

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

ACLA

Program of the Annual Conference

In conjunction with the
Congress of the Humanities and Social Sciences

May 27-29, 2023



Programme du congrès annuel de l'ACLA
dans le cadre du

Congrès des sciences humaines
27 – 29 mai 2023

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Conference Organizing Committee 2023 / Comité organisateur 2023

Program Chairs / Responsables de programme

Angelica Galante, McGill University
Caroline Payant, Université du Québec à Montréal

Local Arrangements Coordinator / Coordonnateur local

Geoff Lawrence, York University

Bénévoles / Volunteers

To all the volunteers / À tous nos bénévoles

We wanted to express our heartfelt gratitude and appreciation for the hard work you put into making the ACLA 2023 conference a success. De la planification à l'exécution de l'événement, votre engagement et vos efforts ne sont pas passés inaperçus.

Without your help, this conference would not have been possible. Your tireless work behind the scenes, the countless hours of preparation and the willingness to go above and beyond for the participants is truly remarkable.

Nous remercions tout particulièrement Geoff Lawrence et son équipe étudiante de l'université de York, qui ont contribué à faire de cet événement un moment inoubliable. Your contributions to this conference have not only enriched the experience for the attendees but have also made a significant impact on our community.

Thank you and enjoy the conference!

Caroline et Angelica, au nom du bureau de direction de l'ACLA - 2022-2023



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Abstract Adjudicators / arbitrage des résumés

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Izquierdo	Jesús		Wong	Melanie	UBC
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Knouzi	Ibtissem	York University	Zuniga	Michael	UQAM

Bureau de direction de l'ACLA - 2022-2023 - ACLA Executive Council

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Student Member-at-large/ Membre étudiante associée:	Stephen Davis	University of Regina
Journal Editors/ Rédacteurs de la revue:	Eva Kartchava Michael Rodgers	Carleton University Carleton University
Communications Officer/ Agente de communication:	Karla Culligan	University of New Brunswick



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A very big thank you to our sponsors!



Welcome message / Mot de bienvenue

Dear colleagues, friends, students, practitioners and researchers,

It is with great pleasure that we welcome you to the annual ACLA conference which is taking place at York's Keele Campus in beautiful Toronto, Canada from May 27 to May 29, 2023. This year's conference promises to be a dynamic and engaging event. As part of Congress, with the Executive Council, we are thrilled to welcome over 210 attendees from Canada and around the world who will share their research and ideas, either in person or virtually. We have an outstanding program that showcases the latest research and innovation in the field of Applied Linguistics.

La conférence de cette année vise à promouvoir les conversations sur l'équité, la diversité, l'inclusion et la décolonisation, des discussions essentielles à la création d'une société plus juste et équitable. Nous espérons que l'accent mis sur ces valeurs vous incitera à réfléchir à la manière dont vos recherches et vos pratiques peuvent contribuer à une transformation sociale positive.

ACLA is an official English/French bilingual conference and this year we are implementing a plurilingual policy: abstracts are submitted in English or French with the language(s) of presentation being any language(s) of your choice, as long as material to help viewers understand the slides is made available in English and/or French. ACLA also encourages attendees to use any preferred language in conversations during the conference and engage in knowledge mobilization using our social media platforms with the hashtag #ACLACAAL2023 and #Congressh.

We would like to take this opportunity to highlight the incredible work that you are all conducting, as teachers, as mentors, as researchers, as colleagues. We are proud to be members of ACLA and to be part of such a wonderful community that is dedicated to advancing research and knowledge in applied linguistics, language education, and language policy in Canada and beyond.

Nous tenons également à remercier nos sponsors, les évaluateurs de résumés et le président local, Geoff Lawrence, ainsi que son équipe de bénévoles, car cette conférence ne pourrait avoir lieu sans leur soutien inestimable.

