Examining the Linguistic Journey of Female Refugees in Kenya

Critical literacy theorists outline the inextricable link between meaningful literacy and human agency where language proficiency and literacy act as enablers for participation and opportunities in the world (Gee 1996; Kalman 2008; Street 1984). Linguistic skill in a state of prolonged displacement across international borders becomes a matter of survival for refugees in exile. Drawing from an on-going qualitative study of nine female refugees in Dadaab, Kenya, this study examines how language proficiency and literacy enable or disable opportunities for refugee women across different registers of displacement. Initial findings show significant gaps between the literacy rates of men and women, particularly in developing nations where the majority of the refugee population resides (UNESCO Institute for Statistics, 2015). The analysis assesses how constructed relationships between men and women have an impact on access to opportunities in forced migration. Through a series of in-depth interviews, the linguistic experiences of female refugees in Kenya are examined and analyzed to address questions surrounding agency, personal identity, and opportunity in forced migration. This study seeks to unveil the gendered consequences of forced migration for educators, researchers, and policy-makers to take into consideration in their response to the displacement of millions in our world today.

Brian Morgan (York University) bmorgan@yorku.ca

Working with Refugee EAL Learners: Issues for Language Teacher Education

This presentation examines several issues/challenges for language teacher education (LTE) that arise from a growing refugee population in Canadian EAL programs. The presenter will begin by reflecting on an early EAL teaching experience at a Toronto settlement agency for refugee women from Central America. The pedagogical challenges the presenter encountered indicated curricular orientations that failed to address the complex social and emotional experiences of refugee students. Arguably, little has changed, in part, due to prevailing lingua-centric biases (i.e. SLA, CLT) as influenced by the Canadian Language Benchmarks and related curricular documents (Fleming & Morgan, 2011). The presenter will describe his efforts to foster greater awareness of refugee concerns in several LTE courses he teaches. One key challenge involves countering a deficit orientation that positions refugee youth in ways that do not recognize or develop their skills and educational aspirations (e.g. Emert, 2013; Shakya, et al., 2010). One other issue for EAL programming relates to language and emotions. Recent research suggests that a more plurilingual orientation (Pavlenko, 2006; Taylor & Snoddon, 2013) may help address difficult experiences and memories. The presenter will also draw on LTE students' work and interview data to illustrate the various issues raised.

Discussant: **Julie Kerekes** (University of Toronto) julie.kerekes@utoronto.ca

Colloque à la mémoire de Laurens (Larry) Vandergrift Memorial Symposium
Tuesday, May 30, 13:20-16:55, Eric Palin 103

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 a lancé un appel à communications pour le colloque à la mémoire de Laurens Vandergrift pour le congrès de 2017 de l'ACLA/CAAL à l'Université Ryerson de Toronto. les propositions admissibles incluaient toute recherche empirique ayant des implications pédagogiques claires dans les 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, et le cadre commun européen de référence (CCER) ou le diplôme d'études en langue française (DELF) au Canada.

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 announced a call for papers for the Laurens Vandergrift Memorial Symposium for the 2017 ACLA/CAAL conference at Ryerson University in Toronto. Eligible proposals included 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, the Common European Framework of Reference (CEFR) or Diplômes d'études en langue française (DELF) in Canada.

Jérémie Séror (University of Ottawa) jseror@uottawa.ca

A metacognitive approach to L2 writing in digital spaces

Technological innovations linked to the explosive growth of digital and networked writing spaces are rapidly transforming writing education and instruction (Grabill & Hicks, 2005). Online dictionaries, text to speech software, as well as next generation grammar checkers and writing processors are but a few examples of the expanded the range of linguistic and multimodal resources associated to a new series of digital writing skills and strategies to be mastered by 21st century writers (Neuwirth, Van Waes, & Leijten, 2006). Faced with the challenge of developing a curriculum which recognizes the central role that digital forms of writing play for learners, this talk will build on the work of Vandergrift & Goh (2012) and will explore the value of explicit literacy instruction for L2 learners which fosters their metacognitive awareness of the frequently hidden, and unexamined, processes and strategies students draw on to regulate their second language development. Two examples will be presented of pedagogic sequences which make use of screen capture technology to record, review, and reflect with language learners on the unique affordances of digital writing spaces. The first explores the use screen capture technology to model to students Microsoft Word's outline function and its capacity to scaffold key stages of the writing processes (idea generation and textual organization). The second focuses on raising students' awareness of how online translators such as Google Translate can be used effectively to address both lexical and grammatical challenges. Conclusions will focus on the value of such pedagogic sequences as a means of achieving a much-needed inclusion of digital writing practices within the L2 writing curriculum (Ware, Kern, & Warschauer, 2016) while simultaneously increasing both teachers' and students' awareness, evaluation, and monitoring of the tools and practices that can guide and support literacy development (Vandergrift & Goh, 2012)

Brian North (Eurocentres Foundation) bjnorth@eurocentres.com
Enrica Piccardo (University of Toronto) enrica.piccardo@utoronto.ca
Christina Parry (University of Toronto) Christina.parry@utoronto.ca

Is the CEFR implemented according to Quality Assurance principles? A comparative study of Canada and Switzerland

The CEFR (Council of Europe, 2001) has informed teaching, assessment and testing practices worldwide. Yet, its implementation is largely uninformed by Quality Assurance (QA) (Deming, 1986; Heyworth, 2013; Muresan *et al*., 2007) or impact studies (e.g. Hawkey, 2006; Wall, 2007), which has reduced its benefits in terms of innovation in language education policies and pedagogy. QA involves a systematic study of design and delivery processes, with each step in each process being defined with appropriate standards. This presentation reports on QualiCEFR, a two-year international comparative research study funded by the Social Science and Humanities Research Council of Canada, which uses QA as its theoretical framework and integrates qualitative and quantitative research methods with a QA approach to inform and improve CEFR implementation. The project consists of two phases: 1) a comparison between Switzerland and Canada, two multilingual countries with decentralized education systems, focusing on transparency and coherence in language curriculum reform, teacher development, and QA procedures, and 2) identification of successes and challenges in CEFR implementation processes. Over 40 interviews with key players in the two countries have been conducted and thematically analyzed with NVivo. Through the analysis, CEFR-related initiatives, promising practices and implementation outcomes that can be replicated and upscaled have been identified. Subsequently, they have been mapped to generic principles of quality (Lasnier *et al.*, 2003) to form the basis for a template, with procedures and indicators, to be used by language educators and stakeholders to evaluate and profile strengths and weaknesses of practice in their contexts.

Catherine Elena Buchanan (University of Ottawa) buchanan@uottawa.ca

The Influence of the Common European Framework of Reference (CEFR) on the French as a Second Language (FSL) Draft Curriculum of British Columbia (2011)

In Canada, in 2006, the provincial Ministers of Education of a majority of provinces proposed to adopt the Common European Framework of Reference (CEFR) for languages. This decision was followed by a series of recommendations to change the respective provincial French curricula (Council of Ministers of Education Canada, 2010). At the same time, Vandergrift (2006) and CMEC (2010) had looked into the various steps that need to be respected while adopting the CEFR - specifically to do with cultural issues, but also the perceptions of the various stakeholders involved in the implementation of the CEFR. Finally, in 2011, British Columbia had implemented the CEFR in its draft version of the French as a second language (FSL) curriculum (Ministry of Education, 2011). This presentation is based on a study which was conducted in 2014. Larry Vandergrift's questionnaire used in in: *The DELF in Canada: Stakeholders Perceptions* (2011) was used with an added emphasis on the CEFR. This presentation will describe 1) the components of this curriculum and its various stakeholders, 2) teachers' reflections, and 3) why this curriculum was never adopted. It will conclude with a series of recommendations for provinces who wish to implement the CEFR.

Laura Hermans-Nymark (Frameworks Consulting) laura.hermans@frameworksconsulting.ca

Improving the oral competence of FSL students: Prince Edward Island-wide CEFR initiative

Research has demonstrated thatCEFR-based language instruction increases student motivation (Kristmanson, Lafargue & Thompson, 2011), real-life language use in the classroom and learner autonomy (Faez, Majhanovich, Taylor, Smith & Crowley, 2011). Inspired by research findings, the Prince Edward Island Department of Education has initiated a project to improve its grades 7–9 students' French oral competence to, in turn, increase retention rates in FSL programs. The project is based on the premise that students will achieve increased oral competence in FSL if theyare offered opportunities to identify their oral language profile, set language learning goals and track their learning over time. In addition, students will be more engaged in the classroom and therefore likely to stay in FSL programs if they are provided CEFR-inspired learning tasks. The first step involved the alignment of the grades 7-9 Core French and French Immersion curricula with the CEFR as this would create a solid foundation for the development of action-approach based classroom tasks and assessment tools (North 2014). Once the curricula were aligned the following activities took place: 1. CEFR-based assessment tools were developed to identify students' initial oral language profile and track students' oral language learning overtime; 2. CEFR-based teaching resources were created to assist teachers in planning spoken production and interaction classroom tasks; 3. A mentoring program was designed to provide teacher support to foster the use of new approaches to teaching and assessment. In this presentation the project activities will be elaborated on and discussed in light of research conducted by Vandergrift (2006) to highlight how the CEFR can meet educational needs in Canada. In addition, the discussion will focus on the increased use of the CEFR as a tool for developing CEFR-based curricula, teaching resources and classroom tasks to increase language competence among students.

Paula Kristmanson (University of New Brusnwick) pkristma@unb.ca
Joseph Dicks (University of New Brunswick) jdicks@unb.ca
Karla Culligan (University of New Brunswick) kculliga@unb.ca

The CEFR: Theoretical and Practical Considerations in Formative Assessment

The CEFR (Council of Europe, 2001) provides an assessment framework for Canadian educators and researchers (Hermans & Piccardo, 2012; Rehorick & Lafargue, 2005; Vandergrift, 2006; Turnbull, 2011). The specific "Can Do" nature of the CEFR descriptors is a springboard for formative assessment tools for second and additional language learning contexts. This presentation will focus on assessment-related research and pedagogical projects carried out at the Second Language Research Institute of Canada (L$_2$RIC). These projects include the development of assessment for and as learning tools related to written production, oral production and interaction. Keeping in line with the principles and guidelines of the CEFR-based language portfolio (Council of Europe, 2004; Little, 2009 & 2012) as well as the tenants of formative assessment (e.g., Black & Wiliam, 1998; Chappuis et al, 2012; McMillan et al, 2011), these tools provide teachers and learners with evidence to make informed decisions. Learners can self-assess and set goals, while teachers collect important information in order to adjust content and plan instruction. Our work has pointed to the importance of being able to communicate assessment criteria in both teacher and student friendly language (e.g., Dicks, n.d., Dicks et al, 2012 & 2013; Kristmanson et al, 2013; Kristmanson et al, 2013, 2014, 2016). In order for language learners to develop autonomy, it is crucial to communicate criteria and feedback in clear, comprehensible language. In this presentation, we will share lessons learned from this work as well as directions for further research.

Renée Bourgoin (University of New Brunswick) bourgoin@unb.ca
Josée Le Bouthillier (University of New Brunswick) josee@unb.ca

Fostering oral communication in immersion classrooms: An investigation of small group work

Learning centres are an integral part of many second-language immersion classrooms. At these centres, students work independently or with one another in small groups to explore and expand their learning using the instructional material provided at their station (Flood, Lapp, Flood, & Nagel, 1992; Ford et Opitz, 2012; Paratore, 2000). In L2 literacy classrooms, centres often include the following: a listening, a reading, and a writing centre. Through an initial exploratory focus group, twelve French immersion literacy teachers identified issues and posed questions with respect to implementing evidence-based literacy centers in L2 classrooms. These included an overemphasis on 'reading focused' centers, the lack of 'oral focused' centers and what these might look like, the effectiveness of centres for L2 language acquisition, and the lack of student accountability. Existing literature affirms the importance of explicit instruction of oral competencies through meaningful exchanges amongst each other (Long, 1987; Lyster, 2007; Swain, 2005). These initial issues formed the basis of a follow-up research initiative examining the following questions:
1. How can an *oral communication* literacy center be integrated to a greater extent in L2 literacy classes?
2. What are the characteristics of an effective L2 oral communication center?
3. What oral communication skills, strategies, or activities should L2 learners be working on in the oral communication centre?
4. How can teachers foster more student accountability at literacy centers?

These questions were conceptualized through both a balanced literacy lens (Gambrell, Mallow, & Mazzoni, 2007) and literacy centre approach (Fountas & Pinnell, 2017, Morrow, 1997; Reutzel & Clark, 2011). Data were collected over an 8-week periods in elementary level classes using classroom observations, teacher interviews, focus groups, and student work (oral). A framework for effective oral communication classroom centres was developed based on the qualitative analysis of these data. This framework, along with other findings pertaining to the research questions, will be discussed.

Marie-Josée Hamel (Université d'Ottawa) marie-josee.hamel@uottawa.ca

Représentations professionnelles d'enseignants de cours de langues hybrides

Dans le cadre d'une initiative *d'hybridation* de cours de langues au niveau universitaire, nous avons fait enquête auprès d'enseignants de langues secondes (n = 17) pour mieux comprendre, face à cette situation de changement (Iannaccone et coll., 2008), leurs visions de la pédagogie et de la technologie. Nous avons cherché, à travers une analyse de leurs représentations professionnelles (Moerman, 2011; Guichon, 2012), à mettre en saillance leurs valeurs, leurs compétences déclarées et leurs compréhensions des enjeux qu'impliquent la conception et la gestion de cours de langues hybrides. Nous avons construit des portraits d'enseignants à partir d'un questionnaire livré en amont de la conception et d'un entretien semi-directif en aval de la livraison des cours hybrides. Les portraits mettent en évidence les habilités et rôles (Hampel et Strickler, 2005; Berrouk et Jaillet, 2012) des enseignants 'hybrides', des enseignants engagés et créatifs, qui n'ont pas peur du risque et dont la pédagogie est ancrée dans des approches 'communicationnelles' (Ollivier, 2009) et par les tâches (Mangenot, 2010). Ces dernières occupent une place centrale et centralisatrice dans cet enseignement-apprentissage bimodal distribué (face à face et distanciel) que représente le cours hybride. Les technologies facilitent et viennent appuyer la pédagogique et les tâches. Elles optimisent la collaboration enseignant-apprenant(s), permettant notamment à l'enseignant d'intervenir sur des plans (techno-sémio-) pédagogiques (Guichon et Hauck, 2011) et socio-affectifs durant le processus d'accomplissement de tâches langagières (a)synchrones. Nous croyons qu'une meilleure connaissance des représentations professionnelles permettra un meilleur transfert des savoir-faire, savoir-agir et savoir-être dans ce contexte nouveau et complexe d'enseignement-apprentissage.

The purpose of this multi-paper session is to demonstrate the contributions that ethnomethodological and discourse analytical approaches to data analysis can make to language and literacy education research. In particular, this session will help illustrate how tools such as interactional sociolinguistics, conversation analysis, membership categorization analysis, and linguistic ethnography may enable researchers to move beyond traditional content analyses of spoken data and shed light on questions related to identity, language and literacy learning from a variety of perspectives. Moving beyond content analyses to an examination of discourse that sees talk as social interaction has proven fruitful in many other areas of research (De Fina & Georgakopoulou, 2012). Ethnomethodological and interactional analyses have helped illuminate the cultural production of different identities and phenomena in a wide variety of settings, drawing researchers' attention to how these things are accomplished interactionally, in moment to moment ways. This panel includes papers on different populations (from children, to parents, to teachers from a variety of cultural backgrounds) who encounter substantially different issues related to language and literacy learning in their day to day lives, and how these issues impact the identity work of the participants. Data sources include questionnaires, individual interviews, focus group discussions, recorded conversations, journal accounts, email correspondence, and relevant textual documents from students. What unites these papers and makes them an important contribution to the landscape of language and literacy education research are the methodological approaches employed.

Zain Esseghaier (University of Prince Edward Island) zesseghaier@upei.ca

Doing French/Doing Teacher: French Teachers in Canadian French Linguistic Minority Schools

Schools are viewed to play an important role in the development of the French minority in Canada (Arsenault-Cameron v Prince Edward Island, 2000). Since teachers are the actors who are entrusted with, among other things, a linguistic and cultural mission including the identity construction of their students (construction identitaire), the study focuses on how teachers talk about these aspects of their daily work. The project centres on how identity is invoked, displayed and/or used in talk-in-interaction and for what purpose (Antaki & Widdicombe, 1998). In other words, the research focuses on the methods teachers use to make sense of their everyday world (Garfinkel, 1967) as it relates to school. Using conversation analysis as a methodology, the focus of the talk-in-interaction with teachers will be on the "things they do" (Widdicombe, 1998, p. 203) in the here and now.

Christine Kampen Robinson (University of Waterloo) ckampenrobinson@uwaterloo.ca

On not laughing at school: Low German, laughter and language attitudes in a cross-cultural context

Low German-speaking Mennonite migrants from Mexico who migrate to Canada as children or teenagers often have a difficult transition to the Canadian school system because of the different approaches to education in the Mexican and Canadian contexts. A conservative religious group of European descent living in colonies and interacting primarily with Low German and High German in Mexico, life shifts substantially when families immigrate to Canada, where they are no longer living in colonies and many send their children to public school. This paper focuses on how a group of women co-construct their experiences of transitioning from school in Mexico to school in Canada interactionally in a group discussion. Particular attention is paid to the role of laughter as a semiotic resource in constructing the narrative and positioning (Harré & van Langenhove, 1991) the speakers in relation to dominant discourses of schooling and language use.

Jérémie Séror (University of Ottawa) jseror@uottawa.ca
Alysse Weinberg (University of Ottawa) weinberg@uottawa.ca

"I was good at French in high school": The experience of transitioning to university-level French immersion programs (Jérémie Séror & Alysse Weinberg, University of Ottawa)

A great deal of time and resources are invested throughout Canada by students who join French immersion programs to develop their literacy skills in their second official language (Canadian Parents for French). While these programs have grown in popularity and have been recognized as a successful model of a content-based language learning approach which has been exported worldwide (Courcy, 2002), little is known about those immersion students who seek to pursue French studies beyond high school (Author & Author, 2015). This paper reports on longitudinal case studies of university students registered within the University of Ottawa *Régime d'immersion en français.* Drawing on an academic discourse socialization approach (Duff, 2010),the paper will examine students' perspective of their literacy development in these programs and their positioning as they transition from high school French immersion to a program designed to promote advanced levels of academic biliteracy and bilingualism. Key factors such as students' own plurilingual backgrounds, their perception of their sense of legitimacy and belonging as French learners, as well as the interactions (both in and out of classroom) which help construct these perceptions will be highlighted. Conclusions will also underscore the impact of these factors on students' dynamic and constantly evolving understanding of what it means to choose to continue to pursue French at a university level.

Meike Wernicke (University of British Columbia) meike.wernicke@ubc.ca

From "emerging theme" to "discursive resource": An alternative investigation of FSL teachers study abroad experiences

To date, most research on language and cultural sojourns abroad has focused on language student experiences, while only few studies have been conducted specifically with second language teachers on study abroad. These studies either constitute program evaluations (Harvey et al., 2011; Thompson, 2002), overwhelmingly engage thematic or content analysis of teachers' responses, and tend not to take into account teacher-participants' dual identities as both learners and experts while engaged in professional development (cf. Trent, 2011). This paper takes a discursive-constructionist approach to analysing Canadian French second language (FSL) teachers' accounts about their study abroad experiences in France. In taking an interactional perspective (de Fina & Georgakopoulou, 2012; Goffman, 1981) by way of a microanalysis (Bamberg, 2004), participants' narratives are analysed not only for their content; rather, the "prevalent themes" evident in the talk are examined as discursive action that form part of a process of authentication (Bucholtz & Hall, 2004) for these participants. That is to say, "themes" become "resources" that participants draw on as authenticating devices to construct a legitimate identity as FSL teacher. A significant implication in taking a discourse approach is that it brings to light an underlying tension particularly for non-francophone teachers in reconciling an identity as both learner and teacher.

Discussant: **Steven Talmy** (University of British Columbia) steven.talmy@ubc.ca

Symposium: Plurilingualism, the Action-Oriented Approach and Indigenous Epistemologies: The LINCDIRE Project
Wednesday, May 31, 9:30-11:45, Interior Design 318
Organizer: Enrica Piccardo (University of Toronto)

Linguistic and cultural diversity is inherent in North America, where both Canada and the U.S. are homes to multiple languages, including heritage, Aboriginal and official languages. This reality requires language teaching approaches that better reflect and enhance such diversity, and instill in teachers and learners a reenvisioned attitude towards language and cultural plurality (Cummins, 2007; Dyck & Kumar, 2012). This colloquium builds upon a large SSHRC-funded international research partnership which is developing a technology-enhanced, action-oriented approach that promotes plurilingualism (Piccardo, 2013) and examines its potential. With researchers and educators from Canadian, U.S., and French institutions, this project introduces a unique pedagogical model that includes plurilingualism and Indigenous pedagogies to actively draw on language learners' existing "funds of knowledge" (Gonzalez, Moll & Amanti, 2006) in the development of strategic plurilingual competencies, fostering lifelong language and pluricultural learning. The first paper introduces the project's scope and developmental stages, theoretical framework and contributing epistemologies, and the results of the piloting phrase. The second paper details the collaborative process of developing a unique pluricultural pedagogical framework that fuses Western and Indigenous approaches in education, embracing a "multiple cultures" model (Henderson, 1996; 2007) so minority languages and cultures are both considered and integrated in the learning environment (Germain-Rutherford, 2008). The third paper discusses the CEFR-inspired (Council of Europe, 2001) development of plurilingual/pluricultural action-oriented tasks and their pedagogical implications. The fourth paper presents the project's online environment, including its medicine wheel informed e-portfolio tool and the LMS which integrates action-oriented, plurilingual tasks.

Enrica Piccardo (University of Toronto) enrica.piccardo@utoronto.ca

Promoting plurilingualism in North America through a CEFR-inspired pedagogical online platform: LINCDIRE and LITE

This paper outlines the development of LINguistic and Cultural DIversity Reinvented (LINCDIRE), a timely 3-year collaborative research project, the goals of which are threefold: to solidify an international network of language educators and researchers, to enable cross-fertilisation of Indigenous and Western pedagogies, and to design an online learning environment, Language Integration through E-portfolio (LITE), which will help translate the theory of plurilingualism into practice. LITE integrates official, international, heritage and Aboriginal languages across a full range of real-life tasks, and will be available for free public use in language classrooms in primary, secondary and post-secondary institutions.Now in its pilot phase, LITE is the product of developmental research (Richey & Klein, 2014) and is therefore receiving ongoing feedback from participating teachers and students. Our project brings together researchers and practitioners working in the areas of plurilingualism, Aboriginal pedagogies, and language innovation and technology and is informed by a unique theoretical framework that builds upon the advances in all three areas. The resulting online tool is designed according to a plurilingual, action-oriented approach (Council of Europe, 2001; Piccardo, 2014) and aligned to Indigenous educational views informed by the medicine wheel (Toulouse, 2011; 2016). After discussing the theoretical framework and research methodology, we will present the findings of the piloting phase in diverse educational contexts across North America. In particular, the perceptions of educators vis-à-vis the action-oriented task template (which includes plurilingual elements) and the medicine wheel to foster a more humanistic and reflective learning process will be discussed.