Nous vous souhaitons un excellent congrès

Angelica et Caroline,
Your 2023 co-chairs



Keynote / Session plénière

Melanie Griffith Brice, University of Regina

May 27/27 mai @ 4:15 pm: Vari Hall B

Northern Michif ta kiskihtamân êkwa Michif ta kihcinâhowin

This talk is entitled Learning and Researching Michif. Michif is both a culture and a language. As an Indigenous nation, Michif have a distinct culture of traditions and languages, as well as social and political structures and practices. Michif is one of several languages spoken by Michif or Métis peoples in our homeland, what is now known as Western Canada. Michif is an endangered language, with the majority of speakers being older adults. It is critical that the Michif language is transmitted to younger generations. Indigenous language revitalization is essential to our cultural and linguistic survival. As a Michif scholar, which acknowledges my kinship and connection to current and historic Métis communities, I am compelled to conduct and disseminate research in collaboration with Métis communities on topics of significance to our people. Research on Michif ways of knowing and learning and Michif language revitalization are two priority areas. This talk will address Indigenous language revitalization and reclamation through my own story, as a Michif and as a researcher. I will discuss my journey to learn Michif, as well as the joys and challenges experienced with researching Michif language revitalization.



Cette présentation s'intitule Apprendre et étudier le Michif. Le Michif est à la fois une culture et une langue. En tant que nation autochtone, les Michifs possèdent une culture distincte, faite de traditions, de langues, de structures sociales et de pratiques politiques. Le Michif est l'une des langues parlées par les peuples Michifs ou Métis de notre territoire, aujourd'hui connu sous le nom de l'ouest du Canada. Le Michif est une langue en voie de disparition, la majorité des locuteurs étant des adultes plus âgés. Il est crucial que la langue Michif soit transmise aux générations plus jeunes. La revitalisation des langues autochtones est essentielle à notre survie culturelle et linguistique. En tant que chercheuse Michif, qui reconnaît mon appartenance et ma connexion aux communautés métisses actuelles et historiques, je suis contrainte de mener et de diffuser des recherches en collaboration avec les communautés métisses sur des sujets d'importance pour notre peuple. Les recherches sur les modes de connaissance et d'apprentissage Michifs ainsi que sur la revitalisation de la langue Michif sont deux domaines prioritaires. Cette présentation abordera la revitalisation et la récupération des langues autochtones à travers mon propre récit, en tant que Michif et en tant que chercheur. Je parlerai de mon parcours pour apprendre le Michif, ainsi que des joies et des défis rencontrés lors de la recherche sur la revitalisation de la langue Michif.



Suzie Beaulieu, Université Laval

May 28/28 mai @ 3:30 pm: Vari Hall B

Apprentissage du français Lx à l'âge adulte : le cas de personnes immigrantes de la ville de Québec

Depuis les vingt dernières années, le Canada mise sur un accroissement de l'accueil des communautés immigrantes pour faire face au vieillissement de la population et pour combler une rareté de main-d'œuvre (Bloch & Hirsch, 2017). Dans ce contexte, des villes canadiennes traditionnellement homogènes (c.à.d., largement monolingue et monoculturelle) voient leur paysage ethnoculturel se diversifier considérablement et rapidement. Par exemple, au Québec, la Capitale-Nationale est la région qui accueille et retient le plus de nouveaux(-elles) arrivant(e)s, après la grande région de Montréal. Vu cet important changement démographique, Québec représente donc un lieu privilégié pour observer les paramètres façonnant l'apprentissage de la langue dominante de la société d'accueil. Dans cette conférence plénière, il sera plus spécifiquement question de jeter un regard sur deux profils d'apprenant(e)s immigrant(e)s adultes en milieu institutionnel. D'une part, un regard sera porté sur les personnes immigrantes qui en sont à leurs premiers apprentissages du français Lx et dont les habiletés en lecture et en écriture sont en émergence, une population encore trop ignorée par la littérature scientifique (Plonsky, 2023), mais bien présente à Québec (CRSH 2018-2019, avec Fortier). D'autre part, nous discuterons des habiletés orales et du capital linguistique conféré à des personnes immigrantes scolarisées et alphabétisées qui en sont à la toute fin de leur parcours institutionnel d'apprentissage du français Lx à Québec (CRSH 2018-2021, avec Reinke et French). Les observations issues de ces projets permettront de discuter de pistes empiriques à explorer pour poursuivre un agenda de recherche visant à, ultimement, promouvoir des dynamiques intergroupes positives.