Aline Germain-Rutherford (University of Ottawa) agermain@uOttawa.ca
Alan Corbiere (Lakeview School, M'Chigeeng First Nation) alanc@lakeviewschool.ca

The development of a pedagogical framework fusing Western and Indigenous approaches for plurilingual and pluricultural learning environments

This paper reports on the collaborative conceptualization and design of a unique pedagogical framework that fuses Western approaches to language education with Indigenous epistemologies and pedagogies, to acknowledge and integrate minority cultures in language classrooms. Contrary to multilingualism that keeps languages in separate silos, plurilingualism and pluriculturalism value the interconnections and synergies of languages and cultures at the level of the individual who takes centre-stage (Council of Europe, 2001; Grommes & Hu, 2014; Piccardo, 2013). We present the challenges of embracing a "multiple cultures" model (Henderson, 1996; 2007) with consistent interaction of academic, dominant and minority cultures in course design.The paper presents an environment in which epistemological and educational philosophy differences among the participating languages and cultures are thoroughly considered and integrated at all stages, from planning to assessment to (self-)reflection. The pedagogical framework that we propose integrates a humanistic paradigm where learners are seen as cognitively and emotionally whole as they develop throughout life (Rogers & Freiberg, 1994; Huitt, 2001) and humanistic and holistic perspectives of Indigenous epistemology (Yunkaporta, 2009, Child & Benwell, 2015) "where all things, material and spiritual, are interconnected and interdependent" (Leik, 2009, p.19). This framework is based on the Aboriginal Life Cycle Wheel and the Medicine Wheel (Pitawanakwat, 2006), where the learner is viewed holistically in different stages of maturity as a thinking, verbal and non-verbal, emotional and spiritual human, rooted in the values of her/his plurilingual/pluricultural communities. Cultural, linguistic, pedagogical and other implications of this model will be discussed.

Sara Potkonjak (York University) sara21@yorku.ca

Developing plurilingual, action-oriented tasks: Implications for pedagogy and teacher and student beliefs

In this paper, we invite participants to more closely examine our CEFR-inspired (Council of Europe, 2001), plurilingual task-based approach (Piccardo, 2014). Autonomy is at the core of the CEFR and the European Language Portfolio (ELP), which have expressed a commitment to education for democratic citizenship and lifelong learning (Little, 2011; Little, Goullier & Hughes, 2011). LITE will encompass and go beyond the ELP with a specific focus on plurilingualism and action-oriented tasks rather than on recording, building and assessing levels of proficiency in different languages.
We discuss the pedagogical rationale and implications of this model, where learners are positioned as social agents who must be aware of the nature of the tasks and the competences their accomplishments entail. Learners are encouraged to interact with the linguistic and cultural repertoires of the self and the other using a model which: 1) structures work around action-oriented tasks; 2) encourages the use of existing resources in different languages; 3) scaffolds literacy practices in students' L1s; 4) enables collaborative work among students of different languages and cultures; and 5) facilitates reflective and lifelong learning.
Building on the piloting results presented in the project overview, in this paper we review some sample tasks and present in more detail our own experiences in drafting tasks to meet the needs of diverse classroom and cultural contexts. We conclude with a more detailed account of feedback from

teachers and students on the challenges and successes they experienced in their attempts to embrace plurilingualism in language classrooms across North America.

Geoff Lawrence (York University) glawrenc@yorku.ca
Kris Johnson (Ryerson University) krispierrejohnston@gmail.com

Exploring the potential of technology to promote linguistic and cultural diversity: A plurilingual e-portfolio approach

In this final paper, we explore the potential of technology to support language innovation and linguistic and cultural diversity at the national and international levels. Technology can play a vital role in revitalizing Aboriginal and Heritage languages (Cowan, McGarry, Moran, McCarthy, & King, 2012) and facilitating collaboration across languages and cultures (Warschauer, 1999; Jones & Hafner, 2012). At present, there is no clear interface or tool that facilitates students' learning of a plurality of languages, nor a digital environment to help learners navigate their cultural and linguistic trajectories. We share our experiences designing a medicine wheel informed e-portfolio and Learning Management System that addresses and supports the needs of the different communities and languages involved in our project.The paper presents a digital environment designed around a student-oriented narrative focusing on three main areas of the project: 1) supporting plurilingualism through the development of a plurilingual e-portfolio, 2) addressing the CEFR action-oriented approach through post-task reflection on learning progress, and 3) promoting the Medicine Wheel framework for community formation and self-reflection. Unique features of the tool will be discussed, namely the use of learner analytics to promote learner engagement, plurilingual reflection, and learning strategies, and an interactive component which encourages students to engage with and support the plurilingual experiences of each other. The paper concludes by presenting preliminary teacher and student feedback on the design and feasibility of the tool and inviting the audience to consider its usability in varied language learning contexts.

Discussant: **Heather Lotherington** (York University) hlotherington@edu.yorku.ca

PAPER PRESENTATIONS / COMMUNICATIONS

Adebayo, Christian (University of Vienna) umebayo@yahoo.com

Discursive Construction of Multilingualism in Education Language Policy for Lower Primary School Classrooms

The aim of this paper is to find out if the teaching practices of Nigerian lower primary school teachers are in conformity with the educational language policy in Nigeria. The educational language policy which was established by the federal government of Nigeria demands that children in lower primary schools should be taught with language of their immediate environment (community) for the first three years.This policy also requires every child to learn the language of their immediate environment (community) and one of the three Nigerian regional languages: Hausa, Igbo and Yoruba. Thus, this paper shall explore how discourses about multilingualism are constructed in a multilingual and multiethnic Nigeria by exploringthe official education language policy document and two telephone interviews conducted with lower primary school teachers. To achieve these objectives, two telephone interviews were conducted with teachers of lower primary schools from Nigeria.These interviews were transcribed using Vienna International Corpus of English transcription conventions. The two interviews and the official policy document were then analysed using discourse-historical approach (DHA). The reason for using this analytical approach is to identify the discourse topics, discursive strategies and their linguistic realizations from the data sources. Critical Language Policy and Ethnography of Language Policy are employed as theoretical frameworks in this study.

Arias, Angel (University of Ottawa) aarias@uottawa.ca
Baker, Beverly (University of Ottawa) beverly.baker@uottawa.ca
Hope, Amelia (University of Ottawa) ahope@uottawa.ca

Developing Test Specifications for a High-Stakes Test of Academic and Professional Listening in English

Most of the work of Larry Vandergrift was dedicated to a better understanding of language assessment as well as listening comprehension. His ideas, and those of his colleagues in L2 listening, (e.g., Buck, 2001; Geranpayeh & Taylor, 2013; Rost, 1990) have had a great influence on the construction of listening tasks in language assessments. This study draws on this literature as well as Davidson and Lynch's (2002) test specifications framework to document the generative process of creating test specifications for the listening component of the Canadian Test of English for Scholars and Trainees (CanTEST). Test specifications are the building blocks of tests and serve as the focal point for rigorous and principled test design. A review of the literature in L2 research, teaching and assessment suggested a number of listening subskills that underlie the process of listening in a second language. Four of these subskills were retained for our purposes, as they were represented in CanTEST listening items. These subskills were *comprehending stated information; recalling specific details; comprehending the main idea/general topic;* and *comprehending inference.* These subskills were used to code each of the items in three test forms of the CanTEST, leading to the subsequent crafting of specifications for future test forms. Through this study, in addition to strengthening our specifications documents, we provided evidence for our claim that the CanTEST listening subtest addresses a broad conceptualisation of the listening process—something Dr. Vandergrift would surely encourage.

Stephanie Arnott (University of Ottawa) sarnott@uottawa.ca

Expanding our understanding of student motivation in FSL: A future selves perspective.

In Canada, student retention in optional French as a second language (FSL) programs is a constant challenge (CPF, 2014). Hardest hit in this trend is Core French (CF) – the most popular Canadian FSL program where French is taught daily or a few times a week. Here, retention levels beyond the obligatory Grade 9 year have been reported to be as low as 3% (CPF Ontario, 2008). With this in mind, calls have been made for more research examining student engagement in FSL programs (Lapkin, Mady & Arnott, 2009). While existing studies have focused predominantly on reasons why FSL learners continue or discontinue studying French in school (e.g., APEF, 2004; Makropoulos, 2010; Massey, 1994), this presentation will discuss findings from a study exploring how soliciting adolescent perspectives on their "future French selves" can expand our narrow understanding of student motivation in this context. Theoretically grounded in Dornyei's (2009) Motivational Self-Systems (MSS) framework, Grade 9 CF students (N = 142) were prompted via online survey to reflect on their interest in continuing to learn French in school, outside of school and in the future more broadly. A subset of students (n = 7) participated in focus groups, sharing reasons for their intentions and the role they perceived French playing in their future. Triangulated findings revealed noteworthy discrepancies in participants' motivation to learn French across these different contexts. Concrete consideration of how these findings can help teachers to bridge the emergent "school-future divide" in Canadian FSL contexts will also be discussed.

Babaei, Mehdi (McGill University) mehdi.babaei@mcgill.ca

Language Learning Experiences of Highly Skilled Immigrants in Québec: From an Intercultural Perspective

The *charte de la langue française* (Bill 101) makes French the official and everyday language in Québec. Many immigrants selected through the Québec Skilled Worker program are highly skilled, who become plurilingual in an intercultural context when they acquire French (Lamarre, 2013). Although Québec has adopted intercultural policies to recognize linguistic diversity, these efforts must be framed within a French language framework. To date, how plurilingual immigrants function in an intercultural context is largely unexplored. To fill this research gap, I have investigated the experiences of highly skilled immigrants in terms of their expectations, concerns, and acquisition of certain forms of capitals (Bourdieu, 1991). I made use of Lave and Wenger's (1991) concept of *communities of practice* to unpack the ways in which these individuals participate in and negotiate the practices of the different communities in which they hold membership. I also drew on the identity approach and the concept of *investment* (Darvin & Norton, 2015), to conceptualize the relationship between language and identity to investigate the immigrants' integration and language learning process. I used narrative inquiry (De Fina, 2003), focus group discussions, and case study methodology (Yin, 2013) to gain a deeper understanding of the participants' language learning experiences. My findings have resulted in important insights on the lived experiences of immigrants in language learning, and how their linguistic integration into the economic and sociocultural fabric of Quebec can be more seamlessly achieved. I will present the preliminary findings of my inquiry and will offer actionable policy recommendations.

Barcomb, Mike (Concordia University) mbarcomb10@gmail.com
Sheepy, Emily (Concordia University) esheepy@gmail.com

Don't Quit Now! Monitoring learner volatility and willingness to communicate in a gamified course.

Gamification—the use of game-like elements such as points and levels to motivate learners (Hamari et al., 2014)— may enhance online foreign language instruction. Gamified courses with pronunciation and speaking activities have been found to increase L2 willingness to communicate (WTC) (Barcomb & Cardoso, 2016), "the most immediate determinant of L2 use" (Clément et al., 2003, p. 191). However, individual differences such as learner volatility (i.e., the tendency to abandon tasks) and its opposite, task persistence, also influence WTC (MacIntyre & Doucette, 2010). The objective of this instrumental case study is to develop a measurement framework using user activity logs from within the online course management system to facilitate investigation of learner volatility and to monitor learner interactions (e.g., clicks, views) with course features classified using Pastor Pina et al.'s (2015) structural gamification framework. Eleven L1 Japanese junior-high EFL students residing in Japan used a gamified online course for two weeks. Pretest-posttest comparisons indicate increased WTC and /r/ and /l/ accuracy at the end of the course, but students' use of the course materials varied widely. Sequential pattern mining and process-analytic methods (Romero et al., 2008) identified patterns in the learners' interactions with the online course materials that may be associated with improved learning outcomes. Preliminary findings suggest that indicators of learner volatility and persistence can be mined from the user logs, but future studies will be needed to evaluate their predictive validity. The framework could be used to detect maladaptive patterns of learner behavior, and to inform course design.

Barkaoui, Khaled (York University) kbarkaoui@edu.yorku.ca
Valeo, Antonella (York University) antvaleo@yorku.ca
Cook, William R. A. (York University) wracook@yorku.ca
Luke, Jonathan (York University) jrluke@yorku.ca

The mediating role of ESL teachers' conceptions of learning and teaching in their writing assessment practices

Assessment practices occupy a large portion of ESL teachers' time and have a great impact on students' engagement and learning. These practices are in turn strongly influenced by teachers' conceptions of language learning and teaching and the contexts in which they work. While several studies have examined ESL teachers' classroom assessment practices, there is little research exploring the relationship between how teachers understand language learning and teaching and the decisions they make when assessing their students' writing (Leung, 2005). This study addresses this gap. Using a case study approach, we investigated the assessment practices and conceptions of nine ESL teachers of adults in three teaching contexts in Canada: immigrant settlement programs, university academic preparation programs, and undergraduate credit-bearing ESL programs. Case studies were developed for each teacher using data gathered from classroom observations of writing assessments, analyses of writing assessment tasks and rubrics, stimulated recalls by teachers about their assessment practices, and in-depth interviews exploring teachers' conceptions of learning and teaching ESL writing. Data analysis examined how teachers' assessment practices were shaped by their conceptions of the nature of writing, learning and teaching, as well as constraints in their instructional contexts. Preliminary findings suggest that teachers' conceptions play a complex role in mediating how they develop, use and interpret assessments to evaluate and support their students' writing development and that context has a varied impact on teachers' assessment practices. We discuss the findings and their implications for classroom practice and the design, implementation, and improvement of assessment-related policies and professional development programs.

Barros Santiago, Célia Aparecia (Université Laval) celia-aparecida.barros-santiago.1@ulaval.ca

Conceptualisations of culture: Critical perspectives and language education

In this paper, I argue that critical pedagogy perspectives allow us to address culture in English language teaching materials and language classroomsby means of a consistent educational learner-centered framework. This framework holds a set of constructs regarding the interrelationship of culture, language, human interaction and social participation.To lay the groundwork for this argument, first I map the evolution of the conceptualisation of culture in the language learning field. I start with the definitions of culture stated by linguistic anthropology (Danesi, 2012), which have been and continue to be influential in Applied Linguistics especially in language education (Kramsch, 2014). Then, I proceed with sociocultural theory that underscores the importance of culture to second language learning and teaching, which has significant impacts on research on language and culture learning by recognizing human mental functioning as a mediated process, which is organized by material or symbolic artefacts, including language (Vygotsky, 1978; Lantolf & Thorne, 2007; Hall, 2012). Subsequently, I outline the definitions of culture acknowledged by the intercultural communicative competence model (Byram, 1997; Byram, 2014), and critical pedagogy perspectives (Freire, 1973, 1996), which represent more recent developments concerning different views on culture in the language education field. Finally, I present insights from this most recent conceptual trend, namely critical perspectives, on how culture should be addressed in English language teaching materials and second language classrooms as way to enable teachers and learners to deal with questions related to identity, power, and agency (Ilieva, 2000, 2012; Nieto, 2009; Norton, 2008).

Beaulieu, Suzie (Université Laval) suzie.beaulieu@lli.ulaval.ca
Ranta, Leila (University of Alberta) lranta@ualberta.ca

Moving beyond lists of useful expressions: Towards a pedagogy for L2 sociopragmatics

In order to communicate effectively, second language (L2) users need to learn socially appropriate language. This domain of linguistic knowledge is studied by sociolinguists and pragmaticists, whose areas of enquiry overlap with respect to 'sociopragmatics': the knowledge about social meanings, linguistic expectations and cultural values that underlie communication in a community (Leech, 1983). Research on the development of sociopragmatic competence in a L2 has experienced a substantial increase over the past two decades (e.g., Bardovi-Harlig, 2013). It does not appear, however, that the same can be said for L2 teaching. Studies have shown that explicit attention to sociopragmatic phenomena seldom occurs in L2 classrooms (Loewen, 2015). In this presentation, we present the results of an examination of 18 textbooks for teaching French as a L2 to adults, which reveals relatively limited coverage of sociopragmatic content and when it does occur, descriptions fail to capture the complexity of the targeted phenomenon and practice activities are decontextualized in nature. Such instruction is unlikely to build learners' ability to fluently produce their

intended social meanings in real-world interactions. What is needed is a pedagogy for sociopragmatics that is based on what is known about L2 development and speech production and exploits pedagogical innovations from the SLA, pragmatics and sociolinguistics literature. Using a framework developed for classifying grammar instructional techniques, we categorize sociopragmatic instruction into four macro-categories: input enhancement, explanation, practice and feedback. We believe that such a framework can provide a useful foundation for better understanding pedagogical sociopragmatics and improving its implementation.

Bresnick, Johnson (Université Laval) johnson@live.ca

Attitudes towards grammatical accuracy of chat conversations: The hierarchy of errors

Teachers' and learners' attitudes towards grammatical accuracy in the second language (L2) classroom have notalways coincided (Trinder & Herles, 2013). Error gravity and hierarchy ratings differ among native and non-native teachers (Sheorey, 1986) and also appear to be influenced by judges'educational background and training (McCretton & Rider, 1993). The present study explores two research questions.Is error hierarchyof advanced French L2 Learners' (FL2) errors affected by medium (spontaneous oral or written speech)? Do French-speaking student teachers (ST),French-speaking non-teachers(NT) and FL2differ in judgments when FL2students' errors arepresented inspontaneous oral or written speech?A total of 103 adult participants (N=33 ST, 50NT,and 20 FL2)evaluatedstatements containing grammatical errors in unplanned production of advanced FL2 (e.g., gender agreement, auxiliary choice in compound tenses, prepositions) on amagnitude estimation scale. Participantswere presented 21 oral and written sentences, the latter of which were adapted fromthe former and presented as an online chat conversation to determine the relative grammaticality of each error in spontaneous use. The results of our study showed that the written sentences were evaluated less severely than the oral sentences for both ST and NT, but that FL2 were more severe with written sentences. This concludes that a misalignment still exists in the importance given to oral and written production between Learners and Teachers, and that there are still divergent views on grammatical accuracyand error hierarchy in the L2 classroom, and therefore misaligned educational goals and pedagogical expectations

Bhowmik, Subrata (University of Calgary) sbhowmik@ucalgary.ca
Sengupta Anuradha (University of Calgary) asengupt@ucalgary.ca
Chaudhuri, Anita (Mount Royal University) achaudhuri@mtroyal.ca
Tweedie, Gregory (University of Calgary) gregory.tweedie@ucalgary.ca
Kim, Marcia (University of Calgary) makim@ucalgary.ca
Liu, Xiaoli (University of Calgary) xiaoli.liu@ucalgary.ca

"What lies beneath": The influence of literacy practices in different cultures on L2 writing

Culture in L2 writing has been studied extensively. But most research on this issue has focused on textual analyses (Connor, 2008; Kaplan, 2005; Li, 2008). Some of this stream of research has also focused on problematizing the notion of culture as it relates to L2 writing (Atkinson, 1999; Kramsch, 2006; Kubota, 1999). These foci suggest that culture in L2 writing has generally been investigated from a reader-instructor perspective. In this study, we have investigated how various cultural factors, as perceived by L2 students, affect L2 writing. All 25 participants of this study were EAP students at a Canadian university. Data were drawn from three different sources: (a) semi-structured interviews, (b) reflective writing, and (c) questionnaire surveys. The analysis of data suggests that there are similarities in the ways cultural factors are perceived to affect L2 writing by a traditional text and genre analysis approach and an approach that relies on student perspectives. The findings also underscore that the notion of culture is multifaceted and that its effects on L2 writing vary widely. Further analysis of data has helped create a taxonomy of which cultural factors impact differing aspects of writing (e.g., content, organization, and grammar). The results of this study underline the importance of an investigation of cultural factors that affect writing from L2 student perspectives. This is an important consideration when designing a student-centered writing pedagogy that addresses student needs in L2 development. Drawn from the findings, the presentation also discusses various implications for L2 writing instruction.

Boz, Umit (University of Calgary) umit.boz@ucalgary.ca

Nativelike Selection in Small Group Online Discourse: A Quantitative Study

Despite the recent interest in the study of online interactions, relatively little research provides a fine-grained analysis of multiparty online discourse with respect to conversational indicators of native selection. In this study, nativelike selection is conceptualized as a sociolinguistic behavior thatreflects the ability of interlocutors to sound idiomatic (Siyanova & Schmitt, 2008) and to adopt native speakers'"preferred ways of saying things and preferred ways of organizing thoughts" (Kecskes, 2007, p. 192). Drawing on quantitative analysis of discourse as well as survey methodology, this study explores the extent to which formulaic language use indicates nativelike selection based on (a) a series of quantitative conversational indices including phrasal verb index, speech formula index, and idiom index (b) participants' self and group assessments on a number of discourse variables such as communicative performance and nativelikeness, and (c) their sociocultural characteristics. A total of four groups, each consisting of five or sixL2 speakers, engaged in a 90-minute online task-based dialogue. Quantitative results showing participants' use of formulaic expressions inthe dialogue tended to correlate with their own assessments of each other with respect to nativelike language use. Findings also suggest that participants' individual characteristics (e.g., language proficiency, online communication skills, and second language anxiety) may interact with contextual factors (e.g., task and participants), which in turn may shape theirperceptions of each other in terms of nativelikeness. The implications of the study arediscussed in relation to the computational modeling of pragmatic competence andresearch on interlanguage pragmatics.

Chang, Daniel (Simon Fraser University) dth7@sfu.ca

Second Language Readers' Metacognitive Processes & Cognitive Strategy Use: a Brief Meta-Analysis

The current research presents a brief meta-analysis of the research examining second language learners' (L2 learners) use of cognitive strategies and their metacognitive awareness in L2 reading, particularly surrounding L2 learners' academic reading development through strategic intervention across different levels of reading proficiency. An old L2 theory, *Krashen's Comprehensible Input Hypothesis*, emphasizes the importance of the monitoring process during second language production (writing or speaking). However, L2 learners' monitoring process could also be thus conceptualized with respect to L2 learners' overall self-regulatory, metacognitive reading processes as theoretically grounded by Winne & Hadwin (1998) and Flavell (1979). Although some L2 strategy use studies try to focus on training L2 learners with a specific cognitive reading strategy in the

classroom context, the overall effectiveness of these cognitive reading strategies and their relationships to metacognitive awareness have not been clarified in a systematic manner. Therefore, the present meta-analysis is to review the L2 strategy use literature and the impact of reading strategic training on the development of the L2 learners' metacognition, arguing that the effectiveness of cognitive strategic training might be influenced by the learners' reading proficiency, prior knowledge, and the strategy-use context. The research will have pedagogical implications for foreign-language or second language educators who hope to develop L2 learners' reading skills through cognitive or metacognitive strategic intervention.

Chen, Lin (Carleton University) linchengood@gmail.com

Lexical Bundles in Vocabulary-based Discourse Units: A Corpus-based Study of First-year Electrical Engineering Textbooks

Writers of university textbooks draw on different sets of lexical bundles to present disciplinary norms, involve the readers and express the writers' stances or evaluations (Biber, 2006; Chen, 2010; Wood & Appel, 2014). While the majority of studies have focused on discourse functions of lexical bundles, only a few explore how lexical bundles help construct academic discourse in the light of semantic context and discourse organization (Cortes, 2015; Csomay, 2013). This study investigates how lexical bundles match communicative purposes of discourse structural units in first-year electrical engineering textbooks at a Canadian university. A one-million-word corpus was set up with materials drawn from seven first-year electrical engineering textbooks at the university. Lexical bundles and their discourse functions were first identified in the corpus. Next, using vocabulary-based discourse units (VBDUs) as discourse structural units (Biber et al., 2007; Csomay, 2013; Hearst, 1997), this study coded communicative purposes of the VBDUs in 14 chapters randomly chosen from the corpus, and then tracked distribution patterns of the bundles across the VBDUs. A total of 148 lexical bundles are identified: 83% are referential bundles, 13% are stance bundles, and 4% are discourse organizers. An analysis of communicative purposes of the 666 VBDUs in the textbooks confirms the informing and modeling functions of university textbooks (Parodi, 2010, 2014): the textbook writers introduce and present theoretical concepts in describing, explaining, bridging and specifying VBDUs and demonstrate fundamental methods of analysis in deriving VBDUs. In addition, this study shows that the writers have drawn on lexical bundles to facilitate communicative purposes within the VBDUs. For example, 70% of bridging VBDUs and 67% of deriving VBDUs contain the lexical bundles that facilitate the communicative purposes of connecting two different sections in the chapters and deriving equations for problem solving. This study can help English for Academic Purposes (EAP) learners better understand how the writers of first-year electrical engineering textbooks use the bundles to effectively construct the dynamic author/reader relationship and facilitate specific communicative purposes within the VBDUs in sequence.

Cook, William R. A. (York University) wracook@yorku.ca

Language policy performativity: Theorizing the production of scaled language policy

Language policy research has tended to deploy the concept of scale as a macro-micro dichotomy or a continuum from global to local (e.g.Johnson, 2013; Ricento & Hornberger, 1996). More recently some authors (e.g. Blommaert, 2010; 2013; Kelly-Holmes, 2010; Pietikainen, 2010; Skerrett, 2016) have begun to problematize these linear applications of scale, exploring more complex relationships between the macro and the micro of language policy. However, researchers still tend to depend heavily on preconstituted scales (e.g. local, national, global) in their analyses of language policy issues. The question of how scale is produced is rarely taken up despite the centrality of this debate to human geographers engaged in scalar analysis (Herod, 2010; Marston, 2000; Smith, 1992). In this paper, I explore the performativity of scale (Kaiser & Nikiforova, 2008) as an approach to scale production suitable for language policy research. This framework defines scale as a "category of practice" in which "scales are performed by sets of actors through the scalar stances they take within particular sociospatial contexts as they engage in the politics of everyday life" (p. 541). I combine this approach to scale with discussions of de factolanguage policy (Shohamy, 2006) and Blommaert's (2010) exploration of scalar orders of indexicality to outline a performative approach to language policy that attends to both the effects and production of scaled language policy.
Although the paper is primarily theoretical, examples from myresearch in the United Arab Emirates will be provided to demonstrate the concept being developed.

Corcoran, James (University of Toronto) jamesnicholascorcoran@gmail.com

The potential of intensive collaborative support for emerging scholars' research writing

Are our emerging scholars prepared to meet professional expectations for academic knowledge production? Research from diverse geolinguistic contexts highlights the growing pressures to achieve greater publication outcomes and the challenges particular groups of emerging scholars encounter in meeting these elevated research writing expectations (Hyland, 2015). Moreover, much recent research suggests an evengreater challenge for scholars who use English as an additional language (EAL), particularly those living outside of Anglophone centres of knowledge production (Bennett, 2014). Despite overwhelming demand for research writing support, it appears highly uneven across global post-secondary contexts with little empirical evidence demonstrating its efficacy in meeting emerging scholars research writing needs (Badenhorst & Guerin, 2016; Corcoran & Englander, 2016; Feak, 2016).In this presentation, I outline findings from a recent case study of scholars' experiences with writing for publication via the lens of an intensive English for research publication purposes (ERPP) course offered in Canada and Mexico between 2011 and 2014. Drawing on findings derived from a post-course survey and in-depth interviews with stakeholders associated with the ERPP course, I highlight the perceived potential and limitations of genre-based pedagogical approaches in addressing emerging scientists' publication of research articles in indexed scientific journals. Next, I discuss the implications of these findings for those responsible for designing and delivering support for emerging scholars writing from various global locales. I conclude with suggestions forcourse content to focus on the social practices of research writing as well as the need for extended support provided by language, writing, and disciplinary experts. This presentation may be of acute interest to writing researchers, faculty supervisors, university policy makers, and EAP/ERPP pedagogues.

Crowther, Dustin (Michigan State University) crowth14@msu.edu

Language Investment during University Adjustment: The Divergent Path of Two Chinese Freshmen

International students encounter university adjustment difficulties different from those of their domestic peers. Of particular concern is target language proficiency, which has been linked to both academic and social adjustment difficulty (Andrade, 2006). From this relationship, it follows that university study abroad would necessitate a strong investment (Norton, 2013) in continued language learning. Yet, difficulties faced cannot be understood without considering them in relationship to students' previous experiences across time and place (Canagarajah & De Costa, 2016; Wortham, 2008). The current study investigates how international university students' lived experiences inform their academic and social adjustment process, specifically in regards

to the level of investment they place in continued language development. Two Chinese freshmen (Jenn, Angela) completing university study in North America participated in seven individual, 60-minute interviews over the course of their first year of study. Through narrative analysis, a complex interaction between past (US high school study abroad) and current (university) academic and cultural experiences and future expectations (professional goals) was established. For Jenn, the perception of high school belonging led to high integration into the university community. For Angela, perceptions of rejection from her American peers strengthened her connection to the local Chinese community. This contrast in communal acceptance fostered opposing levels of language investment, with only Jenn intent on pursuing further opportunities in the target community. The presentation concludes with a consideration of how university preparatory courses, which primarily target international students' academic adjustment, may serve as an ideal tool in aiding social adjustment as well.

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

Using Mathematical Explanation to Explore Secondary French Immersion Students' Language

This study explores how secondary French immersion students use and attend to language and mathematics when they are asked to "explain" their mathematical strategies and reasoning. Through the lenses of sociocultural theory (e.g., Lantolf, 2000; Swain, Kinnear, & Steinman, 2011; Vygotsky, 1978; Wertsch, 1993) and the mathematics learning register (Barwell, 2007; Halliday, 1978; Moschkovich, 2010; Pimm, 1987), language, learning, and mathematics are viewed as inseparable and as situated social activities. Pairs of Grade 9 French immersion mathematics students were audio recorded while working through a series of mathematics problems in French. These student pairs then submitted written responses to the problems and participated in follow-up interviews, during which they were asked to expand on ideas expressed during their problem solving interactions and via their written work. Student discourse was analyzed with a focus on use and meaning (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 notions of "explanation". Results suggest that the linguistic and mathematical demands required to produce an explanation are connected to students' use of particular linguistic-mathematical structures. Results also show that there may be advantages to working collaboratively with regard to the quality and depth of explanations produced. The presentation concludes by discussing the linguistic and mathematical resources students bring to the classroom, and how we might better serve students by building upon what they already can do.

Duan, Wenrui (McGill University) wenrui.duan@mail.mcgill.ca
Lee, Andrew (McGill University) andew.lee@mail.mcgill.ca

Teaching French pronunciation to Chinese adult learners in communicative language classrooms: Examining the effectiveness of explicit phonetic instruction

It is known that explicit phonetic instruction integrated into form-focused instruction is effective in second language (L2) pronunciation learning (Saito, 2013).However, most studies have examined L2 segmental targets (e.g., Lee& Lyster, 2016). Accordingly, building on previous studies, the current paper investigatesthe extent to which Chinese learners of French benefit from explicit phonetic instruction on their acquisition of three different French prosody patterns: declarative sentences, total questions, and partial questions.Thirty-four Chinese learners of French were assigned to either a treatment group(n= 20) or a control group(n= 14) in which each group received four 1.5-hours instructional sessions in French L2 communicative classrooms. The treatment group received metalinguistic explanations regarding the three different prosody patterns in addition to explicit correction on their non target like prosody patterns. The control group received the same instruction without the metalinguistic explanations and explicit correction. At a pretest and posttest, the participants completed sentence-reading tasks composed of trained and untrained sentences. Speech samples were recorded in a researcher-participant dyadic setting. The samples were filtered to avoid segmental influences, and then rated by a total of three native speakers of French for analyses. Results revealed that the treatment group overall significantly outperformed the control group at the posttest with both trained and untrained sentences. In particular, the participants benefited most from the explicit phonetic instructionon declarative sentences and partial questions in the untrained sentences.Therefore, the current paperwill conclude by highlighting the effectiveness of explicit phonetic instructionon L2 suprasegmental targets.

Dao, Phung (Concordia University) v_dao@live.concordia.ca

Effect of language related episodes on learning of past tense verbs

Previous studies that examined the interaction between L2 learners have operationalized learners' discussions about language form as language-related episodes (LREs), defined as talk segments "in which learners talk about the language they are producing, question their language use, or correct themselves or others" (Swain & Lapkin, 1998, p. 104). LREs are believed to help learners gain greater awareness about how the target language works and encourage the development of form-meaning relationships (Swain, 1998). Subsequent studies have found that interaction between learners contains frequent LREs benefit learners' retention of lexical items (Choi & Iwashita, 2016; Fernández Dobao, 2014) and promote learner attention to form (Leeser, 2004; Kim & McDonough, 2008; Williams, 1999). However, it is still unknown whether frequency and resolution of LREs lead to improvement in oral language production accuracy. Therefore, this study investigated the relationship between LREs and learners' accurate production of past tense verbs. Twenty-seven Chinese learners of English (M_{age} = 29.8, SD = 3.6) residing in Canada carried out meaning-based tasks that elicited past tense verbs in two intact classrooms. They completed pre- and immediate post-tests that targeted production of past tense verbs. Audio-recorded classroom interactions for approximately 12 hours were analyzed for incidence and outcome of LREs. The pre-test and posttest scores were compared to determine learners' improvement in production accuracy of past tense verbs. Post-test scores between two groups of learners who were involved in interactions with high LREs and low LREs were compared to test the effect of LREs on production accuracy. The results showed that 647 LREs occurred, with 61.43% focusing on past tense verbs and 91.2% being correctly resolved. The paired sample *t*-test showed learners' improvement in accurate production from the pre-test (*M=.29, SD=.19*) to the immediate posttest (*M=.56, SD=.20*), t(26) = −8.15, *p = .0001.* The Mann-Whitney U tests comparing learners who had no significant difference in the pre-test scores revealed that learners who participated more in LREs gained significant higher scores than those engaging in fewer LREs on the posttest. The results suggest important roles of LREs in promoting learners' accurate production accuracy.

Doucette Kelly (Carleton University) kelly.doucette@carleton.ca
Kartchava, Eva (Carleton University) eva.kartchava@carleton.ca

Investigating the Role for a Language Coach in an English as a Second Language Literacy Class

Literacy is a vital skill in today's print-based world and yet 42% of adults in Canada fall beneath the threshold of skills needed to complete every day literacy tasks in society. Of this 42%, more than half are Canadian immigrants (Corbeil, 2006). To address the linguistic needs of these individuals, numerous programs across the country provide language education, materials and support to affect positive and successful language learning experiences. Among such supports are language coaches who are proficient in the learners' first languages (L1) (CLB, 2015). Their presence in the classroom is believed to be instrumental in helping L2 learners understand the importance of literacy and make the necessary transition to being able to read and write independently in the L2 (CLB, 2015). However, researchers have yet to explore the potential benefit of such a support in L2 classrooms. The goal of this study was twofold: (1) to explore the role of a language coach in the L2 classroom and (2) to determine whether the assistance they provide is, in fact, beneficial. In addition to focus groups with L2 literacy learners, semi-structured interviews were conducted with two L2 literacy teachers and one language coach at a school in Ontario. Two classroom observations of an L2 literacy class were also performed: one with the presence of the language coach and one without. The interview and observational results suggest that having a language coach in the L2 classroom may be of positive support to both the students and teachers alike.

Davis, Stephen (McGill University) stephen.davis4@mail.mcgill.ca

French immersion for Allophones in Saskatchewan: Exploring issues of access, support, and inclusion

French immersion programs in Saskatchewan have traditionally served to further the goals of additive bilingualism between Canada's two official languages, French and English.Whereas these programs have historically consisted of predominantly Anglophone populations, recent trends in immigration have contributed to the increasingly diverse linguistic backgrounds of students throughout the province. The motivation, family support, and high academic achievement of Allophone students learning French as an additional language have been documented extensively in Canada (Dagenais & Jacquet, 2000; Mady, 2013, 2014, 2015). Nevertheless, Allophones often do not benefit from the same access to second language education programs as their Anglophone and Francophone peers; indeed, the policies of most provinces and territories ensure provision of instruction in only one of Canada's official languages for these students (Mady & Turnbull, 2010; Roy & Galiev, 2014). Moreover, Allophone students are sometimes excluded from French immersion programs on the basis of their English language proficiency (Roy, 2015). Through Likert-scale surveys and semi-structured interviews, this mixed-methods thesis study explores the experiences of Allophone students in French immersion programs by examining the perspectives of parents, teachers, and principals in several schools in Saskatoon, Saskatchewan. This paper presentation will share the findings of this research, discuss the suitability of French immersion programs for Allophone students, and provide recommendations for the future of suchprograms in Saskatchewan.

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

Integrating Content and Language in Late French Immersion

According to Swain and Johnson (1997), content-based language teaching "is most often associated with the genesis of language immersion education in Canada" (p.1). Brinton, Snow and Wesche (1989) define content-based language teaching as "...the integration of particular content with language teaching aims" and as "the concurrent teaching of academic subject matter and second language skills" (p. 2). However, content-based language learning is not without its challenges, particularly in Late French immersion (LFI) where adolescent learners in the first year of their program are required to learn complex subject matter while trying to acquire the competency in the French language. Given this mismatch between content complexity and language competency, many students struggle and, consequently, attrition rates from LFI are of a concern to educators. A limited number of studies have examined the issue of learning complex content in French immersion. Turnbull, Cormier, Bourque (2011), for example, examined the teaching and learning of science in LFI and de Courcy, & Burston (2000) and Culligan (2010) examined mathematics in French immersion in Australia and Canada respectively. The proposed presentation reports on a study designed to explore models for greater integration of content and language in Grade 6 LFI classrooms. Research was conducted at three different research sites over a 6-month period. Borrowing from action-research, we worked closely with six LFI teachers who were involved in the design, delivery and assessment of integrated language-content modules in the areas of science, literacy, and mathematics. Data sources included focus groups with teachers, individual teacher interviews, teacher designed materials, and student work. Results indicated that teachers felt the integrated teaching models were more engaging and effective than their usual practice. Analysis of teacher materials and student work suggest that there is additional work to do to ensure more complete and complex integration of language.

Douglas, Scott (University of British Columbia) scott.douglas@ubc.ca
Doe, Christine (Mount Saint Vincent University) christine.Doe@msvu.ca
Cheng, Liying (Queens University) liying.cheng@queensu.ca

Spoken Workplace Language: Perspectives of Newcomers from Diverse Linguistic Backgrounds

With participants recruited from three research sites across Canada ($n \approx 45$), this study examines oral/aural workplace language in use by identifying perceived and measured language competencies and challenges for newcomers from diverse linguistic backgrounds. The focus is on language used in workplace settings other than regulated professions such as nursing or engineering. The study is contextualized within a second language socialization understanding of additional language learning that explores the process by which newcomers develop their English language proficiency, community membership, and legitimacy in relation to the target community, with participation in the community itself an important part of the learning process (Duff, 2007; Duff & Kobayashi, 2010; Lave and Wenger, 1991; Wenger, 1998). Drawing on qualitative research traditions, data were gathered through two interviews to explore participants' self-assessed English language proficiency as well as elicit information to illustrate how English was used in the workplace. The CELPIP General LS test was next used to obtain independently measured speaking and listening scores referenced to the Canadian Language Benchmarks. Data from the interviews were coded and gathered into categories to illustrate emergent themes at varying levels of English proficiency. Results point to newcomers being creative communicators in the workplace, maximizing their linguistic resources to achieve multiple and shifting workplace goals. These findings lead to implications related to the teaching, learning, and assessment of newcomers, with particular emphasis on instructional tasks that support developing language skills for the workplace that match newcomers' own perceived language needs.

Duchemin, Marie (Université Laval) marie.duchemin.2@ulaval.ca
Beaulieu, Suzie (Université Laval) suzie.beaulieu@lli.ulaval.ca
Woll, Nina (Université du Québec à Trois-Rivières) Nina.Woll@uqtr.ca

L2 learners' metasociolinguistic reflections: A window into developing sociolinguistic repertoires

There is widespread consensus among researchers that form-focussed instruction is necessary for second language learners (L2) to improve their communicative competence (Spada, 2011). Although research on form-focussed instruction has primarily focused on the development of linguistic competence (see Loewen, 2015), there is increasing interest in form-focused instruction targeting the development of sociolinguistic competence (Geeslin & Long, 2014). The few studies in this area have shown that instruction provided in the form of functional-analytic practice (Lyster, 1994) or language awareness tasks (e.g., van Compernolle & Williams, 2012) help L2 learners develop larger sociolinguistic repertoires. To further explore this growing line of research, a study was carried out at a large French-medium university in Canada to investigate the pedagogical potential of metasociolinguistic reflections in the classroom. Three cohorts of students (n=46) were enrolled in a 45-hour advanced French L2 course designed to introduce them to the most common sociolinguistic phenomena found in (Canadian) French. At the end of each week, students were asked to produce metasociolinguistic reflections about how they intended to use the sociolinguistic variants targeted that week. Preliminary data analyses revealed that metasociolinguistic reflections were a useful pedagogical intervention, unveiling the various challenges participants faced when learning to broaden their sociolinguistic repertoires. Such challenges included perceived difficulties in attributing social values to certain previously-learned forms, assigning a new phonological encoding to frequently used features and, in general, allocating their attentional resources to all aspects of their speech. These findings suggest that it may be beneficial to introduce form-focused instruction targeting the development of sociolinguistic competence in early stages of acquisition.

Dupere, Alyssa (Université Laval) alyssa.dupere.1@ulaval.ca
Beaulieu, Suzie (Université Laval) suzie.beaulieu@lli.ulaval.ca

French L2 American students' attitudes towards teachers' perceived language dominance in French and in English

The literature on students' attitudes toward the native(NS)or non-native status(NNS)of secondlanguage (L2)teachers tends to suggest that students perceive certain advantagesand disadvantages towardthe two groups of L2 teachers(see Moussu & Llurda, 2008 for overview). These studies have, however treated NS and NNS teachers as belonging to two distinct, homogenous groups, failing to recognize thatin foreign language environments, language teachers are often bilinguals whocan be more or less dominant in both of their languages (Grosjean, 1985; Ortega, 2013). Thus, the objective of our study is to examine whether teachers' perceived language dominance in the target language and students' L1 affects students'evaluation of L2 teachers. We conducted a verbal guise experiment adapted from Derwingand Munro (2009) with French L2 students at beginner (n=39), intermediate (n=29) and advanced (n=16) levels in a US high school. The participants were asked to indicate their preferences toward four speakers displaying Different degreesof French-English dominance. Semi-directed interviews followed with a subset of each group (n= 29) to shed light on their reactions. Correlations were examined through Pearson's chi-squared and Phi and Cramer's V on the quantitative data. Qualitative data were analyzed and regrouped into emerging themes. Overall, results showed that participants preferred the two Anglo-dominant guises. However, results varied according to the students' level of proficiency in French, with the more advanced participants showing a significant preference for the Franco-dominant guises. Discussed areparticipants' beliefs regarding the importance of teachers' proficiency in both languages.

Fazel, Ismaeil (University of British Columbia) ismaeil.fazel@ubc.ca
Corcoran, James (University of Western Ontario) jamesnicholascorcoran@gmail.com

Language ideologies, bias and multilingual authors

In today's globalized academic communities, there is a mounting pressure on scholars from a variety of geolinguistic backgrounds to publish in English-language, internationally renowned academic journals (Lillis & Curry, 2010). Multilingual writers, vis-a-vis their Anglophone counterparts, encounter additional challenges in writing for scholarly publication and getting their research published (e.g., Lillis & Curry, 2010; Flowerdew, 2015). Language bias, among other issues, has been argued to pose a major challenge confronting multilingual writers, though some have argued otherwise (e.g., Hyland, 2016). In this presentation, we draw from qualitative studies conducted in 3 different research sites (Mexico, Iran, and Canada) with 35, 50, 9, participants respectively– to investigate experiences of multilingual scholars in trying to get their research published in English-medium, international journals. Data, in each study, was gleaned from questionnaires and interviews with the participating academics from across disciplines (e.g. health sciences) from the above-mentioned three contexts, and subject to thematic analysis. Findings, based on the analysis of qualitative data indicate perceived language bias adversely affected the publication practices of the multilingual academics in the three aforementioned contexts. We will present specific and representative examples of how particular ideologies of language, as experienced by multilingual scholars in the three studies, disadvantaged multilingual academics in their publication endeavours. Based on the findings, suggestions for further supporting multilingual authors in scholarly publication, and relevant implications for editorial feedback and peer review will be provided.

Foote, Jennifer (University of Alberta) jfoote@ualberta.ca
Thomson, Ron (Brock University) rthomson@brocku.ca

Pronunciation training and speech language pathology: Perfect pairing or potential problem?