Learning French Lx in adulthood: The case of immigrants in Quebec City

For the past two decades, Canada has relied on immigration to cope with an aging population and fill labor shortage (Bloch & Hirsch, 2017). In this context, traditionally homogeneous (i.e., largely monolingual and monocultural) Canadian cities are witnessing swift and significant changes to their ethnocultural landscape (Bonifacio & Drolet, 2017). Such is the case for Quebec City, which until recently was populated almost exclusively by French-speaking Quebecers of French-Canadian heritage. Given this important demographic change, Quebec City thus offers unique opportunities to observe the factors that may influence French Lx learning in adulthood. In this plenary conference, we will draw attention to French Lx adult immigrant learners in two different instructed settings. We will first report on a learner population still largely neglected from the ISLA literature (Plonsky, 2023), but very sizable in adult education centres in Quebec City: multilingual adult learners who are not only learning French Lx, but also learning to read and write for the first time (SSHRC 2018-2019, with Fortier). Then, we will turn the focus on educated and literate adult immigrants completing the final level of a government-funded French language program for newcomers and examine the linguistic capital they are granted by long-term residents of Quebec City (SSHRC 2018-2021, with Reinke and French). In light of these findings, empirical avenues aiming at pursuing a research agenda promoting positive intergroup dynamics will be discussed.



Loly Rico

May 29/29 mai @ 3:30 pm: Vari Hall B

Building awareness of the broad spectrum of language, education, and populations in marginalized situations



In this talk, I will talk about the work conducted at the FCJ Refugee Centre and the unique nature of the language projects with populations in marginalized situations, which need to go beyond language. We address systemic issues that newly arrived refugee claimants face in Canada including lack of resources, marginalization, and discrimination. The community needs go beyond having enough language skills to job-ready in our respective provinces: achieving fluency in an official language almost immediately translates into access to vital services, crucial information to someone's immigration process, and power to defend oneself from systemic abuses of power. Lack of fluency, on the other hand, can cascade into intersecting

vulnerabilities that disproportionately affect already marginalized communities of women, people of colour, and children.

Many people are unaware of how immigration status can invisibly permeate everything around us. Canada offers free language programs newcomers, but not all of them can take language classes. Although we celebrate the service offered by LINC classes, this service is not enough because it is tied to a valid immigration status. There is an invisible population of friends, family members, co-workers, spouses, and neighbors who have not been fortunate enough to have the certainty of a permanent residence. We can see it at our long waiting list for our virtual English Classes. This lack of immediate and equitable access to language classes only perpetuates this cycle of vulnerability.

The community continues to show immense resilience and flexibility to adapt and overcome these barriers. We are not here to celebrate how systemic issues create the need for this resilience, but we are proud to support that strength as it helps people regularize their status and establish roots.

I was astounded by the work presented in this conference. But we cannot stop and pat ourselves on the back for achieving awareness. We owe it to our communities to do more: academic work must go hand in hand with supporting the community directly, not only with acknowledgements. We must humbly celebrate projects that have a direct positive impact on marginalized communities.

Invited Symposium

May 28/28 mai @ 9:00 am: Vari Hall B

IONKWAKWENIONHÁTIE - HAUDENOSAUNEE WOMEN, KINSHIP AND LANGUAGE RESURGENCE IN KAHNAWÀ:KE



KAHTEHRÓN:NI IRIS STACEY

Kahtehrón:ni Stacey is turtle clan of the Kanien'kehá:ka Nation. She is a traditional Haudenosaunee woman that has extensive experience doing language work in her community. She is the curriculum team coordinator at the Kahnawà:ke Education Center, focused on the development of their N-11 program and the resurgence of Haudenosaunee ways of knowing in education. Kahtehrón:ni is a PhD candidate and Vanier scholar at McGill University, where her research investigates learning pathways for advanced level Kanien'kéha learners and Haudenosaunee centric pedagogies.



IERONHIENHÁ:WI MCCOMBER

Ieronhienhá:wi is bear clan of the Kanien'kehá:ka Nation. She is a traditional Haudenosaunee woman with years of experience leading language programming in her community. Ieronhienhá:wi is the facilitator and director of the Iakwahwatsiratátie language nest in Kahnawà:ke and the creator of many open-access Kanien'kéha learning resources. Her master's research at the University of Victoria investigates Kanien'kéha speaking families and the experiences of young first language speakers.