The past decade has seen a number of studies address how prepared English language instructors are to teach pronunciation (Murphy, 2014). However, many of the professionals offering learners help with pronunciation are not language instructors, but rather speech language pathologists (SLPs). The governing bodies of SLPs in both Canada and America consider accent modification to be within the scope of practice of their profession (ASHA, 2007; SAC, 2014), yet little research has been conducted on whether SLPs are adequately prepared to offer this training. The current study addresses this gap by exploring the ability of SLPs to critically evaluate pronunciation materials as well as their beliefs about their role in offering pronunciation training. 54 SLPs from Canada (n = 34) and the United States (n = 20) completed a survey which asked them to evaluate the accuracy of a number of statements taken from pronunciation websites. The statements varied in their degree of accuracy, with some being accurate, some being inaccurate, and others being controversial. They were also asked about their confidence in their ability to provide pronunciation training. The results indicated that while SLPs were generally very confident in their ability to offer pronunciation help, many struggled to evaluate statements about the nature of foreign accents and

pronunciation training techniques. The findings suggest that while SLPs have some skills that are useful in providing help with pronunciation, such a strong knowledge of phonetics, there is need for more training in the nature of second language acquisition and language learning.

Gaffney, Caitlin (University of Toronto) caitlin.gaffney@mail.utoronto.ca

Extraversion as a predictor of L2 spoken fluency.

The high degree of inter-learner variability observed in L2 fluencyis due to the complexity of this phenomenon, which is conditioned by several variables (e.g., lexical and grammatical knowledge, output, working memory). Dewaele and Furnham (2000) found a strong positive correlation between extraversion and L2 speech rate, suggesting that personality may also contribute. This relationship is likely due to physiological differences between introverts and extraverts (Dewaele, 2002). The former, who have higher base-levels of dopamine, experience impaired attentional and working-memory processes (Liberman & Rosenthal, 2001) when more of this neurotransmitter is released in high-stimulation situations like L2 speech production. Since previous research on extraversion and L2 fluency has not controlled for L2 proficiency or L1 fluency, both of which have been shown to influence L2 fluency (e.g., Hilton, 2008; De Jong, Groenhout, Schoonen & Hulstijn, 2015), a study that accounts for these variables is warranted. We fill this gap by answering the following question: After accounting for L2 lexical and morphosyntactic proficiencyand L1 fluency, how much of the variance observed in 40 learners' L2 fluencyis explained by extraversion? Speech samples obtained in L1 (English) and L2 (French) using a picture-narration task are measured for speed, breakdown and repair fluency. Proficiency is measured via standardized tests, and extraversion using the Big Five Aspect Scale Test (DeYoung, Quilty & Peterson, 2007). Data is analyzed via sequential regression. Preliminary correlational analyses (n=11) revealed significant positive relationships between L2 speech rate and measures of L2 proficiency, L1 fluency, and extraversion

Galante, Angelica (University of Toronto) angelica.galante@mail.utoronto.ca

Plurilingualism in action: Perspectives from refugee language teachers' in a Brazilian NGO

With over 250 languages, including indigenous and immigrant languages (IBGE, 2010), Brazil is a linguistically and culturally diverse hotspot. The country has received large waves of immigrants since its colonial period and in recent years, there has been an unprecedented high intake of refugee applicants (CONARE, 2014), many coming from countries in the global south—Haiti, Senegal, Syria, among others. A non-governmental organization (NGO) located in the super-diverse city of São Paulo has initiated a program to facilitate the transition to the new country. More specifically, this NGO hires refugees to teach their L1/L2 (Arabic, Spanish, French, and English) and offers language instruction in Portuguese, the country's official language. Certainly, this language exchange contributes to their plurilingual repertoire. While previous research shows that plurilingual teachers are more aware of their students' plurilingualism compared to monolingual teachers (Ellis, 2014; Pauwels, 2014), it is uncertain the extent to which this is related to their pedagogical orientations. This study investigates whether and how refugee teachers' awareness of their plurilingual repertoire is reflected in their pedagogy. Six refugee language teachers provided answers to a demographic questionnaire, a 5-point Likert scale plurilingual survey, and semi-structured interviews. While these teachers had no training in plurilingual pedagogy, results from a conversion analysis (Tashakkori & Teddlie, 2003) indicate high levels of awareness of their own plurilingualism and inclinations towards plurilingual pedagogy. These results also indicate that teachers' rich plurilingual repertoires may be insufficient for plurilingualism to be translated into pedagogy. Implications for teacher development are discussed.

Goodarzi, Zinat (University of Ottawa) zgood071@uottawa.ca

Where do I belong? A case study of changing roles in an undergraduate first-year discourse community

This micro-level case study research drew on students' and teachers' voices in a one-semester undergraduate introductory course to explore how both first language (L1) and second language (L2) first-year students became part of the academic community and were gradually moving toward fuller participation by acquiring its mainstream discourse, culture, and conventions. The analytical approach used in this study is grounded in the theories of the culture of learning (Cortazzi & Jin, 1996), primary and secondary Discourse (Gee, 1990), and deficit-discourse shift (Lawrence, 2005). These theories informed the examination of the influences which appeared to shape and develop students' strategic academic choices for meeting the expectations defined in terms of course requirements. The data were gathered through close observation of classes and semi-structured interviews with the students, the course instructor, and the TAs followed by email contacts and informal conversations. As a result of the grounded theory analysis, the characteristics of academic engagement for entering students were identified and the process of integration into the culture of a first-year course was reconceptualised. The findings of this study support the contention that undergraduate students in an introductory academic course cannot achieve complete acculturation (Casanave, 2002; Zamel & Spack, 1998). Rather, the processes of academic development are characterized by students' changing roles and evolving identities, which gradually approximate insiderness in the discourse community of a discipline.

Guichon, Nicolas (Université Lumière Lyon 2) n.guichon@orange.fr
Grassin, Jean-François (Université Lumière Lyon 2) jean-francois.grassin@univ-lyon2.fr
Koné, Salifou (Université Lumière Lyon 2) konesalifou84@gmail.com

The digital transition of international students

As more and more students own mobile digital tools, the study of their use for formal and informal language learning becomes pressing to examine what part they play in knowledge construction and the development of digital literacies that are deemed important for students' academic success (Lankshear & Knobel, 2011). As Cope and Kalantzis (2009) underline, along with new communication practices, new literacies are emerging and shaping new social practices – e.g., new forms of identities and approaches to learning. In spite of the steady increase in migration at the international level (OECD, 2013), there are still few studies concerning the use of mobile digital tools by international students who come to study in a foreign university (Collin, Saffari & Kamta, 2015). Yet, the international attractiveness of universities also depend on the quality of the pedagogical, social and technical support international students receive. The presentation will concentrate on the results of a project (TRANSNUMED) which has focused on international students' use of digital tools and has endeavored to analyze the role these tools play in the transition they undergo, from a linguistic and cultural point of view, from one academic tradition to another, and from one social network to a new one. Evidence of this transition has been collected thanks to different methods (an application that 18 participants used during a month on their smartphone, a questionnaire and interviews). Results reveal different levels of digital acculturation and indicate potential directions to accompany international students in their linguistic and academic transition.

Izquierdo, Jesús (Universidad Juárez Autónoma de Tabasco) jesus.izquierdo@mail.mcgill.ca
Kihlstedt, Maria (Université de Paris Ouest) mkihlste@u-paris10.fr

The development of the L2 imperfective in the written narratives of Hispanophone university learners of French: A functional analysis within verb semantics

The acquisition of the French imperfective constitutes a well-documented L2 challenge (e.g., Harley, 1992; McMannus, 2015). While morphological research continues to prove that verb semantics bias its use with states and counteract its production with dynamic verbs (Thomas, 2014; Izquierdo, 2014), functional research is needed to explore how learners develop control over this multifunctional form (Bardovi-Harlig, 2005; Kihlstedt, 2015). This cross-sectional study examines the development of five L2 imperfective functions across verbs that exhibit different semantic properties in the written narratives of adult Spanish-speaking learners of French. The narratives were elicited using two film-retelling tasks. Verbs with imperfective were analyzed within functional and verbal categories. To explore developmental features, the use of the L2 imperfective was compared across the French L2 (n=92), French L1 (n=49) and Spanish L1 (n=35) groups. Then, its use was analyzed across five groups of L2 learners organized considering the number of imperfective instances in their texts. In comparison to the use of the French and Spanish L1 imperfective, the functional use of the L2 French imperfective exhibits an overreliance on the characterization function with states and underuse of the expression of habituality with dynamic verbs. Moreover, the L2 learners rarely expressed frequentation or progression with dynamic verbs or short characterization with states. The analyses across the five L2 groups reveal that these patterns emerge early in the production of the imperfective and are held constant despite imperfective growth in the texts. In the presentation, the theoretical and pedagogical contributions of these findings will be addressed.

Infante, Paolo (Minnesota State University Mankato) paolo.infante@mnsu.edu

Translanguaging as educational practice: Promoting argumentation in the bilingual science classroom

Current recommendations to reform U.S. K-12 science education (NRC, 2012) promote making curriculum and pedagogy authentic, relevant, and timely, as well as making science classrooms more accessible and equitable to all populations of learners.
A perennial challenge is rendering curriculum accessible to culturally and linguistically diverse (CLD) students. Research on CLD student performance in science points to a history of poor achievement and persistent gaps in U.S. K-12 science outcomes (Lee and Lukyx, 2006). To address the achievement gap, scholars recommend presenting science in a manner that is congruent and responsive to student cultural and linguistic practices outside of the classroom (Lucas & Villegas, 2013). Translanguaging practices (Garcia, Ibarra Johnson, & Seltzer, 2016) in the bilingual science classroom may offer promising opportunities for CLD students to use their language resources to engage with science content and discourse practices. This paper reports on a study of the implementation of a reform-based, scientific argumentation curriculum unit in a U.S. dual-language 7th grade science classroom and how translanguaging facilitated student access to science content and practices. The goal of the curriculum was to engage students in evidence-based, scientific argumentation around issues of biodiversity. Transcripts and analysis of classroom discourse suggest that teacher translanguaging promoted student engagement in scientific discourse. Results indicate students improved the quality of scientific argumentation by providing coherent arguments with adequate justification. Discussed are implications for a move towards a more flexible, bilingual pedagogy to allow CLD students access to the content of science curriculum and the associated discourse practices.

James, Mark (Arizona State University) mark.a.james@asu.edu

Can communicative tasks increase L2students'perceived self-efficacy?

L2 students'beliefsintheir L2 capabilities (i.e., perceived self-efficacy [Bandura, 1994]) contributeto desirable outcomes like stronger performance on tests (Bong, 2002; Mills et al, 2006; Woodrow, 2011) and higher grades (Hsieh & Kang, 2010; Mills et al, 2007; Phakiti et al, 2013). A L2 teaching technique that has potential to increase students' perceived self-efficacyis communicative tasks (e.g., Ellis, 2003), because these have outcomes that demonstrate communicative success, and experienceof success isa strong source of perceived self-efficacy (Usher & Pajares, 2008). However, research has yet to examine communicative tasks' influence on L2 students' perceived self-efficacy. This presentation describes an experimental study designed to help fill this gap. 81students fromEFL classes at a high school in South Korea participated. Students were divided into three groups, all of which completed a perceived self-efficacy questionnaire (designed to reflect communicative abilities targeted in the South Korean English education curriculum). Overthe next four weeks, the first group completed a series of 12 communicative tasks (i.e., information-gaps), the second group completed a series of 12 activities that were not communicative, and the third group did no activities.Then, all three groups completed the perceived self-efficacy questionnaire again. Analyses showed thatperceived self-efficacy increasedsignificantly for the first and second groups, but not for the third group, leading to the conclusion that communicative tasks can increase L2 students' perceived self-efficacy, but are not the only way to do this. Implications for research and practice in L2 education will be discussed.

Jalal, Rawand (University of Copenhagen) vgn142@hum.ku.dk

Multilingual students' acquisition of English as their L3

Research transculturally has demonstrated that bilingualism has a positive effect on both students' general cognitive abilities and their L3 proficiency. However, data suggest that bilinguals in Denmark, on the other hand, perform worse academically than their monolingual peers, particularly with regard to English proficiency. The current study conducted in Denmark investigated multilingual students' English proficiency compared to their monolingual peers', and examined which learning strategies proficient L3 learners utilize. The sample was comprised of 9-graders who are monolinguals (N = 82) and multilinguals with Turkish L1 (N = 134). The participants provided basic demographic information, and were tested in their general English proficiency. Out of the 70 multilinguals with Turkish L1, 12 participants were selected for further testing; i.e., the four participants who scored the lowest, four participants with intermediate scores, and the four who scored the highest, on a test of English proficiency. These participants were tested in their L1 (Turkish) and their L2 (Danish) in order to examine whether their proficiency in their L1 and L2 was associated with English proficiency. Furthermore, the 12 participants' behavior (i.e., which learning strategies they employ) was observed during English classes for approximately 10 weeks. Preliminary analyses show that the monolinguals outperformed the multilinguals on a general English proficiency test; which stands in contrast to existing theories on bilingualism's effect on cognition. A follow-up study will investigate multilingual students' 'behavior' in French classes (participants' L3) in the context of Canada, in order to compare their behavior with the multilinguals´ in Denmark.

Kang, Hyun-Sook (Illinois State University) hkang@ilstu.edu

Korean-American Families' Language Policy and Maintenance

Drawing on Spolsky's (2004;2012) approach to family language policy (FLP), this study examined the FLP of Korean-American parents, and how the language practice, management, and ideology components of their FLP and demographic variables predict maintenance of the home language. Four-hundred-eighty Korean-American parents, residing in different parts of the United States, completed a web-based survey. Notwithstanding the Korean-American parents' indicated commitment to maintaining their home language, English was prevalent in everyday language and literacy practice. Although Korean was dominantly used in adult–adult interaction, a mix of Korean and English took over in child–adult interaction. The parents also reported that language-practice patterns were influenced by the topic or situational factor: More Korean was used when the parents disciplined their children while more use of English was reported when the family discussed school-related matters. Different sets of FLP and demographic variables contributed to a model that predicted retention of oral versus literacy skills in the home language. Child gender, age of English exposure, and parental attitudes toward bilingualism were strong predictors of oral and literacy skills. Whereas length of settlement and language-practice patterns predicted maintenance of oral skills, language-management strategies were required for retention of literacy skills. The disparity between orality and literacy in the home language echoes previous findings on heritage learners' strong oral skills but often-limited literacy skills in the home language. Parents' effortful strategies to (re)enforce opportunities for literacy instruction and practice are needed for home-language literacy development, as manifested in the language-management component of FLP.

Karas, Michael (Western University) mkaras2@uwo.ca
Faez, Farahnaz (Western University) ffaez@uwo.ca

Connecting language teacher proficiency to self-efficacy: How are they related?

This study discusses the link between English language teacher proficiency and teacher self-efficacy. Stemming from the sociocognitive perspective, self-efficacy is defined as teachers' beliefs in their abilities to successfully complete certain tasks in specific contexts (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). Teacher self-efficacy refers to teachers' confidence in their pedagogical abilities, not their overall content knowledge. This makes (English) language teaching somewhat unique as English serves as both the content and medium of instruction. Without question, English language teachers' proficiency levels are critical, but how specifically proficiency is linked to teachers' self-efficacy remains unclear. Previous studies have shown correlations between proficiency sub-skills (e.g. speaking, reading, grammar) and self-efficacy sub-scales (e.g. classroom management, student engagement) (Chacon, 2005; Eslami & Fatahi, 2008). However, while there is general agreement that language proficiency and self-efficacy are correlated, studies have produced different results when looking across different subscales (Choi & Lee, 2016). This presentation introduces a new instrument to measure the relationship between language proficiency sub-skills and teacher self-efficacy. The proficiency scales are drawn from the Common European Framework for languages (Council of Europe, 2001) and include 8 sub-components of language (e.g. grammar, pronunciation, reading) and an overall language proficiency scale. For self-efficacy, the items are drawn from the Standards for Short-term TEFL/TESL Certificate Programs, a TESOL International standards document produced by the TESOL International Association (TESOL, 2015), and also drawn from literature on self-efficacy. Validation and initial pilot results are discussed in relation to previous literature and future research plans are also presented.

Kawaguchi, Mayo (University of Toronto) mayo.kawaguchi@mail.utoronto.ca

The Debate of Heritage Language Provision in Ontario: The comparison of policy recommendations from 1982 and 1993

The dissatisfactions with Ontario's Heritage Languages Program have been raised as it has been long marginalized children's heritage language learning from their regular school education (Cummins & Danesi, 1991). This paper explores the institutional and sociological contexts of heritage language provision with a focus on two recommendation papers for heritage language instruction from 1982 and 1993 and argues how the meanings of heritage languages and heritage language teaching/learning have been developed in the texts and discourses from the debates in Ontario.
The final report from the Work Group on Third Language Instruction (1982) published in the Toronto Board of Education indicates heritage languages as Third languages and recommends to implement bilingual and trilingual programs involving heritage languages during the regular school day to endorse the principle of bilingual/trilingual education as a fundamental principle of the board's education policy. Another report from the Heritage Languages Advisory Work Group (1993) sponsored by the Ministry of Education and Training recommends the name change of the program from 'Heritage' to 'International' Languages Program. The recommendation was submitted based on its approach to redefine heritage languages not only as an element of Canadian multiculturalism, but also as a national resource for international communication and global career participation (Tavares, 2000). Applying a discourse-historical approach (Johnson, 2013), I investigate the intertextual connections between the two policy texts and discourses. The comparison of two policy proposals uncovers a historical debate between 'language-as-right' and 'language-as-resource' orientations (Ruiz, 1984) in heritage language provision that continues to this day.

Kebbas, Ghalia (Université Laval) ghalia.kebbas.1@ulaval.ca

De la croisée des langues à la compétence interculturelle éducative

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 età 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 à déterminer si l'AL enrichirait la relation intercultur elle, ou plutôt renforcerait l'ethnocentrisme éducatif 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 multilingues âgés de 14 à 65ans. Les résultats obtenus montrent une relation étroite entre les perceptions langagières des multilingues Nord-africains et la détermination des relations ethnocentriques et interculturelles éducatives. Ces notions sont à la croisée des circonstances socio-politico-historiques de l'Afrique du Nord.

Khanam, Rubina (University of Regina) khanam3r@uregina.ca

A colonial tongue in a postcolonial world: English language planning and policy in Bangladesh

This study examines English language policy and planning in Bangladesh. A South Asian country with a long history of British colonization, 98% of Bangladeshis speak Bangla as a first language (Hamid, Jahan, and Islam, 2013). During 200 years of colonial rule, English was legislatively imposed as the language of schooling. Since gaining independence in 1971, Bangladesh continues to uphold the place of English in education. This practice produces inequitable access to education (Hasan & Rahman, 2012). English has the power to secure jobs and the literacy of the people is determined by their English knowledge (Hamid, Jahan, and Islam, 2013). In light of this reality, my paper asks: 1) What are the historical and structural factors that lead to English language policy and planning in Bangladesh; 2) How does English language policy and planning sustain systems of inequality in the education systems of Bangladesh; and 3) Why have I chosen English to educate myself? Drawing on historical-structural analysis (Tollefson, 2015); ethnography of language policy (Johnson, 2013) and autoethnography (Ellis & Bochner, 2011), I interpret the following data sources: Bangladesh Education Commission Reports; acts; and newspaper articles on language policy from 1972 to 2015 in Bangladesh. Preliminary results indicate that ongoing colonial processes and English language policy are intertwined. This relationship reproduces class-based power and inequality in the education system. English language proficiency determines students' access to learning and attending prestigious schools and universities. This paper concludes with considerations for English language policy and planning in Bangladesh and other postcolonial contexts.

Klassen, Kimberly (Cardiff University, Showa Women's University) kklassen@swu.ac.jp

Unpacking an assumption about L2 readers and proper names

An assumption prevails in second language (L2) reading and vocabulary research that proper names are known or understood to some degree by L2 readers and therefore can be treated as known vocabulary (e.g. Horst, 2013; Nation, 2006; Webb & Macalister, 2013; Webb & Rodgers, 2009). No studies have been conducted to ascertain the extent to which L2 readers understand proper names in continuous text. This paper reports an empirical study that examines how L2 readers handle proper names.The aim was to investigate if Japanese intermediate readers of L2 English (n = 49) identify any proper names as unknown vocabulary in texts of varying difficulty. A secondary aim was to investigate if L2 readers treat proper names as items to look up in a dictionary. The research design was inspired by Carver (1994) who gauged the relative difficulty of reading texts by the number of unknown words. For this study, three texts were created at easy, moderate and difficult levels, based on the percentage of vocabulary considered known. The texts were proper name heavy (9% of total text types) and matched for proper name tokens and types. Participants were asked to first circle all unknown vocabulary; then, choosing from circled words, they prioritised items to check in a dictionary. The texts that participants marked up and their look-up lists were analysed for the presence of proper names. Results indicated that these readers do mark names as unknown vocabulary, but not at the same frequency they do other lexical items. Furthermore, participants listed names as items to check in a dictionary. Unexpectedly, they listed more names from easier texts. Interpretations of the results will be offered, and teaching implications discussed.

Knouzi, Ibtissem (University of Toronto) i.knouzi@utoronto.ca
Mady, Callie (Nipissing University) calliem@nipissingu.ca

Objective analysis of French immersion student writing: Evidence of an 'immigrant advantage'

Grounded in the cross linguistic influence(s) literature (e.g.,Rothman, 2010; Slabakova & Mayo, 2013), this study compared the linguistic characteristics of texts written in French by three groups of Grade 6 early French immersion students: (1) Canadianborn Anglophones (C-A), (2) Canadian-born multilinguals (C-M) and (3) immigrant multilinguals (I-M). The study aimed to pinpoint the areas of writing performance that are more influenced by the students' linguistic background variables and revealhow students' linguistic resources complicate or facilitate task completion thus shedding light on writing as the site of interaction of repertoire languages. The study design was guided by the L3 literature which identifies linguistic typology, level of L3 proficiency, communicative context, age, and recency of use (e.g., Cenoz, 2003) as factors that determine 'the weight of cross-linguistic influence'. We analyzed 89 paragraphs written by 89 Grade-6 French immersion students who were learning French as an L2 (for C-A) or L3 (for the C-M and I-M groups). We used Ringbom's (1987) taxonomy to categorize instances of the use of English in the French texts, the VocabProfile computer program to measure lexical richness, and a number of T-unit-based measures of syntactic complexity, grammatical accuracy, and fluency. The findings indicated that the use of English, vocabulary richness, and grammatical accuracy were the main factors that discriminated among texts in terms of writing quality advantaging the I-M group. The differences were most salient between the Anglophone and Immigrant groups. Our findings bring new light to the definition of the 'multilingual advantage.'