TSOHAHÍ:IO LAUREN DEOM

Tsohahí:io is bear clan of the Kanien'kehá:ka Nation from Kahnawà:ke Mohawk Territory. She is an elementary immersion teacher at Karonhianónhha Tsi lonterihwaienstákhwa where she spearheaded their Ionkhi'nihténha Ionkhirihonnién:ni land based language program. Tsohahí:io received her master's from Concordia University in applied linguistics where she focused on harnessing linguistic knowledge of Kanien'kéha to inform teacher practice.



IAKOTETSHÉN:'EN JACOBS

Iakotetshén:'en is bear clan of the Kanien'kehá:ka Nation. She is a traditional Haudenosaunee woman with vast experience as an immersion teacher in her community. Iakotetshén:'en has recently transitioned to the role of Kanien'kéha resource teacher where she co-developed the nation's first standardized Kanien'kéha reading assessment at Karonhianónhha Tsi lonterihwaienstákhwa. She is also an author and illustrator of a collection of beginner level readers for Kanien'kéha learners and is an advocate for the resurgence of Haudenosaunee pathways of education.



WATHAHÍ:NE DEER

Wathahí:ne is bear clan of the Kanien'kehá:ka Nation from Kahnawà:ke Mohawk Territory. Wathahí:ne has many years experience teaching Kanien'kéha in a multitude of programs such as elementary immersion and community-based classes. She also spearheaded adult language classes in Ganienkeh Territory where she applies various communicative strategies as well as promotes Kanien'kéha grammar as an important learning tool. Wathahí:ne applies her knowledge of Kanien'kéha to build strong relationships with her clients in Kahnawà:ke as she works with community elders assisting them with home care in their own language.



KANERAHTÓNTHA LEITH MAHKEWA

Kanerahtóntha is wolf clan of the Oneida Nation. She is part of a research team at the Kahnawà:ke Education Center, where she is piloting the role and impacts of a Kanien'kéha Teacher Coach. In her role, Kanerahtóntha supports immersion teachers to reach their professional goals in the areas of language development, pedagogy and cultural teachings. Her knowledge and positive approach fosters strong relationships with teachers and the resurgence of Haudenosaunee pathways of education. The research is part of NETOLNJEW, which is an Indigenous-led, national partnership.



KAIA'TÍ:IO BARNES

Kaia'tí:io is bear clan of the Kanien'kehá:ka Nation from Kahnawà:ke Mohawk Territory. She is an elementary immersion teacher at Karihwánó:ron Tsi lonterihwaienstákhwa where she teaches all subject areas in Kanien'kéha using a hands-on and experiential approach. Her teaching also focuses on land-based learning through traditional Haudenosaunee practices and teachings. Kaia'tí:io has also taught beginner level Kanien'kéha classes for adult learners and recently earned a bachelors in First Nations and Inuit Education from McGill University.



DR. JANINE ELIZABETH METALLIC

Dr. Janine Elizabeth Metallic (Listuguj M'gmaw) is an Assistant Professor in McGill's Department of Integrated Studies in Education. Her research interests center on Indigenous education, Indigenous and decolonizing methodologies, and Indigenous language revitalization and maintenance. Dr. Metallic trains Indigenous graduate students and supports projects related to community based education and language research. She is the founding leader of the Research and Indigenous Scholarship in Education (RISE) research group, which brings together emergent Indigenous scholars in Tiohtià:ke (Montreal) who are closely connected to their home communities and committed to decolonizing and Indigenous education research. Most recently, Dr. Metallic was appointed as the academic lead for the Indigenous Graduate Student Success pilot project (January - June 2023) with McGill University's Office of Indigenous Initiatives.