Lawrence, Geoff (York University) glawrenc@yorku.ca
Ahmed, Farhana (York University) far_med@yorku.ca

Plurilingual Interactions between Avatar Learning, Teaching and the Self

The purpose of this paper is to share pedagogical insights and strategies into the use of social virtual worlds in language teaching and learning from research examining the beliefs and practices of 'Karelia Kondor', an avatar-learner and teacher with extensive plurilingual experiences with Second Life (SL), teaching and learning a range of languages at varied proficiency levels. The findings from this study are based on interviews with Karelia who has learned Italian, taught French-as-an-additional language, designed a range of virtual world curricula and enacted telecollaborative German language game-based exchangesand participated in teaching communities of practice, all within SL. The presentation will begin by summarizing a number of key benefits using these platforms to facilitate language learning and plurilingual interaction, citing examples of practice that highlight the pedagogical and interactive potential of these immersive environments. This study revealed that these environments demand rehearsed critical digital literacies and are most easily used by higher proficiency learners who often still require extensive orientation to learning and communication protocols to effectively function within these new environments. Findings will outline how this key informant's teacher 'self' emerged through these plurilingual and pluriculturalexperiences and how these experiences shaped this educator's language teaching practice in online and offline environments. The paper will conclude by outlining a pedagogical framework to help educators localize these learning environments within a range of language learning practices. This framework will act as aguide to support teaching practices within these rapidly evolving hyper-immersive learning environments.

Le Bouthillier, Josée (University of New Brunswick) josee@unb.ca
Kristmanson, Paula (University of New Brunswick) pkristma@unb.ca

Les stratégies autorégulatrices : Le progrès effectué au cours d'une année scolaire par des auteurs à risques en immersion française

La question de la pertinence du programme d'immersion pour les élèves à risques demeure à l'ordre du jour et plusieurs chercheurs ont fait appel à plus de recherche dans ce domaine (p. ex., Genesee et Fortune, 2014). Ainsi, nous examinerons les progrès effectués par des auteurs à risques de la 7e année d'un programme d'immersion au cours d'une année scolaire quant à l'emploi des stratégies autorégulatrices. Cette étude a adopté une perspective sociocognitive (Bandura, 1986) où l'autorégulation occupe une place importante. Cette dernière est essentielle au développement de l'écriture (Graham et Harris, 2000) et promeut la réussite (Schunk et Zimmerman, 2007). Oxford (2011) a proposé un modèle, le modèle S²R, dans lequel elle a organisé sa typologie de stratégies autorégulatrices. Cette étude consistait d'un cas ethnographique unique où un seul groupe d'élèves de la 7e année, d'une seule classe, ont été les informateurs. À l'intérieur de cette étude de cas unique, quatre sous-cas - des auteurs à risques - ont été analysés et sont le sujet de cette communication. Le modèle S²R a servi de grille d'analyse des résultats. Les données proviennent de deux protocoles de verbalisation en début et en fin d'année scolaire. Les résultats ont indiqué que les élèves à risques utilisaient des stratégies autorégulatrices dès le début de l'année, mais que cela représentait certains défis quant à la qualité et à la quantité. Au cours de l'année scolaire, ils ont effectué des progrès par rapport à la qualité et à la quantité dans leur utilisation de ces stratégies.

Lemak, Alina (York University) alinal@yorku.ca

Individual differences in learner response to oral corrective feedback

While overall corrective feedback (CF) has been shown to be an effective instructional technique (Lyster & Saito, 2010; Norris & Ortega, 2000; Russell & Spada, 2006) there is no universally accepted method of delivering CF since there are many different types of CF and it can be administered in a variety of ways (Spada, 2011). Most existing CF research assumes that all learners benefit equally from CF, but recently that assumption has been questioned, and researchers have become more aware of the mediating role individual differences play in error correction effectiveness (Ammar & Spada, 2006; Sheen, 2007). The current research on individual differences in CF is limited to examination of factors such as aptitude, anxiety, and working memory. The research in this area has methodological and conceptual limitations and has inconsistent findings (Sharp, 2008; Dörnyei & Skehan, 2003). The impact of students' dispositions on CF effectiveness is completely neglected. I am proposing a study to fill this gap in the literature by investigating how different learners respond to different types of oral CF. Using a series of case studies and a mixed-method approach to both data collection and data analysis, the study will take place in an intact class of adult English as a second language of approximately 15 learners. Triangulation of participants' perspectives on CF through qualitative and quantitative methodology will allow for better understanding of student response to CF. The presenter will outline the theoretical framework, research context, study design, and discuss potential contributions to research and pedagogy.

Li, Zhi (Paragon Testing Enterprises) zli@paragontesting.ca
Jones, Jonathan (Paragon Testing Enterprises) jjones@paragontesting.ca
Lodge, Shayna (Paragon Testing Enterprises) slodge@paragontesting.ca

Disciplinary differences in university lecture slides as a part of classroom discourse - findings from corpus-based analysis and multimodal analysis

Lecture slides have been widely used in various educational contexts since the 1990s. Lecture slides constitute an important part of classroom discourse; they use multimodal texts to present course content and provide structure to lecturing with "intersemiotic complementarity" (Royce, 2002). Therefore, a good understanding of the linguistic and multimodal characteristics of lecture slides used in different disciplines can supplement the research on classroom discourse (Zhao & van Leeuwen, 2014). However, only a handful studies have focused on slides as a separate genre (Rowley-Jolivet, 2012) and even fewer, if any, studies have paid attention to the potential differences between slides used in different disciplines. This study aims to fill in this gap through a corpus-based analysis and multimodal analysis of slides from 68 lectures. The slides were collected from a variety of North American undergraduate courses in two disciplines: social sciences and engineering – forming two sub-corpora of slide texts. The multimodal features of the slides were coded for the frequency and types of visuals as well as the relationships between visuals and textual information. Corpus-based analyses of both lexical complexity and syntactic complexity were also conducted (Lu, 2010; 2012). The results of independent-sample t-tests and Mann-Whitney U tests (for non-normal variables) indicate that statistically significant differences exist between the two disciplines in terms of use of visuals, lexical variation, lexical sophistication, as well as use of coordinate phrases and complex nominals. The implications of the findings for EAP pedagogy and assessment will be discussed.

Li, Jia (University of Ontario Institute of Technology) jia.li@uoit.ca
Cummins, Jim (University of Toronto) jcummins320@gmail.com

A random control trial: Effectiveness of using texting-based instruction to support ELLs' academic vocabulary acquisition

A growing body of empirical research has examined the effect of texting on vocabulary learning for English as a foreign language (EFL) learners and indicated the great potential of texting in facilitating vocabulary acquisition (e.g., Cavus & Ibrahim, 2009; Hayati et al., 2013; Thornton & Houser, 2005); however, our literature review have identified a few gaps in existing research methods and intervention designs, i.e., small sample sizes with short intervention durations, and lack of rigorous measures of vocabulary learning outcome. This article reports on an intervention study, where we tried to overcome these limitations and examined the effect of using texting for vocabulary instruction on university English language learners' (ELLs) learning of contextualized academic vocabulary. With a random control trial design, we compared students' learning gain of target vocabulary (direct effect) and its subsequent impact on academic vocabulary learning (transfer effect) with and without the intervention treatment. A total of 108 undergraduate ELLs in a large Canadian university participated in the study. The intervention was aligned with the lesson plans of two comparable content-based English for academic purposes courses required for ELLs and aimed at teaching frequently used academic words embedded within the assigned course readings. The results indicated that with the intervention students learned significantly more target words; however, there was no difference between the treatment and control groups in their performance on academic vocabulary posttests that measured the transfer effect. The pedagogical implication of the findings and suggestions for future research are discussed.

Liaw, Meei-Ling (National Taichung University of Education) meeilingliaw@gmail.com

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

Understanding the Group Functionality of an Intercultural Digital Storytelling Project

This presentation reports an intercultural telecollaborative project in which pre-service French-as-a-second-language teachers in Canada and university-level EFL students in Taiwan co-constructed multilingual/multimodal digital stories. The international partners had three months to communicate, make decisions, and complete their stories on topics of their own choosing. English was the language of communication among team members. The stories were first written in English and then translated into the participants' native languages (notably, French and Chinese). The multilingual stories were posted on the "Wix" platform (http://wix.com). The researchers collected the participants' correspondences, including discussion-forum and Facebook postings, as well as the finished multilingual/multimodal digital stories, for analysis. Interviews and surveys were also conducted for deeper understandings. The researchers lean on the activity systems analysis (Engeström, 1987, 2001) to understand the degrees of functionality and the underlying reasons for tensions or contradictions among groups while creating their multilingual digital stories.
This study contributes to the literature by using the activity systems analysis to analyze the degrees of group functionality and the underlying reasons for tensions or contradictions among groups while creating multilingual digital stories (Barnard, 2010). Additionally, it probes into the causes of tensions and contradictions during the process of international telecollaboration, as well as the strategies that participants employed to solve different types of contradictions. Based on the findings, the presenters discuss pedagogical implications for effective planning of intercultural telecollaborative projects for teaching and learning of intercultural communication skills.

Lin, Chuanmei (University of Calgary) chuanmei.lin@hotmail.com

Cultural and Linguistic Lived Experiences of Chinese Student Newcomers in IFP (International Foundations Program) in a Postsecondary Institution

The purpose of this study wasto investigate the cultural and linguistic lived experiences of Chinese student newcomers in an EAP (English for Academic Propose) program in Alberta, Canada and if intercultural adaption and transformation happen in English learning. Based on the on identity, investment and imagined communities in language learning (Norton, 2013), I researchedthe investments my participants of Chinese students have put in English learning, both in China and in Canada. As they move to learn in one EAP program in Alberta, they are suddenly immersed in Canadian natural and formal learning environments while holding past learning histories in China. I used a case study to collect and analyze data. My ontological intent was located in the interpretive case studies (Merriam, 1998) presenting detailed and thick description of the phenomenon in order to "illustrate, support, or challenge theoretical assumptions held prior to the data gathering" (p. 38). Coming to the unit of analysis, I treated each of 10 participants as a case to dialogue their personal journey embedded in English learning through two-rounds one on one semi-structured interviews. In this presentation, I will examine what and how my participants have changed both as a student and a human during their time of learning and living in the second language and culture

Lintunen, Pekka (University of Turku, Finland) pekka.lintunen@utu.fi
Makilahde, Aleksi (University of Turku, Finland) aleksi.makilahde@utu.fi
Peltonen, Pauliina (University of Turku, Finland) paupelt@utu.fi

Short-term and long-term effects of pronunciation teaching: focusing on learner beliefs

Despite several studies suggesting the effectiveness of pronunciation teaching, there are concerns that pronunciation skills are a neglected element in L2 programs (Derwing, 2009). Studies on the effectiveness of formal instruction often focus on skills and may be interested in short-term or long-term effects (e.g., Couper, 2006; Saito, 2012; Thomson and Derwing, 2015). Recently, many studies have shown that learner beliefs play an important role in the learning process and affect learning outcomes (Kalaja and Barcelos, 2013). Beliefs are dynamic and may change as learners gain more experience (e.g., Shizuka, 2008). Levis (2015) suggests that changes in beliefs are often needed for L2 pronunciation success as contradictory beliefs can prevent pronunciation improvement. Pronunciation teaching does not merely influence pronunciation skills: it also affects beliefs and increases learners' metaphonetic awareness (Wrembel, 2011) of the target language. The effect of teaching may also be negative as increased awareness may lead to feelings of unsatisfactory pronunciation self-image, self-efficacy and self-assessment (e.g., Baran-Łucarz, 2013).
In a series of studies we focused on the effect instruction and increased awareness had on advanced L2 English learners' (n=78) self-evaluated pronunciation problems and how teaching affected learners' (n=161) short-term and long-term beliefs based on questionnaire data that were complemented with semi-structured interviews. Our results suggest that, while pronunciation teaching has generally positive effects and is considered important, the effects on self-evaluation are limited and there are also negative short-term effects on, e.g., self-confidence. Acknowledging and addressing these possible negative effects could make pronunciation learning more effectiv

Mahdavi, Zahra (Université Laval) zahra.mahdavi.1@ulaval.ca

Besoins langagiers d'assistants d'enseignement internationaux poursuivant des études supérieures en sciences et en génie au sein d'universités francophones

Cette étude de type mixte se veut une analyse des besoins langagiers d'assistants d'enseignement internationaux (AEI) dans des programmes de sciences et de génie d'universités francophones canadiennes. La collecte et l'analyse des données ont été réalisées en adoptant le modèle d'analyse des besoins langagiers (Long, 2005) et les modèles de compétence communicative et de caractéristiques des tâches (Bachman & Palmer, 2010). Les données quantitatives et qualitatives ont été recueillies auprès de 84 participants (AEI, directeurs de recherche, étudiants de 1er cycle) à l'Université Laval en utilisant des questionnaires, des entrevues et des observations de classe. Les résultats d'analyse MANOVA indiquent : l'absence des compétences suffisantes des AEI en français pour réaliser des tâches interactionnelles dans des contextes académiques francophones; un niveau de compétence langagière plus élevé en anglais par rapport à celui en français et un besoin indispensable des compétences en anglais en plus de celles en français. De plus, les résultats qualitatifs complémentaires (entrevues, observations, analyse des exigences langagières d'admission) montrent que les exigences langagières des universités francophones ne correspondent pas au niveau de compétence langagière requis des AEI et confirment l'incapacité des cours de mise à niveau à améliorer les habiletés langagières académiques/professionnelles nécessaires (en français et en anglais) pour les AEI. En nous basant sur les résultats de cette étude, nous avons défini des tâches et des construits à` inclure dans un test d'admission potentiel et proposé un plan pour le développement d'un tel test ainsi que les cours de mise à niveau relié au test.

Malone, Mary Kathryn (Kenyon College) malonem@kenyon.edu

Solidarity and belonging in advanced L2 French development

Sophisticated navigation of sociopragmatic repertoire is a marker of second language advancedness. Previously identified conditions for fostering such second language development include length of study, time abroad, and close relationships. Yet, not all learners afforded these opportunities attain the same level of advanced L2 French. Norton's notion of investment (2013) accounts for the roles of both the language learner (through engagement and effort) and the host community (in affordance of opportunity) in fostering such second language development. Aiming to better understand the relationship between personal perspective, experiences abroad and the resulting language development, this paper explores the sociolinguistic repertoire of highly advanced L2 French speakers (as described by Lundell et al, 2014). For this study, data from four speakers include two hours each of elicited personal narratives. The analysis specifically compares the extent to which the speakers use marked and colloquial oral language features (Gadet, 1990, 2003) and whether or not they adopt a stance of alignment with the host community when recounting stories of challenge (including car accidents, negotiating job contracts, missed trains, and general language mix-ups) while abroad. Findings show that the one participant who abandoned her sojourn abroad following myriad personal and professional challenges to acculturation consistently posits herself against the French host community, as evinced in pronouns of exclusion (Brown & Gillman, 1960). For the other three participants, even faced with equally challenging situations, they maintain language or solidarity, including themselves as members of the host community. The discussion addresses implications for pre-sojourn language awareness

Mansouri, Behzad (University of Alabama) behman@gmail.com

Investigating Agency, Positioning, and Identity of Non-native Iranian English Language Teachers

One of the emerging areas of research in second/ foreign language teacher education is the investigation of the role of non-native teachers' agency and positioning on shaping their identity as language teachers. Following the criticisms raised on the traditional view toward the ownership of English by the native English speakers (e.g., Norton, 1997; Widdowson, 1994), research on non-native Englsih language teachers has moved to the forefront of research agendas in language teacher education program all around the globe (Canagrajah, 1999). As active members of the surrounding social context, non-native language teachers are in constant (re)negotiation and (re)shaping of their identities and agency depending on their contextually determined positioning (Feryok, 2012; Kayi-Aydar, 2015). Moreover, due to their personal experiences in learning a second/foreign language they might have developed their own idiosyncratic agency which could be different from the ones by native language teachers (Hamid et al., 2014). Based on Ahearn' (2001) definition of agency and also the premises of Positioning Theory, the current study takes a grounded theory approach and reports on the analysis of data collected from interviews and diaries of three non-native English language teachers who learned and taught English in their home country. The findings show that the developmental trajectory of their agency differs from each other. They also indicate that teachers' agency and professional identities are completely co-influencing each other in (re)shaping their social and identities as well as the investment they have in this path.

Marshall, Steve (Simon Fraser University) stevem@sfu.ca
Moore, Danièle (Simon Fraser University) dmoore@sfu.ca

Plurilingualism across the disciplines at Simon Fraser University

Changing demographics and internationalization in Canadian higher education are affecting teaching and learning across the disciplines, where classroom realities present social, cultural, linguistic, and pedagogical complexity. Teaching in Canadian universities has traditionally targeted an "idealized native speaker" (Leung, Harris, & Rampton, 1997; Marshall, 2010), yet today many students speak English or French as additional languages.We frame our study around plurilingualism and pluricultural competence, whichemphasize the interconnectedness of linguistic and cultural repertoires, and the agency of individuals as learners (Beacco & Byram, 2007; Coste, Moore, & Zarate, 1997, 2009; Gajo, 2014; Marshall & Moore, 2013; Moore & Gajo, 2009; Piccardo & Puozzo Capron, 2015). A plurilingual classroom, therefore, affirms "plurilingualism as a potential resource rather than necessarily a barrier to language and content learning" (Lin, 2013, p. 522). We present data from a one-year exploratory study of plurilingualism across the disciplines at Simon Fraser University.We look for answers to the following three questions: 1)What challenges and dilemmas do post-secondary students and instructors face in linguistically-diverse content courses across the disciplines? 2) To what extent can the theory and pedagogy of plurilingualism serve teaching and learning in these classrooms? 3)Can awareness of plurilingual theory and pedagogy help instructors to viewlinguisticdiversity as an asset, rather than as a deficit, in their classes?We present selected data from classroom observations, recordings ofstudents'plurilingual interactions while doing collaborative tasks,interviews with students and instructors, and samples of students' writing.

Masson, Mimi (University of Toronto) mimi.masson@mail.utoronto.ca
Arnott, Stephanie (University of Ottawa) sarnott@uottawa.ca
Lapkin, Sharon (University of Toronto) sharon.lapkin@utoronto.ca

What are the current trends in 21st century Canadian K-12 FSL research?

Since the turn of the century, numerous articles focusing on different aspects of K-12 French as a second language (FSL) programming in Canada have included extensive literature reviews (e.g., Carr, 2009; Lapkin, MacFarlane, & Vandergrift, 2006; Lapkin, Mady, & Arnott, 2009; Lazaruk, 2007; Mady, 2007; Mollica, Philips, & Smith, 2005). While these analyses represent rich examinations of relevant topics, a comprehensive investigation of the broader trends in K-12 FSL published research has yet to be undertaken.
In this presentation, we will share findings from a pan-Canadian meta-synthesis of empirical FSL research conducted in K-12 schools since 2000. After locating relevant articles published in French and English in peer-reviewed journals ($N = 98$), we conducted a detailed qualitative analysis of the database using NVivo to ascertain (i) who the research focuses on (i.e., students, teachers, parents, administrative staff, or policy makers); (ii) what methods of research and theoretical frameworks are used; and (iii) what issues are top of mind in FSL (using keywords identified by the authors and by the researchers).
In addition to presenting an overview of our findings, we will also outline the methodological decisions we made for running the analyses. Our initial analyses showing research focus, key issues, and prevalent theoretical and methodological approaches will be shared with the audience and we will close with suggestions for areas that would benefit from more empirical attention in FSL, trends in research practices and their implications for how researchers engage with FSL.

McGarrell, Hedy (Brock University) hmcgarrell@brocku.ca
Sun, Yizhong (Brock University) ys14fk@brocku.ca

Modal expressions of expectation, belief, certainty in NS and NNS writers' texts

Central to the conventions of academic writing in English are expression of doubt and certainty as writers assess referential information they present in their work. The pragmatic importance of such expressions has been documented (e.g., Biber, 1988; Salager-Mayer, 1994) for native (NS) and non-native (NNS) English speakers and is considered especially challenging for the latter (Silva 1993), yet few studies explore these challenges. Modals are one of the main devices for the expression of doubt and certainty and the focus of the current study, which explores their use in written texts of NS and NNS graduate students. The participants, 10 NS and 20 NNS (10 each of NS of Mandarin or Arabic) contributed a paper they had written for one of their regular course assignments. These assignments provided a small corpus of argumentative papers on the same topic, which were analysed according to Palmer's (1990) three semantic categories, epistemic, deontic and dynamic modality, to determine overall frequency of their use as well as differences and similarities between the NS and NNS writers (Aijmer, 2002). Findings show that the two groups differ considerably in the frequency and type of modality they use to express their ideas on the same topic. In contrast to Aijmer (2002), NNS participants used significantly fewer modals compared to their NS peers. The latter used significantly more epistemic modals compared to the NNS group. A discussion of varying pragmatic effects in the papers examined and implications for writing development conclude the session.

Medina, Almitra (East Carolina University) medinaa15@ecu.edu
Soccarás, Gilda (Auburn University) socargm@auburn.edu
Krishnamurti, Sridhar (Auburn University) krishsr@auburn.edu

Do working memory capacity and sentence length impact speech decoding? Implications for listening comprehension

Listening is a highly complex, dynamic skill (Buck, 2001; Rost, 2016; Vandergrift & Goh, 2012) that involves both the ability to decode the speech signaland the ability to comprehend the intended message (i.e., listening comprehension). These two factors are important in understanding how we process aural information, but they are often studied in isolation in second language (L2) research, despite speech decoding being one of the underlying mechanisms involved in listening comprehension (Vandergrift & Goh, 2012). Moreover, numerous factors, such as text characteristics (e.g., length of passage, linguistic complexity) and listener characteristics (e.g., L2 proficiency, working memory), are argued to add to the difficulty of L2 listening (e.g., Bloomfieldet al., 2011; Imhof & Janusik, 2006).Therefore, in order to (a) determine the connection between speech decodingand listening comprehension and (b) examine the role of certain text and listener characteristics in L2 listening, we empirically investigated the aural ability of 31 native English-speaking learners of Spanish. Specifically, controlling for linguistic complexity, we examined whether utterance length (8-11 syllables long vs. 12-14 syllables) and working memory (WM) capacityimpacted speech decoding, and whether decoding played a role in listening comprehension. A 2 (length) x 2 (WM) repeated-measures ANOVA run on the decodingscores showsthat lengthof utterance (but not WM) affected speech decoding. Regression analysis, furthermore, revealed that acoustic decoding impacted listening comprehension. This study, therefore, brings some clarity to the issue of L2 listening in Spanish—itempirically shows that one of the significant reasons L2 learners experience listening comprehension problems or success is in part due to their ability to decode the acoustic signal, which is in turninfluenced by the lengthof the aural stimuli (even differences of mere syllables).Findings will be interpreted in light of Vandergrift and Goh's (2012) model of listening comprehension.

Mora Pablo, Irasema (Universidad de Guanajuato) irasema.mora@gmail.com

"Falling into a grey zone": A Narrative Analysis of Return Migration and Identity

In the last years, the profile of English teachers has changed in certain areas of Mexico. This presentation is based on research done to investigate the identity formation of young returnees who lived in The United States and have come back to reside in Mexico. In order to survive in Mexico, they have started to teach English. However, they are perceived as different teachers. This project is presented from a qualitative research stance in order to identify, describe and define a situation to better understand it. Moreover, situations lived by participants are closely represented through narrative or descriptive processes. It is claimed that in post-structural perspectives, identity is "…fluid, context-dependent, and context-producing, in particular historical and cultural circumstances" (Norton & Toohey, 2011: 419). Participants in this study have created an identity based on an Americanized cultural perspective. Nonetheless, throughout their lives they have been singled out because of their Mexican roots, because of their accent or because of their looks. When they arrive in Mexico to reside, they are called "pochos", "gringos" or Mexican-American. They take on the challenge of engaging in an identity struggle between their American self and their rooted Mexican one often falling into a "grey zone", constantly shifting from one to the other depending on who they are with. Participants then start to build bridges in order to connect their past experiences and their current situations, going back and forth between their American and Mexican identities, forming a new identity that enables them to become professionals.

Mukai, Yoichi (University of Alberta) mukai@ualberta.ca
Wood, David (Carleton University) david_wood@carleton.ca
Tucker, Benjamin V. (University of Alberta) bvtucker@ualberta.ca

Does durational variability matter? Modelling the perception of fluency in L2 conversational speech

Tajima et al., (1997) revealedthat the timing pattern of a first language (L1), as measured by the duration of segments, affects the intelligibility of a second language (L2). White & Mattys (2007a, 2007b) indicate that durational variability of vocalic and consonantal intervals, as measured by rhythm metrics (Ramus et al., 1999), can be used as perceptual correlates of foreign accents. Dilley et al., (2012), moreover, found that rhythm metrics may also be used to quantify the degree of perceived fluency of speech. The present study examined durational variability of vocalic and consonantal intervals, measured by rhythm metrics, as perceptual correlates of fluency in L2conversational speech of Japanese ESL speakers. Twenty-three native English speakers rated 195 conversational utterances from 1 (very fluent) to 9 (very disfluent) including 90 utterances from native speakers as a control. Random forest analyses, a tree-based machine learning method (Breiman, 2001), revealed that durational variability measuresand speech rate can predict the L1 and L2speech difference (0% error rate), as well as the 3-level rating (i.e., High, Medium, Low) of fluency (24% error rate). Variable importance ranking indicated that speech rate is the most important predictor for the perception of fluency. In short, durational variability measures and speech rate hold promise as quantitative correlates of perceived fluency in developing objective testing instruments for fluency evaluations. Moreover, the present study has potential for the development of automated assessments of fluency, i.e., a computer-assisted fluencyrating system.

Nguien, Nga Tuiet Zyong (Brock University) 13mantonc@gmail.com
McGarrell, Hedy (Brock University) hmcgarrell@brocku.ca

Corpora and the selection of vocabulary for a "General English" ESL textbook

Biber and Reppen (2002) showed how corpora serve to examine the appropriateness of language teaching materials in terms of real life usage. Building on that work, this study explores the relationship between the lexical bundles (LBs), "multi-word sequences that recur frequently and are distributed widely in diverse texts" (Biber, 2010, p. 170; Martinez & Schmitt, 2012), included in a textbook intended to teach 'general English' and their occurrence in corpora. The assumption underlying the study is that highly frequent LBs in large corpora are those most relevant to 'general' English, thus would occur in such a textbook. Concordancing software (kfNgram) served to identify LBs in the textbook, which were then analysed following Koprowsky (2005) to determine their function (referential, stance, special conversational, discourse organizing), frequency and range, and to establish a usefulness score for each LB.   The function analysis showed that the LBs in the textbook cover all the functions, with the most frequent one being referential. Analyses also show a low level of usefulness, i.e., the LBs included in the textbook are low frequency items that do not occur in a broad range of 'general' contexts. Based on the corpora consulted for this study (comprising 650 million words across six registers), the textbook lacks the most frequent LBs in general English. Results from this study suggest a methodology for textbook developers to identify LBs for inclusion in language learning textbooks.

Neumann, Heike (Concordia University) heike.neumann@concordia.ca
Leu, Sarah (McGill University) sarah.m.leu@gmail.com
McDonough, Kim (Concordia University) kim.mcdonough@concordia.ca

The Challenges of Academic Writing from Sources in a Second Language: An Exploratory Study

Students whose first language is not English are overrepresented among the group of students accused of committing plagiarism (Bi, 2013; Bradshaw & Baluja, 2011). While there is evidence that punitive consequences have a positive effect in that most students do not reoffend (Bolton et al., 2012), more effective pedagogical efforts designed to prevent those instances of unintentional plagiarism, where students lack the skills or knowledge to avoid plagiarism, from occurring in the first place are needed (Hu, 2015; Pecorari, 2015). Second language assessment research has shown that integrating source information into a text requires the ability to comprehend and summarize sources, synthesize information across sources, and select relevant information to include in the new written text (Cumming et al., 2005; Gebril, 2009, 2010; Gebril & Plakans, 2013; Plakans, 2008, 2009b; Plakans & Gebril, 2013; Yu, 2008, 2013), but what challenges do students face as they learn how to integrate information appropriately in English for Academic Purposes (EAP) classrooms? We investigated this question in a mixed-methods exploratory study conducted in EAP courses at an English-medium university. Students' source-based writing assignments and exams were collected, and students and instructors were interviewed to identify the students' challenges. Classroom observations were also conducted to understand the current practices of EAP teachers as they try to help their students develop source use strategies for academic writing. Findings of all data sources were triangulated to get a clear picture of the challenges students face. The results and their pedagogical implications will be discussed.

Nomura, Takako (University of Toronto) takako.nomura@mail.utoronto.ca
Masson, Mimi (University of Toronto) mimi.masson@mail.utoronto.ca

Picture diaries: Multiliteracies and arts-based research practices in heritage language education

As of 2010, half of the childcare population (18 mo. -5 y.o.) in Canada's largest cityconsistsof immigrant children who speak one or moreheritage language at home, yet there is little research into how immigrant mothers navigate heritage language education (HLE). This arts-based research (ABR) project consists of pictures and interviews collected with 13 women who came to Canada as adults and speak Japanese to their children (all under 3 years old). Thewomen kept picture diaries for a week to reflect on their families' practices with HLE, for instance, calling on them to imagine their ideal library, a space in which topractice HLE with their child(ren). By drawing on creative ABR processes, such as sketching or painting, the study invited participants toorganically re-construct tacit knowledge and unspoken feelings or ideas, and provideda more intimate and textured understanding the women's representations of HLE for their families. We will begin the presentation with an overview of arts-based visual methods of investigation (e.g., Farmer & Prasad, 2014; Moore, 2010; Stille & Prasad, 2015) in language education. We will discuss data collection, processing, and methods of analysis by providing examples taken from our own ABR project. We will conclude with insight on the potential contributions of ABR practices to: i) disrupt the hegemony of the spoken and written word in research practices, ii) understand and connect with participating communities, and iii) reveal a more colourful and nuanced picture of different ways of knowing and feeling.

Osorio, Diana (Université Laval) diana.osorio-agudelo.1@ulaval.ca

Le potentiel dujeu numérique pour l'apprentissage de vocabulaire en anglais L2: Influence de l'engagement des participants sur leurs gains lexicaux

L'apprentissage intentionneldu vocabulaire est considéré comme nécessaire à l'apprentissage incident(Schmitt, 2008).En effet, les apprenants bénéficient plus rapidement des rencontres répétitives des nouveaux mots dans des tâches explicites centrées sur le lexique (Laufer et Rozovski-Roitblat, 2011).Plusieurs plateformes numériques basée ssur le jeu offrent des programmes pour l'apprentissage explicite du vocabulaire, toutefois la recherche dans le domaine est peu développée (Cobb et Horst, 2011; Kerr, 2014)Pour combler cette lacune, une étude qui avait comme but d'examiner le potentiel pédagogique d'un jeu numérique centré sur l'apprentissage du vocabulaire (Vocabulary.com) a été menée à l'intérieur d'un cours d'anglais L2 au secondaire. Les élèves (N=22) ont participé à trois séances de jeu pendant lesquelles ils ont étudié 20 mots cibles, rencontrés lors de la lecture d'un conte court. Nous avons administré un prétest et un posttest de vocabulaire pour mesurer l'apprentissage des mots cibles. De plus, nous avons recueilli des données qualitatives à l'aide de questionnaires, d'entrevues, d'observationsde séances de jeu et des traces numériques, pour examiner les facteurs médiateurs pouvant avoir influencé les résultats des participants quant à l'apprentissage du vocabulaire.Nous appuyant du cadre théorique de la Théorie de l'Activité (Engeström, 1987, 2001), nous avons analysé les gains lexicaux à la lumière des perceptions et des comportements des participants lors de l'utilisation du jeu. L'activité de jouer a été envisagé comme un système dans lequel cohabitent plusieurs acteurs (l'apprenant, ses camarades de classe et l'enseignant), des buts ludiques et pédagogiques et des conditions particulières pour l'apprentissage.

Owusu, Sefa (University of Education, Winneba) sowusu@uew.edu.gh

The integrated approach to English language teaching in the Ghanaian ESL classroom

A key concept of the English language syllabus for both JHS and SHS levels is the *integrated approach* (as opposed to *segregated-skills* approach) to the teaching of language skills. Like the *communicative language teaching* method, the *integrated approach* exposes English language learners to authentic language and challenges them to interact naturally in the language. The designers of English language curriculum believe that the *receptive* (listening and reading) and *productive* (speaking and writing) skills are interrelated and hence complementary, and they must not be taught separately. Teaching language skills separately in language learning setting has been defined as *traditional approach* to teaching a second or a foreign language. Teachers of English in Ghana are expected to move away from the *traditional approach* to the *integrated approach* to language teaching. This paper aims at finding out whether teachers of English in Ghana are familiar with the *Integrated Language Teaching* method and is being employed in the Ghanaian ESL classroom. *A classroom observation*, *a questionnaire* and *a semi-structured interview* were conducted with 24 English language teachers from 4 junior high schools and 8 senior high schools. Qualitative and quantitative analyses of data revealed that there was a disparity between the curriculum developers' expectations and classroom practice, and that selection of teaching methodology was highly influenced by the thought that the students had to sit for high-stakes tests but not that they had to attain communicative competence.

Paquet, Pierre Luc (University of Alicante) pierre-luc.paquet@uqtr.ca

The influence of the L1 properties in the acquisition of the Spanish gender agreement system: Comparison between French and English L2 learners

This research investigates the influence of L1 properties in the acquisition of the Spanish gender agreement system. Many linguists suggest that similarities between two languages reduce the difficulty of acquisition of certain grammatical elements in the L2 (Ellis et al., 2012; Bañón et al., 2014). Otherauthors suggest that the absence of a grammatical element in the L1couldbe beneficial in the acquisition of a new language since there are no possible comparisons between the two (Tokowicz y MacWhinney, 2005; Bond et al. (2011).French (n=20) and English (n=23) post-secondary L2 learnersofSpanish participated in the study. Subjects were divided into four different groups considering their L1 (French and English) and their proficiency level (intermediate and advanced). In this study, subjects completed three different tasks: grammaticality judgment task (GJT), elicited oral imitation test (EOI) and eye-tracking experiment. By completing multiple experiments, we hoped to overcome the problems that come from single methods, and to increase the validity of the obtained results. Through each task, we examined if the French learners had an advantage over the English groups. The results suggest that, in the GJT, both French and English learners can noticeadjective discord. According to the EOI and Eye-Tracking experiments, only the French advanced learnersand a few English speakers demonstrated having acquired theSpanish gender agreement. Therefore, based on these results, we can imply that gender agreement is a feature acquired late; even for learners whose L1expresses grammatical gender.

Petrescu, Maria Claudia (University of Toronto) maria.petrescu@utoronto.ca
Helms-Park, Rena (University of Toronto Scarborough) rhelms@utsc.utoronto.ca
Pirvulescu, Mihaela (University of Toronto, Mississauga) ma.pirvulescu@utoronto.ca
Rampersaud, Darshani (University of Toronto Scarborough) shanie.rampersaud@mail.utoronto.ca
Leung, Kathy (University of Toronto Scarborough) kathy.leung@mail.utoronto.ca

Multilingualism in the Canadian context: language interaction and development in trilingual children

Our study examines the narrative productions of 12 trilingual children in three languages: Romanian, English and French. The children grew up speaking their heritage language at home, English as their main language in the larger community, and French in school (through the immersion system), thus, forming a new linguistic category: trilingual children with various degrees of competence in their languages. Consequently, research turned its attention to the role of home language competence in shaping the rate, quality and long-term outcomes of children's second and third language acquisition. We looked at the patterns of development in each of the three languages and examined mutual interactions among those languages (Montrul, 2013). Data were elicited through the Frog series (Mayer, 1969) in each language. A total of 72 narratives were elicited from children between 8 and 11 years. The stories were transcribed and coded using SALT (Miller & Chapman, 2000) and examined for both macrostructure and microstructure elements. Results for the narrative macrostructure measure - Narrative Structure Scheme (Heilman et al., 2010) point to the transferability of 'story grammar' across languages. These findings, while not unequivocal, raise the possibility that telling stories benefits from school-based education. Results for microstructure elements (morphosyntactic complexity and lexical diversity) show a trend of an advantage for the majority language (English). The lexical diversity index is lowest for the academic language (French) while the morphosyntactic complexity index is showing a growing tendency with Romanian at the lowest and English at the highest. The differences are not statistically significant.

Pichler, Andreas (Aix-Marseille Université) pichler.pro@gmail.com

La monosémie des termes juridiques du conveyancing, simple hypothèse ou réel atout pour la langue de spécialité?

Cette présentation vise à analysersi la délimitation du champ sémantique résulte systématiquement en une dimension monosémique des termes appartenant au domaine du conveyancing. La monosémie, un caractère sémantique qui affirme un seul sens spécifique, est un sujet assez peu étudié par lacritique contemporaine. De nombreux travaux se contentent d'analyser la polysémie des termes spécialisés (Rey 1979; Ducrot & Schaeffer 1995; Delavigne & Bouveret 2000; Condamines 2005; Pérez 2016). Dans d'autres études, la monosémie apparaît comme un fait acquis au sein du vocabulaire scientifique (Mellinkoff 1963; Baylon & Mignot 2000; Depecker 2002; Northcott 2014; Paltridge & Starfield 2014); elle a même été remise en question par les diverses théories communicatives de la terminologie (Cabré 1998; Temmerman 2000). Or, la monosémie semble conférer au terme son degré de spécificité en délimitant la plasticité sémantique inhérente à la polysémie. Dans notre présentation, nous nous interrogerons d'abord sur les différentesorigines (morpho-lexicales, référentielles, conceptuelles) d'une éventuelle monosémie des termes afin de montrer les convergences et les divergences entre monosémie et polysémie. Ensuite, nous nous attacherons à faire ressortir dans le cadre du discours juridique les conditions communicatives sous lesquelles les termes acquièrent un véritable caractère monosémique. Enfin, nous montrerons le rôle que peut jouer la monosémie pour l'anglais du droit, notamment à savoir si la délimitation du champ sémantique est un atout pour l'identification, la compréhension et la normalisation des termes contractuels. Selon le thème du colloque «From Far & Wide: The Next 150», nous espérons ainsi faire émerger l'envergure de la monosémie des termes du conveyancing pour les langues de spécialité bien au-delà des confins du domaine spécialisé.

Ramezanali, Nasrin (Western University) nramezan@uwo.ca

Faez, Farahnaz (Western University) ffaez@uwo.ca

Word Retention through Multimedia Glossing: A Mixed Methods Research

Vocabulary development is the most significant aspect of mastering a second/foreign language. There are several approaches for vocabulary instruction, including glossing. Glossing is a context-based technique that represents information on target words via definitions, explanations, synonyms, pictures, sounds, and videos. Glossing can also be used electronically through texts, pictures, audios, videos/animations. Studies on different gloss combinations in multimedia-learning environments have led investigators to inconclusive findings. The present research addressed this gap by examining the effectiveness of multimedia glossing on learners' short and long-term vocabulary acquisition and retention. Drawing on cognitive theory of multimedia learning (Mayer, 2014), this study utilized a mixed-methods approach to investigate which mode of gloss presentation (textual, aural and animation) is effective for vocabulary learning and recollection. Data was collected from 132 intermediate learners' pre/post achievement tests as well as questionnaires and interviews. Four groups of participants (one control and three experimental) received three vocabulary pretests to assess their general vocabulary knowledge and knowledge of the target words. The experimental groups received three glossing modes for instruction. The same tests with different orders were used as immediate and delayed posttests to assess participants' word learning and retention. ANCOVA and paired samples t-test showed that glossing was effective for learners' short-term word retention, and partially effective for their long-term. The dual glossing modes were more effective than single glossing mode. The qualitative findings shed light on participants' perceptions towards modes of vocabulary instruction. Implications for teachers and material developers as well as directions for future research are discussed.

Ravindran, Aisha (Simon Fraser University) aravindr@sfu.ca
Ilieva, Roumiana (Simon Fraser University) rilieva@sfu.ca

Cartographies of desire and affect: A study of international graduates of a TESOL program in Canada

The acquisition of communicative proficiency in English and professional skills are important factors motivating the desire of international students to enroll in universities in theGlobal North (Motha & Lin, 2014). The discourses of desire dominant in TESOL programs often reflecta homogenous concept of the "international student" contrary to the desires manifested by these students who seek the affordances of new academic and social contexts to facilitate incremental personal and professional empowerment. This study highlights the embodied linguistic and physical spaces of these students, who as "desiring-machines" (Deleuze &Guattari, 1983) destabilize the imposition of stable and singular identities as future teachers of English. Drawing on Deleuzian conceptualizations of desire as the intensities and energies generating a productive transformation (Albrecht-Crane 2003; Benesch, 2012; Deleuze and Guattari, 1983), this study maps interview data collected from graduates of a TESOL Masters program designed for international students at a university in Canada. It studies their agentive enactments within the academic and professional assemblages they navigate, their ontological and epistemological liaisons and inter-subjective relationships, and the affordances of these contexts that generate the transformative abilities of affect (Jackson & Mazzei, 2012; Zembylas, 2016), defined by Deleuze as the "becomings that spill over beyond whoever lives through them" (1995, p. 137).Our analysis reveals that the encounters with program content and the relationships with human and non-human encounters create affective and emergent agentive possibilities that evade static representations of professional identities. We conclude with implications for TESOL programs of this study, tracingthe transition experiences of international students as they develop into language teachers and navigate academic and professional contexts in Canada.

Rehner, Katherine (University of Toronto Mississauga) katherine.rehner@utoronto.ca
Lasan, Ivan (University of Toronto) ivan.lasan@mail.utoronto.ca

Expressing and perceiving identity and intentions in a second language

Research on sociolinguistic development by L2 learners has demonstrated a lack of mastery of native speakers' socio-stylistic register markers (cf. Dewaele, 2004; Mougeon, Nadasdi, & Rehner, 2010; Regan, Howard, & Lemée, 2009). Bartning (2009) identifies the development of such skills as the difference between advanced learners and near natives. But how this lack impacts learners' abilities to enact their L2 identity and express their intentions and, in turn, perceive and interpret that of their interlocutor remains under-researched. To address this gap, this mixed-methods study, guided by a Labovian theoretical framework (Labov, 1972), draws on the self-reported abilities in this regard of 38 university FSL learners during semi-directed interviews and via language background questionnaires. Qualitative analysis yielded three groups: learners able to both perceive the identity and intentions of others and express their own, those reporting only the perceptive ability, and those reporting neither ability. Further, learners who provided examples of sociolinguistic variants learned during extracurricular contact were from the first group. Finally, preliminary quantitative analysis revealed a connection between self-reporting both abilities and increased (extra-)curricular exposure.This study sheds light on learners' perceptions of and beliefs about their sociolinguistic abilities and concludes that the limited sociolinguistic agency (van Compernolle & Williams, 2012) of those learners not having developed both abilities prevents them from successfully negotiating their L2 social identity (Norton, 1995). These learners appear to be constrained to the impersonal, collective identity of *L2 learners* with little to no ability to project their personal, individual identities as *L2 speakers*.

Roy, Sylvie (University of Calgary) syroy@ucalgary.ca
Gour, Rochelle (University of Calgary) rochelle.gour1@ucalgary.ca

Les programmes de FSL: un lifting linguistique et culturel pour les étudiants?

Les programmes de français langue seconde (FLS) existent dans toutes les provinces canadiennes. Ils permettent aux jeunes d'avoir accès à une langue seconde ou une langue additionnelle pendant quelques séances par semaine; ce qui est mieux que de n'avoir aucun contact avec le français. Il y a certaines critiques face à ce programme telles qu'il ne donne pas l'occasion aux enfants d'avoir une compétence élevée en français. On veut donc toujours l'améliorer soit en offrant une version plus intensive (Netten et Germain, 2004) ou en changeant la priorité des attentes des programmes d'études (Ontario, Alberta). Notre présentation aura deux buts : 1) nous examinerons les changements qui ont été apportés dans les programmes d'études de deux provinces (Ontario et Alberta) pour mieux favoriser l'apprentissage du français; et 2) à partir d'entrevues et d'observations de classes, nous démontrerons qu'ils existent des enseignants qui donnent le goût aux jeunes de continuer en français et d'apprécier les cultures reliées à ses variétés. Il est possible de miser sur l'apprentissage du français dans les programmes de français langue seconde, surtout si c'est la seule option que les jeunes peuvent choisir.

Safaei, Parisa (Université Laval) parisa.safaei.1@ulaval.ca
Monfared, Reza (Université Laval) reza.rahimpour.1@ulaval.ca
Saif, Shahrzad (Université Laval) shahrzad.saif@lli.ulaval.ca

An Investigation into the Adequacy of English Language Demands of Quebec University Nursing Programs

The objective of this study is to investigate the preparedness of nurses to use English for communication with the English-speaking community in Quebec healthcare contexts. Unlike the previous research that mainly focuseson in-practice nurses' language use (Drolet et al., 2014; Issacs et al., 2011, Stewart et al., 2011), this study targets the content of the undergraduate nursing programs in Quebec Francophone universities. Adopting a qualitative research design, the study investigatesthe extent to which the English language demands of theseprograms are representative of the language knowledge and skills required of nurses when communicating in English. In phase I of the study, theEnglish language tasks promoted by nursing programs were identified through a baseline study of the programs' contents. The nature and extent of English language exposure among nursing students was also explored using an exposure questionnaire. Concurrently, the English language demands of the 17 reserved nursing activities (RNAs, Nurses Act: Section 36, par. 1) that prospective nurses are expected to perform in professional contextswere analyzed. The pertinence of these tasks to the 'nursing activities' was subsequently validated through focus group discussions with selected practicing nurses. The findings of the study point to: (i)inadequate English language training in undergraduate nursing programs, and (ii) a mismatch between the degree and quality of students' exposure to English and the complexity and variation of the linguistic tasks necessary for performing the RNAs in English. The conclusions of the study along with their implications for the language content of nursing programs are discussed.