Publishing in Applied Linguistics Journals/ Publier en linguistique appliquée

A Conversation with Canadian Editors

Une conversation avec des rédacteurs/rédactrices canadien.ne.s des revues

Ross -R S123

A light lunch offered/diner léger offert

Eva Kartchava and Michael Rodgers, the **Canadian Journal of Applied Linguistics**

Daphnée Simard and Donna Patrick, the **Canadian Modern Language Review**

Alison Crump and Mela Sarkar, **Journal of Belonging, Identity, Language and Diversity (BILD)**

Farahnaz Feaz and Antonella Valeo, **TESL Canada Journal**

Scott Douglas, **BC TEAL Journal**

Michael Zuniga, Caroline Payant, and Suzie Beaulieu, **La Revue de l'AQEFLS**

Writing conference proposals 101

The moves that work for research-based proposals

Jack Hardy, Margi Wald, Caroline Payant

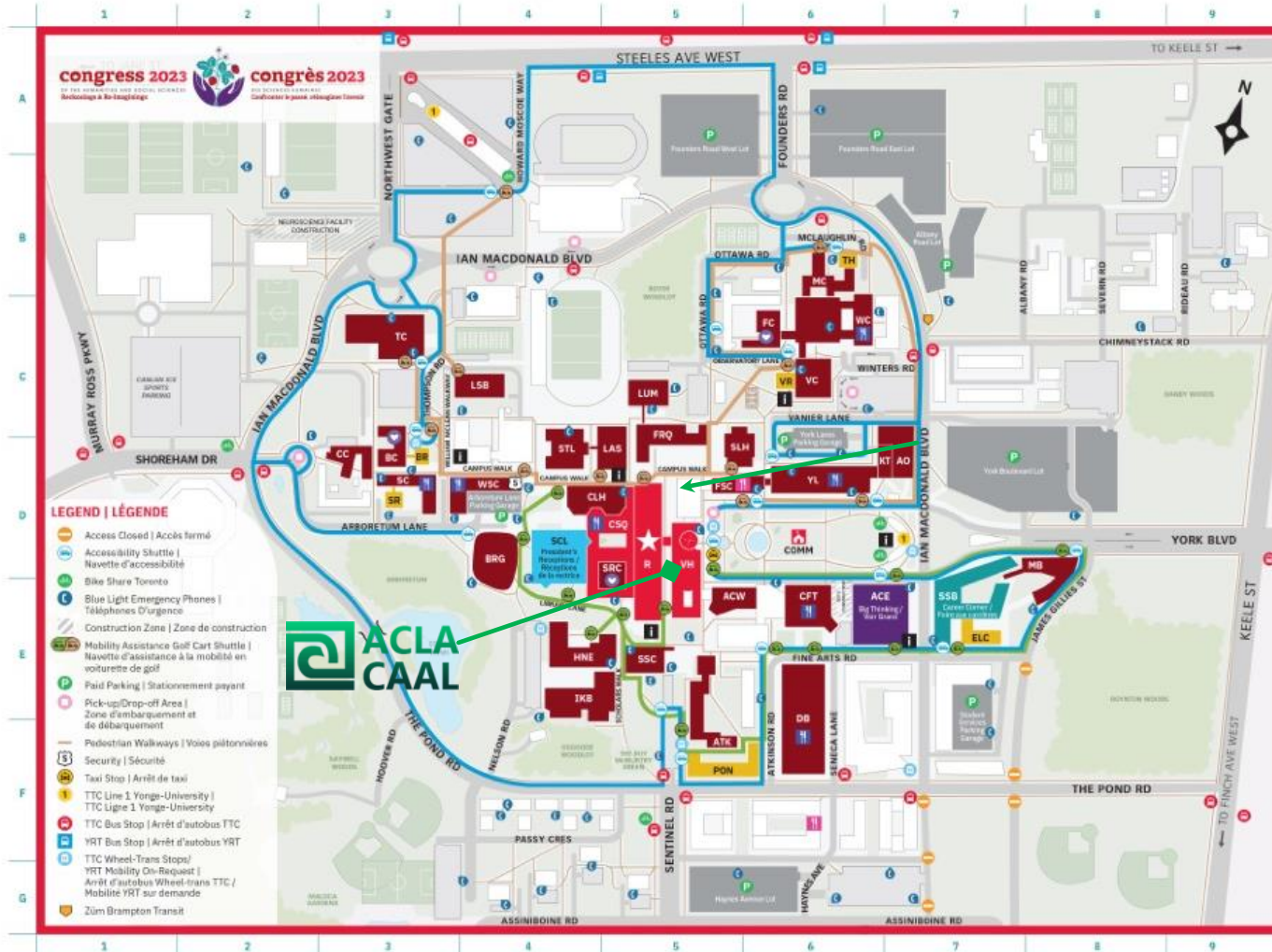
Ross -R S123

A light lunch offered/diner léger offert

This workshop is designed for anyone interested in writing better conference proposals. After reviewing findings from a study of over 3,000 TESOL proposals, we include instructions on how to incorporate some of the strategies of previously successful scholars.