Salvato, Giuliana (University of Windso) gsalvato@uwindsor.ca

The impact of context of learning on the perception of body language in learners of Italian

The aim of this study is to investigate the perception of body language in speakers of Italian situated in two learning settings. We asked the opinion of Italian language classes in Italy, the target language community, and of Italian language classes in Canada, the foreign context. Besides the difference of settings, this study compares teachers' vs. students' perception of body language and of Italian gestures. This study addresses an area that is still open to further investigation, specifically the reasons why the pedagogy of Italian, a gesture-rich language, dedicates little attention to target nonverbal structures. This situation limits the understanding of the functions and meanings of nonverbal behavior and perpetuates stereotypical views.In order to contribute new insights into this topic, we distributed a questionnaire to about 200 students in different levels of proficiency and to their instructors. The questionnaires asked what role the participants attributed to body language in Italian communication and whether they interpreted it as a pedagogical tool only or as a linguistic and cultural trait as well. The questionnaires also included six Italian gestures that were to be interpreted in relation to the participants' background languages and to six mini-dialogues randomly organized on paper. This presentation offers a first analysis of the data, which suggests that context of learning and the dichotomy teachers vs. students are important variables to account for in the examination of the cultural, communicative and pedagogical functions of body language in Italian language classes.

Sarkeshikian, Amir (Department of English, Qom Branch, IAU, Qom, Iran) sarkeshikian@qom-iau.ac.ir
Memarian, Monireh (Department of English, Qom Branch, IAU, Qom, Iran) dmemarian@gmail.com

Developing and validating a self-regulatory listening strategies questionnaire (SLLSQ) in an EFL context

This study was aimed at developing and validating a self-regulatory listening strategies questionnaire (SLLSQ) in order to measure the degree of EFL listeners' use of self-regulatory listening strategies. Initially, 94 items were developed based on theoretical construct of self-regulation, as proposed by Pintrich (2004). Afterward, the initial version of the instrument was expert-wised to ensure its content validity. Then, it was piloted to 30 Iranian EFL learners. The reliability analysis showed that the scale had good internal consistency (α = 0.89). In the next step, the questionnaire was administered to 200 Iranian EFL learners. In order to determine the underlying structure of this multi-dimensional instrument, a series of exploratory factor analyses principal axis factoring method were conducted. The result showed that 67 items of self-regulatory listening strategies questionnaire loaded on four factors. Moreover, the summed factor scores of all subscales were factor-analyzed using principal axis factoring method. The results revealed the presence of one factor with eigenvalue exceeding 1, explaining 55.8% of the total variance. The findings of this exploratory study call for further research into the latent factors underlying the construct of self-regulation listening strategies in other EFL context.

Sharma, Bal Krishna (University of Idaho) balsharma@uidaho.edu

Intercultural communication skills in the new economy of international tourism

Changes in the new work order have valorized both discursive practices in the workplace as well as suggested teaching and learning of specific communicative resources that help language workers meet the demands of the global economic market. In this presentation, I provide ethnographic details and discourse analysis from an intercultural communication training course in Kathmandu, Nepal in order to investigate what kinds of registers and communicative practices Nepali tour guides are socialized into as part of the development of their professional competence. The findings show that these training courses largely reproduce and reinforce market-oriented communicative practices in order to effectively sell tourism as an object of material exchange in the market. Training discourses emphasize the commodity value of multilingual skills over monolingual skills and they subtly question the taken-for-granted role of English as a global lingua franca, regimenting Chinese as a language of financial gain in Nepal's late capitalist tourism market. I argue that the nature of relationship between the "first world" tourists and the "third world" tourism workers as velorized in the training courses can be interpreted from a perspective of masculine caring in a professional context. The commodification of (multilingual) communication in tourism workplaces is also in some sense the commodification of these workers' servile persona. While tourist-guide relations may vary across individuals, asymmetrical power relations and hierarchies channeled through service and care produce a culture of servitude that is inexorably intertwined with the availability of low-paid, loyal multilingual tourism workers in a "third world" context.

Simard, Daphnée (Université du Québec à Montréal) simard.daphnee@uqam.ca
Molokopeeva, Tatiana (Université du Québec à Montréal) molokopeeva.tatiana@courrier.uqam.ca
Nader, Marie (Université du Québec à Montréal) nader.marie@courrier.uqam.ca

Mémoire de travail complexe non-verbale et connaissances grammaticales et lexicales en L2: quelle relation?

La *mémoire de travail* (MdeT), à savoir le système à capacité limité responsable de l'emmagasinage temporaire et de la manipulation de l'information (Baddeley, 2012), est mesurée au moyen de *tâches d'empan simples* (TES) (emmagasinage de l'information; ex : mémorisation de sons non-familiers) et *complexes* (TEC) (emmagasinage et manipulation simultané de l'information; ex : lecture de phrases et mémorisation du dernier mot de chacune). Dans la recherche en L2, en particulier, la MdeT a été mesurée à l'aide de TEC verbales (p.ex., Alptekin & Erçetin, 2009, 2011; Lee, 2014; Martin & Ellis, 2012) et de TES numériques (p.ex., Harrington & Sawyer, 1992). De façon générale, les résultats montrent une contribuent significative de la MdeT à différentes mesures de compétence langagière (voir Linck et coll., 2014). Cependant, à notre connaissance, la MdeT n'a jamais été mesurée à l'aide d'une TEC numérique dans ces études. Considérant que la MdeT est de nature non-spécifique relevant d'une capacité générale mesurable au moyen de tâches non verbales (Turner & Engle, 1989), des résultats similaires à ceux obtenus de mesures TEC verbales devraient être observés. Nous avons vérifié cette hypothèse en examinant la contribution de la MdeT, mesurée à l'aide d'une TEC numérique (Oakhill et coll., 2011), aux connaissances grammaticales et lexicales (test standardisé) de 55 adultes apprenants du français L2. Les résultats révèlent que bien que toutes les tâches sont corrélées, l'analyse de régression ne montre qu'une seule contribution de la MdeT aux connaissances grammaticales. Les résultats sont discutés à la lumière des études antérieures

Slavkov, Nikolay (University of Ottawa) nikolay.slavkov@uottawa.ca

Family Language Policy Perspectives on Bilingualism and Multilingualism in Ontario

This study examines family language policy and educational choice as two interconnected variables with a strong differential impact on a child's early development as a monolingual, bilingual or multilingual speaker. It draws on socialization and parental beliefs/attitudes theoretical frameworks (De Houwer 1999, 2009; Lanza 2007; Ochs and Schieffelin 2011; Schieffelin and Ochs 1986) and focuses on Ontario, where English is the majority language, options for French medium instruction exist at schools, and various minority/heritage languages are spoken at homes. A mixed methods approach (questionnaire with over 150 families and follow-up interviews with a subset of 20 families) was used to collect data on home language choice patterns (De Houwer 2003; Yamamoto 2001), as well as parental attitudes, socialization practices, and language of schooling. The results offer a taxonomy of complex strategies for combining household and educational resources that lead to 5 distinct language development pathways:

1) *Monolingual Pathway 1O: Official (majority) language only*
2) *Bilingual Pathway 1O+1H: Official (majority) language plus a Heritage language*
3) *Bilingual Pathway 2O: Two Official languages*
4) *Multilingual Pathway 2O+1H: Two Official languages plus a Heritage language*
5) *Other Multilingual Pathways*

A statistical analysis reveals that language of schooling has a stronger connection to a child's specific pathway than home language socialization; however, qualitative results indicate that households with well-defined family language policy can still place children on multilingual pathways. Overall, the study indicates that the Canadian context offers good opportunities for multilingual acquisition if parents select non-overlapping/complementary strategies for home and school language.

Sobhanmanesh, Alireza (University of Ottawa) asobh045@uottawa.ca

The Environmental Complexities of ESL Learners' Classroom Engagement

Recent studies in positive psychology have viewed learner engagement as dynamic shaped by moment-by-moment interactions of learners with their environment (Shernoff et al., 2016; Dewaele & MacIntyre, 2016). However, these studies only examine the immediate classroom environment and the broader environment outside the classroom is neglected. Aiming to address this gap, the researcher observed an ESL class throughout a semester in a Canadian college. To understand the effects of the environments inside and outside the classroom, the learners' (n=10) cognitive and emotional states were assessed before and after each class using the Optimal Learning Environments Survey (Shernoff et al., 2016), which includes scales on environmental challenge (e.g., task concentration and difficulty), support (e.g., peer support, mood and affect) and engagement. Moreover, semi-structured interviews were conducted in the middle and at the end of the semester.The results showed significant variations in learners' cognitive and emotional states before and after the class. Multiple regression analyses indicated that environmental support had the strongest effect on learner engagement which attests to the importance of emotional factors in shaping learner engagement. The data also show the outside environment to interact with the classroom environment in interesting ways. A positive mood originating outside helped learners better adjust to the challenge of the task and overcome their classroom anxiety even when the classroom environment was not ideal. However, ideal levels of classroom environmental challenge and support only helped learners overcome low to moderate levels of negative affect originating in the outside classroom environment. Details of the relationships and contributions to teacher education and engagement research are discussed.

Takam, Alain (University of Lethbridge) alain.takam@uleth.ca
Fasse, Innocent (University of Douala) fasse_mbouya@yahoo.fr

English and French Bilingual Education in Cameroon: the bottom top approach or the policy of no policy?

Cameroon, host to around 280 local languages and two European official languages (English and French) plus Pidgin English, has been struggling since the 1960s to achieve official bilingualism (OB) for national integration and unity. The OB policy implies that each citizen should learn and use both official languages. The greatest means used by the state to implement this language policy has been formal education. However, the failure or mitigated results of State's initiatives to yield truly bilingual citizens through education (Tchoungui 1982, 1983; Tadadjeu 1990; Kouega 1999; Mbangwana 2002; Ayafor 2005; Echu 2005; Simo Bobda 2006; Takam 2007, 2012; Fasse 2012; Echu & Ebongue 2012) led to a resurrection and fast dissemination of a defunct education programme launched by the State in 1963 and which consisted of a dual-medium (English and French) and dual-curriculum (Anglo-Saxon and French curricula) programme offered to a handful of selected Cameroonians. The many obstacles of this atypical and complex programme led the state to stop the experiment. In 1989, an equivalent programme was launched in two private primary schools (Horizon and Royal Bilingual Schools in Douala) and, nowadays, dozens of such primary schools do the same nationwide without any official recognition. This study examines state's tolerance of this very demanding but fast spreading programme operating outside the country's primary education curricula and pedagogic requirements among other issues but which seems so attractive to parents. Ultimately, the study underscores the fact only Cameroon State's bottom top approach to language policy in education or the policy of no policy can breed such peculiar education programmes which warrant urgent consideration for the benefit of pupils and parents.

Tanaka, Takako (Doshisha University) taktanak@mail.doshisha.ac.jp
Akamatsu, Nobuhiko (Doshisha University) nakamats@mail.doshisha.ac.jp

Relationship between L1 and L2 reading motivation and proficiency: cases of EFL university students in Japan

Contrary to numerous studies on L2 motivation in Second Language Education, L2 reading motivation is a rather unexplored field of research. Previous studies have generally identified factors underlying L2 reading motivation (e.g., Takase, 2007), and have rarely considered them in relation to L2 reading proficiency. As an exception, Kim (2011) found that scales of Intrinsic and Avoidance were significantly different depending upon the participants' proficiency. This study aims to investigate the relationship between L1 and L2 reading motivations in relation to the learner's L2 proficiency. Six hundred and sixty-four 1st year undergraduates—all English majors—participated in the study; they were grouped into 3 levels (high, middle, low) according to their TOEFL-ITP, Reading scores. The questionnaire employed is developed using the motivational constructs established by L1 reading researchers (e.g., Wang & Gutherie, 2004) and those of L2 (e.g., Mori, 2002). Descriptive statistics was used to describe the basic features of the data and a factor analysis was applied to find how many factors were involved in this study. Following them, to investigate the relationship among each group's L1 and L2 reading motivation in relation to their English-L2 proficiency, a mixed designed of one-way analysis of variance (ANOVA) was employed for each, which was followed by multiple comparison tests. Results indicate that L2 reading proficiency is significantly different in several factors such as Intrinsic and Challenge in L1 reading and Intrinsic, Challenge, Avoidance, and Utility. The study contributes to a more understanding of the issue and provides pedagogical implications for teachers.

Taylor Reid, Kym (Concordia University) kym.taylor.reid@gmail.com
Trofimovich, Pavel (Concordia University) pavel.trofimovich@concordia.ca

The kindergarten effect: Enhancing adult L2 learners' willingness to communicate

One of the biggest challenges for second language (L2) learners is finding the confidence to communicate with native speakers, and the construct of willingness to communicate (WTC) is often at the center of this challenge. One example of a supportive environment for improving learners' WTC is a kindergarten classroom, where children acquire group communicative and social skills. The goal of this longitudinal comparative case study was to examine the impact of this context on adult L2 learners' WTC. Participants included four Chinese university students studying in the US, two of whom attended a kindergarten classroom for five weeks (30 hours) while all four continued university ESL instruction. All students were pre-and post-tested using a WTC scale and evaluated through weekly language use logs. The target participants were also evaluated through classroom observations, daily journals, and exit interviews with their university professors, which were both coded for further analysis. Results revealed a positive impact on the students' WTC extending to their L2 use outside kindergarten (3.3-20.0% increase in overall WTC),including increased WTC in the university classroom (as reported by instructors)and substantial growth in social language use (as reported in language use logs), with the kindergarten environment cited in the participant journals as the primary catalyst for improvement. Results also showed an increase in the quality of communication (e.g., more sustained, more diverse interlocutor contact). Findings support the importance of nonthreatening communities of practice as vehicles for increasing WTC.

Taylor Reid, Kym (Concordia University) kym.taylor.reid@gmail.com
Trofimovich, Pavel (Concordia University) pavel.trofimovich@concordia.ca
O'Brien, Mary (University of Calgary) mgobrien@ucalgary.ca

Can comprehensibility and accentedness ratings be influenced by social attitudes?

Comprehensibility and accentedness are widely researched concepts in second language (L2) speech learning. Comprehensibility refers to listeners' perceptions of how easily they understand L2 speech, whereas accentedness encompasses listeners' judgments of how nativelike L2 speech sounds. For listeners, these constructs are partially independent (Derwing & Munro, 2009). While accent is often limited to phonological dimensions of L2 speech, comprehensibility is also associated with its lexical and grammatical aspects (Trofimovich & Isaacs, 2012; O'Brien, 2014). However, in addition to linguistic dimensions of L2 speech, various social variables (e.g., attitudes, stereotypes, beliefs) can impact listeners' linguistic behaviors (Lindemann & Subtirelu, 2013), including comprehension (Rubin, 1992) and accuracy (Paladino et al., 2009). Therefore, this study investigated whether social factors, operationalized as an interlocutor's positive or negative statements about L2 speakers' linguistic abilities, affected how listeners evaluate L2 comprehensibility and accentedness. For this study, 20 native English-speaking Quebec residents listened to picture narratives recorded by 40 Quebec French speakers of L2 English representing a range of proficiency levels. Listeners evaluated each speaker for (a) comprehensibility and accentedness and (b) segmental and intonation accuracy and perceived fluency using 1000-point sliding scales. Immediately before the rating task, half of the listeners heard critical comments while the other half heard positive comments about Quebec French speakers' English language skills. The results, which suggest subtle effects of social attitudes on listener perceptions of L2 speech, have implications for our understanding of the constructs of comprehensibility and accentedness and of the role of listener factors in L2 speech ratings.

Thibeault, Joël (Université de Régina) joël.thibeault@uregina.ca
Fleuret, Carole (Université d'Ottawa) cfleuret@uottawa.ca
Bangou, Francis (Université d'Ottawa) fbangou@uottawa.ca

Quand on enseigne la lecture pendant l'été : portrait longitudinal des pratiques déclarées d'enseignants qui prennent part à des programmes estivaux en littératie dans la province de l'Ontario

Si l'enseignement de la langue écrite est souvent associé au contexte scolaire, un nombre important de chercheurs (Kim et Quinn, 2013; Padgett, 2010) s'intéressent aujourd'hui à l'implantation de programmes parascolaires qui visent, entre autres, le développement de compétences en littératie chez les apprenants. C'est dans cette perspective que le *Council of Ontario Directors of Education* et le secrétariat en littératie du ministère de l'Éducation de l'Ontario, faisant face aux défis liés à l'apprentissage du français en contexte de minorité linguistique, ont mis en place des programmes d'été ayant pour mission d'appuyer les élèves à risque en lecture. Pour s'assurer de la pertinence et de l'efficience de cette initiative, ces deux organismes nous ont également invités, sur une période de trois ans, à mener une étude mixte rendant compte des effets de ces programmes sur l'apprentissage des élèves et des pratiques adoptées par les enseignants qui y œuvrent. Dans le cadre de cette présentation, nous nous arrêterons sur cette seconde dimension et mettrons en évidence les résultats d'analyses qualitatives qui témoignent des pratiques déclarées de l'ensemble des praticiens qui ont œuvré au sein de

ces programmes pendant les trois années de notre étude longitudinale. Les résultats nous indiquent que les enseignants focalisent leurs interventions sur la conscience phonologique et les stratégies de lecture, ce qui nous parait normal compte tenu de l'âge des élèves. Par contre, et dans la mesure où un grand nombre d'élèves possèdent une autre langue d'origine que le français, ces résultats nous apprennent aussi que seul le français est valorisé au sein des programmes d'été ; cet état de fait nous éloigne de l'avancée des recherches en didactique des langues, qui promeuvent le répertoire langagier des élèves comme fondement à l'apprentissage de la langue seconde (Auger, 2013; Cummins, 1979).

Tweedie, Gregory M. (University of Calgary) gregory.tweedie@ucalgary.ca

Listening instruction for ESP: Exploring nursing education where English is a lingua franca

While hospital settings demand exceptional communicative precision for patient care, scenarios where English is used as a lingua franca present particular challenges. International patterns of labour migration move healthcare workers across a global market, and with English the default language of medical professionals, interactions with English as a lingua franca are everyday occurrences in healthcare contexts. This study, conducted among trainee nurses for whom English is an additional language, considered the intelligibility of English varieties with respect to patient safety, through measurements of utterance recognition, comprehension and interpretability of a healthcare scenario. Results indicated perceived intelligibility generally aligned with actual intelligibility; however, areas of misalignment were on matters of critical import to patient safety. In addition, views of senior nursing instructors were explored through semi-structured interviews; all deemed patient safety in the scenario under study to be threatened by issues of intelligibility, particularly at phonological and lexical levels. Results point toward inclusion of interactive, authentic listening, and content-specific vocabulary instruction as critical components of language curriculum in nursing education contexts where English serves as a vehicular lingua franca.

Valeo, Antonella (York University) antvaleo@yorku.ca
Barkaoui, Khaled (York University) kbarkaoui@edu.yorku.ca

Providing Written Feedback in the ESL Classroom: Teachers' Conceptions and Practices

Feedback on student writing occupies a great deal of time and energy for teachers in language classrooms. The decisions teachers make about what feedback to provide, how and when to provide feedback are mediated by their conceptions about language learning and teaching as well as the contexts in which they work (Ferris, 2014; Lee, 2008). In this study, a case study approach was adopted to examine the writing feedback practices and language learning and teaching conceptions of 9 ESL teachers of adults in three teaching contexts in Canada: immigrant settlement programs, university academic preparation programs, and undergraduate credit-bearing ESL programs. Each teacher was interviewed about his/her educational and professional background and experiences, as well as their conceptions about learning and teaching writing and the roles and functions of writing feedback. Using samples of students' papers with teacher feedback, teachers described the rationale, considerations, and processes they drew on to provide feedback on each paper. Data analysis examined teachers' reasoning and decisions when providing feedback and the factors that influenced their feedback practices, including their conceptions concerning the nature of writing and learning, and external factors and constraints in their instructional settings. Findings suggest that teacher conceptions significantly shape the ways in which they choose to address multiple dimensions of feedback in the classroom and that these conceptions and practices are mediated by their engagement with specific aspects of their professional contexts. Discussion will highlight implications for language teacher education and development, as well as design and support for classroom practices.

Van Viegen Stille, Saskia (Simon Fraser University) saskia_stille@sfu.ca
Jang, Eunice (University of Toronto) eun.jang@utoronto.ca
Sinclair, Jeanne (University of Toronto) Jeanne.sinclair@mail.utoronto.ca
Park, Gina (University of Toronto) parkzina@hotmail.com
Vincett, Meghan (University of Toronto) megan.vincett@mail.utoronto.ca

Conceptualizing and developing reading resilience among adolescent immigrant students in secondary education

Adolescent literacy learning has become a topic of concern among educators at the secondary level (Moje & Tysvaer, 2010; Schleppegrell & O'Hallaron, 2011; Shannahan & Shannahan, 2008), particularly to support newcomer students who are developing academic language and literacy skills across the curriculum. The purpose of the present study was to identify and determine relationships among key intrapersonal and environmental factors contributing to transforming adolescent immigrants' struggles with reading toward developing reading resilience. The proposed paper reports findings from the second phase of a two-year, mixed method study in Ontario, Canada, involving thirteen educators at the secondary level and 182 students, focusing specifically on students' responses to an online self-reflection instrument, called the *Adolescent Reading Resilience Reflection Tool (AR3T)*, student and teacher interviews and classroom observations. Analysis of these data suggest students' struggles with literacy comprise both internal processes unique to individual students and responses to external challenge. Notably, we found that adolescent immigrant students may face challenges sustaining literacy engagement. Moving beyond a conceptualization of struggling with literacy as not just an individual characteristic, but a sociocultural and situated literacy practice relating to other students, teachers, families, and communities, we propose an analytic framework for struggling readers that envisions resilience; whereas every student struggles with literacy, some students persist whereas others may give up. The paper concludes with implications relating to how educators might support adolescent immigrant students to persist in engaging with literacy challenges, and how reading resilience might be developed as an outcome of instruction.

Vasilopoulos, Gene (University of Ottawa) evasi026@uottawa.ca

Plagiarism Becoming: Transformations in International Students' and Teacher's Conceptualizations of Appropriate Sourcing in Academic Writing

The presentation explores how teachers and students perceptions of plagiarism transform through the instruction/production of a source-based essay. As part of doctoral dissertation on second language writing, plagiarism, and the use of technology in academic writing, participants included three international students enrolled in an Academic Bridging Program at a large Canadian university and their course instructor. This project focused on the production of a 800-1000 word source based essay, a new course requirement implemented in recent curriculum reform emphasizing plagiarism prevention. Data was collected through multiple methods: 1) interviews with the instructor and the students; 2) in-class observations of lessons related to the writing of a source-based essay; 3) screen capture screencast recordings include webcam video/audio of the student writer working on the

source-based essay; 4) documents referred to by the student in the production of the essay; and 5) participant audio journals related to preparing the essay. Data analysis followed the Deleuzian-inspired methodology of rhizoanalysis to emphasize unique singularities in teacher/student perceptions and practices as well as to highlight the movement between individual student/teacher conceptualizations of what does (not) constitute plagiarism. Mapping of the data shows the concept of plagiarism transforms and is transformed through teacher/student practice. Pedagogical implications derived from the data are put forward along with theoretical considerations that may better align conventional treatment of plagiarism with the complexity of EAP teaching/learning and in a digital age.

Watanabe, Yuko (University of British Columbia) yukowb@yahoo.com

Talking to oneself and a peer during independent and collaborative writing: University English learners' verbal scaffolding processes

The use of collaborative tasks in a second language (L2) classroom has been supported theoretically and empirically. Theoretically, the benefits of peer-to-peer tasks are underpinned by Swain's work on the importance of collaborative dialogue (2002) as a source for L2 learning. Nevertheless, studies on collaborative versus individual tasks to date have demonstrated mixed results. While some studies reported the benefits of collaborative tasks, others found no differences between them. Since previous studies typically compared collaborative and individual tasks in terms of text quality alone, the present study focused on the process of writing. The research question addressed is how collaborative and individual writing tasks generate L2 learners' language-related episodes, and how they use dialogue as a scaffolding tool to mediate their writing. Data were gathered from 20 university students in an English writing class in Japan. The students performed a composition task twice –in pairs and independently. During independent writing, students were encouraged to speak aloud to themselves while writing, but they were not required to do so. I analysed their pair dialogue and speech for self (i.e., encouraged private speech) during independent writing in terms of a frequency, type and resolution of language-related and scaffolding episodes. The findings indicated similar trends for both collaborative and independent contexts in that both pairs and individuals used verbal scaffolding to mediate their composition processes. A closer examination, however, provided support for the use of collaborative writing, which may offer andstimulate more variedopportunities to provide and receive scaffolding while writing.

Waterhouse, Monica (Université Laval) monica.waterhouse@lli.ulaval.ca
Barros Santiago, Célia Aparecida (Université Laval) celia-aparecida.barros-santiago.1@ulaval.ca

Vignette-based Questionnaires for Studying Affect in ESL classrooms

This presentation describes the development and piloting of an online vignette-based questionnaire to study teachers' responses to affective/emotional events in adult immigrant ESL classrooms in Quebec and Ontario. The project aligns with the recent "affective turn" in language acquisition research which is producing studies situated in psychocognitive and social perspectives (Pavlenko, 2013). Our study contributes to this emerging work, but represents a theoretical departure in its use of Affect Theory to conceptually distinguish emotions and affects. Affect Theory replaces "the conventional question of what emotions are with what emotions do" in classrooms (Benesch, 2012, p.5). In the absence of instruments to study affect within this particular theoretical framework, we developed one and opted for a vignette-based questionnaire. Tierney (2011) convincingly argues that vignettes offer an effective way to elicit teacher responses about events that are not easily observable or that deal with potentially sensitive topics; both characteristics apply to the affective dimensions of classroom life. We also draw general insights about online questionnaire construction and administration from Dörnyei (2010). We address key decisions about: vignette development; how to prompt teachers to respond; questionnaire administration; analysis of qualitative vignette-response data; and challenges encountered. While the use of vignettes to report research findings in narrative inquiry is well established, their use as a *data collection technique* is less common in educational research and almost unheard of in applied linguistics. Thus vignette-based questionnaires offer an innovative research tool which is appropriate to an emerging field of study – emotions and affects – in language education.

Yabuki-Soh, Noriko (York University) nyabuki@yorku.ca

Deictic expressions found in written narratives in English and Japanese

This study examined, taking a cognitive linguistic approach, the use of deictic expressions that appeared in some literary works in English and Japanese. In describing a story, the narrator decides from what viewpoint the given events are told, and there are preferred deictic expressions that may differ between two languages. Motion verbs (e.g., "go" *iku* and "come" *kuru*) and donatory verbs (e.g., "give" *ageru*/*kureru* and "receive" *morau*) are two areas in which the notion of deixis is especially significant. The prototypical construal in English is to take an objective stance, whereas Japanese is often considered to be a subjectivity-prominent language and the narrators immerge themselves into the scene when describing a given event (Ikegami, 2005). Few studies, however, have compared such differences of deictic expressions between English and Japanese narratives. This study analyzed the types and frequency of motion and donatory verbs found in an English novel and its Japanese translation, as well as a Japanese novel and its English translation. The results suggest that in English texts, the authors tend to shift their viewpoint from character to character mainly by having the agent of an action as the subject of a sentence and choosing its verb accordingly, while in Japanese texts, the authors place the viewpoint on the main character in choosing motion and donatory verbs. Based on these findings, the study makes pedagogical suggestions as to how L2 learners of English and Japanese could utilize the notion of narrative viewpoint when describing a story in their target language.

Zavialova Alisa (Carleton University) alisa.zavyalova@gmail.com

An emerging pedagogical approach to teaching pragmatic formulas

Current approaches to the teaching of speech acts do not pay enough attention to pragmatic formulas (i.e., formulaic expressions relevant to speech acts) despite their important role in successful speech act realization (Bardovi-Harlig, Rose, & Nickels, 2008). At the same time, formulaic language pedagogy mainly involves awareness-raising and lacks techniques engaging deeper cognitive processing (Boers & Lindstromberg, 2009) as well as more structured and controlled activities to help learners make form-meaning connections. This paper suggests a pedagogical approach that incorporates several strategies of teaching pragmatic formulas for enhancing second language pragmatic competence. The author describes a five-hour course taught by her over a two weeks period to four intermediate ESL students enrolled in one of the Language Instruction for Newcomers to Canada (LINC) programs in Ottawa. The two main objectives of the five-hour course were:
1. To explore the ways in which L2 pragmatic competence may be fostered by teaching refusal and thanking pragmatic formulas;

2. To illustrate how such instruction can be made more effective by combining a number of more refined teaching techniques, in addition to simple awareness-raising.

The course consisted of such components as consulting a previously collected corpus of refusal and thanking pragmatic formulas (Zavialova, 2016); metapragmatic discussions and speech act analysis; drawing learners' attention to pragmatic formulas in context; and practice in negotiation of communicative meaning by engaging in role-plays. The paper concludes with a general discussion on potential implications of the suggested pedagogical approach for second language teaching and learning.

LES PROFESSEURS MEMBRES DU GROUPE SONT :

Francis Bangou (directeur)
Stephanie Arnott
Douglas Fleming
Carole Fleuret
Marie-Josée Vignola

THE FACULTY MEMBERS OF THE GROUP ARE:

Francis Bangou (director)
Stephanie Arnott
Douglas Fleming
Carole Fleuret
Marie-Josée Vignola

uOttawa | EDUCLANG

Groupe de recherche en éducation et langues – EducLang

Le groupe de recherche EducLang vise à contribuer à l'avancement des connaissances associées aux langues, à leur enseignement et à leur apprentissage.

Il a aussi pour vocation de disséminer au Canada et dans le monde, en français et en anglais, la recherche menée sur le sujet au sein de la Faculté d'éducation de l'Université d'Ottawa.

NOTRE PROGRAMME DE RECHERCHE S'ARTICULE AUTOUR DE CINQ AXES :

1. Technologies et enseignement/apprentissage des langues
2. Le français langue seconde dans les écoles canadiennes
3. L'équité en anglais langue seconde
4. Contextes plurilingues, interculturalité et français langue de scolarisation
5. Formation des enseignants de français langue seconde

Research group in Education and Languages - EducLang

EducLang is a research group advancing knowledge on languages and education, including language teaching and learning.

It also seeks to disseminate research conducted at the University of Ottawa Faculty of Education throughout Canada and the English—and French-speaking worlds.

OUR RESEARSH PROGRAM FOCUSES ON FIVE AREAS:

1. Technologies and Language Education
2. School-based French as a Second Language Education in Canada
3. English as a Second Language and Equity
4. Plurilingual Contexts, Interculturality, and French as a Language of schooling
5. French as a second language Teacher Training.

SYMPOSIUM JEAN-PAUL DIONNE SYMPOSIUM

Site web/Website — www.educlang.ca
Facebook — Educlang
Twitter — #educlang

uOttawa
Faculté d'éducation
Faculty of Education

Feb 10, 2017

Devenez enseignants et enseignantes!

au *Werklund School of Education* de *l'Université de Calgary*

Le *Werklund School of Education* propose des cours en français dans le cadre de la formation des enseignants et des enseignantes (BEd). Nos cours de spécialisation sont conçus pour vous préparer à enseigner dans divers programmes en français, soit le français langue seconde (FSL), l'immersion française ou pour les écoles francophones. Vous aurez l'occasion de discuter des méthodes d'enseignement et de pédagogies pour enseigner le français ou pour enseigner les matières en français.

Stages en français : Une fois inscrit dans le programme, vous pourrez profiter de 4 stages dans des écoles où l'on enseigne en français – ce qui vous donnera 20 semaines d'expériences nécessaires à ce milieu.

Cours en anglais : En plus de la spécialisation en français, vous aurez des cours en anglais sur différents sujets tels que les liens entre l'enseignement et l'apprentissage, l'inclusion et la différentiation, l'évaluation, et sur le développement professionnel. Tout ceci pour vous donner une préparation bilingue de qualité supérieure !

Pour de plus amples renseignements, veuillez contacter le bureau *Undergraduate Programs in Education :* *upe@ucalgary.ca* *ou téléphonez au 403-220-5639 ou pour des questions en français : Dr Sylvie Roy,* *syroy@ucalgary.ca*

BACHELOR OF EDUCATION @ WERKLUND

SEMESTRE I

Issues in Learning & Teaching

STEM

Pragmatics of Teaching & Learning

Literacy, Language & Culture

Stage 1

SEMESTRE II

Individual Learning

Diversity in Learning

Assessment

Spécialisation I : Français

Stage 2

SEMESTRE III

Interdisciplinary Learning

Ethics and Law in Education

FNMI History, Education & Leadership

Spécialisation II: Français

Stage 3

SEMESTRE IV

Elem/Sec Curriculum I

Elem/Sec Curriculum II

Professional Development & Lifelong Learning

Stage 4

MEd Interdisciplinary Program

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

Ce programme examinera les recherches récentes sur l'enseignement et l'apprentissage 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 construction d'une identité ilingue et multilingue, de la planification des tâches et évaluation ainsi que le leadership dans un contexte 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 suijects such as math, science, FLA and social studies in French Immersion can prove to ie a challenge for those working in schools where students have different linguistic and cultural iackground. In addition, some teachers require L2 pedagogical training for teaching content which requires additional knowledge over and aiove 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 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 iy making deep connections to recent research. Graduate students will examine specific aspects of French language learning and pedagogy in order to iroaden 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 ie 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 ie used toward the MEd Interdisciplinary degree route as either a Graduate Certif a te (Step 1) or Graduate Diploma (Step 2).

Multidisciplinary Approaches in Language Policy and Planning

Ontario Institute for Studies in Education | University of Toronto | August 24–26, 2017
https://wordpress.oise.utoronto.ca/lpp2017/

Canadian Association of
Second Language Teachers

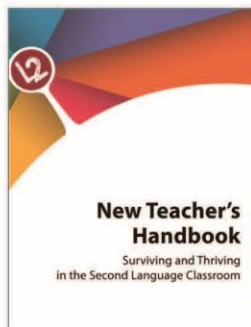Association canadienne des
professeurs de langues secondes

CASLT/ACPLS

New Teacher's Handbook: Surviving and Thriving in the Second Language Classroom
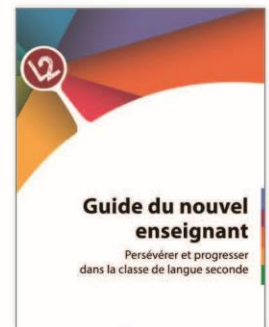
ISBN: 978-1-988198-02-6

$35.00 (non-member)

$21.00 (member)

New Teacher's Handbook
Surviving and Thriving
in the Second Language Classroom

Guide du nouvel enseignant : persévérer et progresser dans la classe de langue seconde

ISBN: 978-1-988198-03-3

35,00 $ (non-membre)

21,00 $ (membre)

Guide du nouvel enseignant
Persévérer et progresser
dans la classe de langue seconde

Purchase online at | Procurez-vous-le en ligne au **www.caslt.org**
Prices are subject to change without notice | Les prix peuvent changer sans préavis

FORMATION ET RECHERCHE EN LINGUISTIQUE APPLIQUÉE À L'UNIVERSITÉ DE REGINA
APPLIED LINGUISTICS TRAINING AND RESEARCH AT THE UNIVERSITY OF REGINA

FORMATION / *TRAINING*

- Baccalauréat en éducation française (Le Bac)
- Maîtrise en éducation française (MEd)
- Baccalauréat ès arts en études francophones et interculturelles (BA)
- Maîtrise ès arts en études francophones et interculturelles (MA)
- Master's Certificate in Teaching English to Speakers of Other Languages (TESOL)

RECHERCHE / *RESEARCH*

- Centre canadien de recherche sur les francophonies en milieu minoritaire (CRFM)

À travers la Faculté d'éducation et La Cité universitaire francophone, l'Université de Regina offre non seulement des programmes de formation à l'enseignement, mais 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 offers training related to language acquisition but also encourages research in the areas of applied linguistics and Francophones in minority contexts.

University of Regina   La Cité UNIVERSITAIRE FRANCOPHONE   Faculty of Education University of Regina

uregina.ca   lacite.uregina.ca   uregina.ca/education

LE CONGRÈS 2018 DES SCIENCES HUMAINES SE TIENDRA À L'UNIVERSITÉ DE REGINA, DU 26 MAI AU 1ER JUIN 2018.

THE CONGRESS 2018 OF THE HUMANITIES AND SOCIAL SCIENCES WILL BE HOSTED BY THE UNIVERSITY OF REGINA, FROM MAY 26 TO JUNE 1, 2018.

Come honour the differences that make us stronger. Gather with us at Congress 2018.

Nos différences font notre force, venez les célébrer. Participez au Congrès 2018.
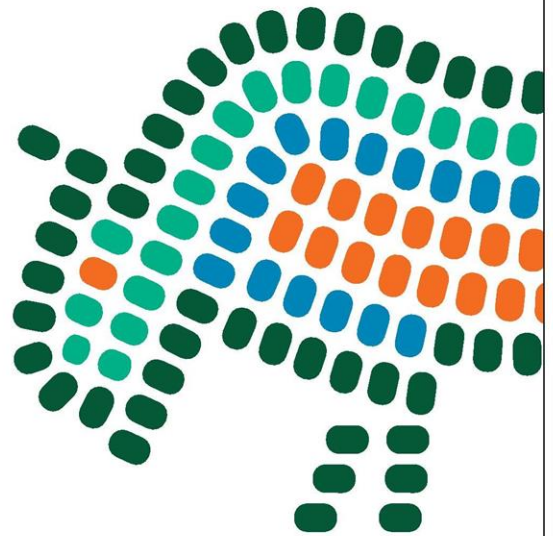
congress 2018 OF THE HUMANITIES AND SOCIAL SCIENCES **Gathering diversities**

congrès 2018 DES SCIENCES HUMAINES **Diversités convergentes**

May 26 mai – June 1 juin | Regina, Saskatchewan

FEDERATION FOR THE HUMANITIES AND SOCIAL SCIENCES | FÉDÉRATION DES SCIENCES HUMAINES   University of Regina

Join the conversation on Twitter by following @UofRegina.

Pour poursuivre la conversation sur Twitter, suivez @UofRegina

www.congress2018.ca
www.congres2018.ca

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

WWW.UNB.CA/L2

UNB | Education
EST. 1785
UNIVERSITY OF NEW BRUNSWICK
Fredericton

Funded by the Government of Canada

Financé par le gouvernement du Canada

Canada

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/

PÉDAGOGIE DE L'IMMERSION FRANÇAISE

McGill

FRENCH IMMERSION

B.Ed. Kindergarten/Elementary
Pédagogie de l'Immersion Française

Certificat d'études supérieures en
pédagogie de l'immersion française

mcgill.ca/dise/progs/kelempif

mcgill.ca/dise/grad/gcertesl

SFU CENTRE FOR ENGLISH LANGUAGE LEARNING, TEACHING AND RESEARCH

The Centre for English Language Learning, Teaching and Research (CELLTR) provides Simon Fraser University students, staff and faculty with teaching and learning services that support them in SFU's multilingual and multicultural environment. CELLTR embraces a holistic and proactive approach and aims to conceptualize, deliver and promote a comprehensive range of English language support services across the university.

- EAL resources for students to support their transitions into and throughout their post-secondary studies in English

- Faculty development workshops on EAL issues to provide practical strategies for meeting multilingual students' needs in instruction, assessment and evaluation

- Collaborative interdisciplinary research partnerships with faculty members university-wide
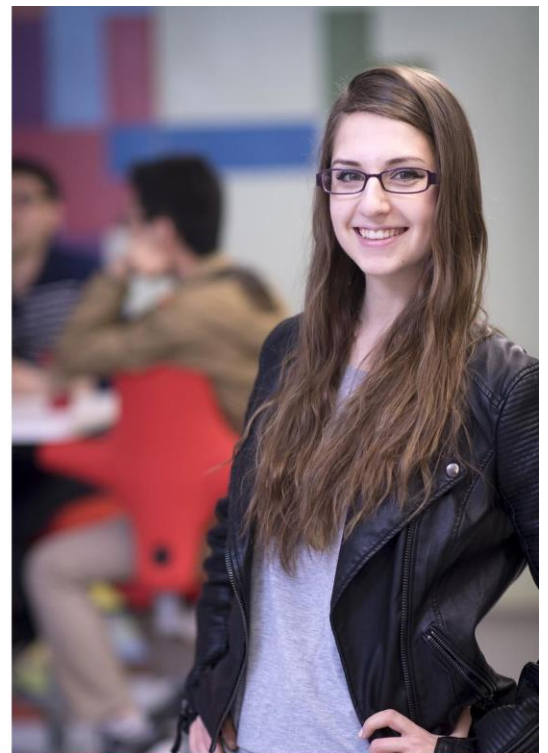
1390 West Mall Centre, Simon Fraser University
8888 University Drive, Burnaby BC V5A 1S6
T. 778.782.9908 / E. celltr@sfu.ca

VISIT US
www.sfu.ca/celltr

CONNECT WITH US
sfucelltr

CMLR

The Canadian Modern Language Review

applied linguistics   literacy   second languages   research   multilingualism

OPEN ACCESS online series from *Canadian Modern Language Review*…

'Ask an expert' – where experts in the field of second language(L2) teaching and learning answer common questions aimed at helping teachers better understand their students. The bilingual 'Ask an expert' articles are <u>free to read</u>!

What Do We Know about the Best Practices for Teaching Vocabulary? / Le point sur les pratiques exemplaires en enseignement du vocabulaire
by Marlise Horst, Concordia University
Read this article at: http://bit.ly/cmlrFAQ3

Why do some students learn additional languages faster than others? / Pourquoi certains élèves apprennent-ils plus vite que d'autres?
by Philippa Bell, Université du Québec à Montréal
Read this article at: http://bit.ly/cmlrFAQ1

What is the best age to learn a second/foreign language? / Quel est l'âge le plus approprié pour apprendre une langue seconde ou étrangère? by Carmen Muñoz, University of Barcelona
Read this article at: http://bit.ly/cmlrFAQ2

> What Do We Know about the Best Practices for Teaching Vocabulary?
>
> Why do some students learn additional languages faster than others?
>
> What is the best age to learn a second/ foreign language?
>
> **'Ask an expert'**

CMLR Online - http://bit.ly/cmlr_online   **Project MUSE - http://bit.ly/cmlr_pm**

Recent Special Issues

Showcasing the Translingual SL/FL Classroom: Strategies, Practices, and Beliefs / Les classes d'accueil et d'immersion : stratégies, pratiques et croyances (72.4)

From second language pedagogy to the pedagogy of 'plurilingualism': a possible paradigm shift? / De la didactique des langues à la didactique du plurilinguisme : un changement de paradigme possible ? (71.4)

Second Language Speech Perception and Production: Implications for Language Teaching / Perception et production de la parole : répercussions sur l'enseignement des langues secondes (70.4)

Implementing the *Common European Framework of Reference for Languages* and the European Language Portfolio: Lessons for Future Research / Tirer des leçons des recherches empiriques sur la mise en oeuvre du *Cadre européen commun de référence pour les langues* et du Portfolio europe´en des langues pour les recherches futures (69.4)

Computer-mediated Discourse and Interaction in Second and Foreign Language Learning and Teaching / Le discours et l'interaction médiatisés par ordinateur dans l'apprentissage et l'enseignement des langues secondes et étrangères (68.4)

RCLV

La Revue canadienne des langues vivantes

linguistique appliquée   littératie   langues secondes   recherches   plurilinguisme

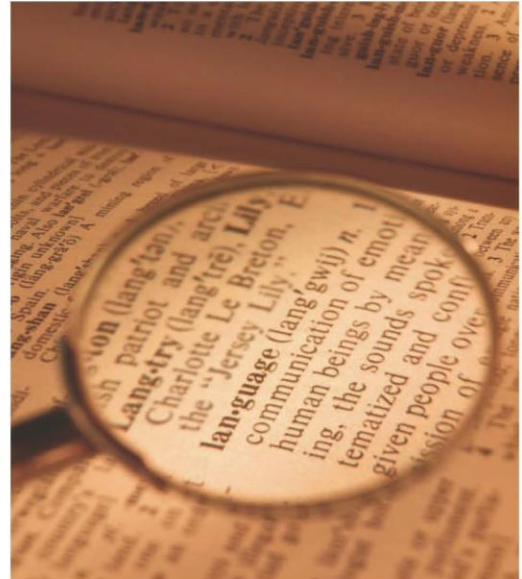# Canadian Journal of Applied Linguistics (CJAL)
Revue canadienne de linguistique appliquée (RCLA)

The CJAL is an open access, bilingual, scientific, and professional journal that publishes empirical research, theoretical articles, essays, and original literature reviews.

La RCLA est une revue scientifique et professionnelle bilingue libre d'accès qui publie des recherches empiriques, des articles théoriques, des essais et des comptes rendus de la littérature originaux.

Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliqueé

The CJAL is affiliated with the Canadian Association of Applied Linguistics.

La RCLA est affiliée avec l'Association canadienne de linguistique appliquée.

www.cjal-rcla.ca

UNB
EST. 1785
UNIVERSITY OF NEW BRUNSWICK