Plan du – Campus – Map

Congress Map | Plan du Congrès



DIRECTORY | RÉPERTOIRE

- Congress Hub | Carrefour du Congrès
- Social Zone | Zone d'activités
- Big Thinking | Voir Grand
- Career Corner | Foire aux carrières
- Buildings used for Congress | Édifices du Congrès
- On-Campus Accommodation | Hébergement sur le campus
- President's Receptions | Réceptions de la rectrice
- Food Services | Services de restauration
- Food Service Partners | Partenaires de restauration
- Info Kiosk | Kiosque d'information
- Wellbeing Hub | Centres de bien-être

Building Names | Nom des Édifices

ACE	Accolade East	E7
ACW	Accolade West	E8
AO	Archives of Ontario	D7
ATK	Atkins	E5
BC	Norman Bethune College	D3
BR	Norman Bethune Residence	D3
BRG	Bergeron Centre for Engineering Excellence	D4
CC	Calumet College	D3
CB	Chemistry	D4
<u>CFA</u>	<u>Joan & Martin Goldfarb Centre for Fine Arts</u>	E9
CFT	Centre for Film & Theatre	E6
CLH	Curtis Lecture Halls	D4
CSQ	Central Square	D5
COMM	Harry W. Arthur Common	D6
DB	Victor Philip Debdelah Building	E6
ELC	Executive Learning Centres	E7
FC	Founders College	C6
FRQ	Farquharson Life Sciences	D5
FSC	First Student Centre	D5
HNE	Health, Nursing & Environmental Studies Building	E4
IKB	Ignat Kaneff Building, Osgoode Hall Law School	E4
KT	Kaneff Tower	D7
LAS	Lassonde Building	D5
LSB	Life Sciences Building	C4
LUM	Lumbers	C5
MC	McLaughlin College	B6
MB	Rob and Cheryl McEwen Graduate Study & Research Building	D8
PON	The Pond Road Residence	F5
PSE	Petrie Science & Engineering	D4
R	Ross Building	D5
<u>SC</u>	<u>Stong College</u>	D3
SCL	Scott Library	D4
SLH	Stedman Lecture Halls	D5
SR	Stong Residence	D3
SRC	Scott Religious Centre (Central Square) CSQ	D5
SSB	Seymour Schulich Building	E7
SSC	Second Student Centre	E5
STL	Steele Science & Engineering Library	D5
TC	Tait McKenzie Centre	C3
TH	Tatham Hall	B6
VC	Vanier College	C6
<u>VH</u>	<u>Vari Hall</u>	D5
VR	Vanier Residence	C6
WSC	William Small Centre	D4
WC	Winters College	C6
YL	York Lanes	D6

Causerie voir grand / Big thinking lecture

Gratuit / Free

Tous les événements Voir Grand débute à 12h15/ All open events start at 12:15pm

<https://www.federationhss.ca/en/congress/big-thinking>

<https://www.federationhss.ca/fr/congres/voir-grand>

Thinking across differences: Decolonial, anti-racism and feminist perspectives

Pousser la réflexion au-delà des différences : perspectives liées à la décolonisation, la lutte contre le racisme et le féminisme

May 28, 12:15 - 13:15 EDT

Location: Accolade East-ACE 112 (Tribute Communities Recital Hall)

Description en anglais

What is needed to live in non-hierarchical relationships that can truly honour our human differences? Can we re-imagine a new set of social relationships grounded in decoloniality, anti-racism, and feminism today for a better tomorrow?

Through dialogue we will draw upon the knowledges, work, and experiences of Joyce Green, Professor Emerita with the Department of Politics and International Studies at the University of Regina; Gina Starblanket, Associate Professor in Indigenous Governance at the University of Victoria; Rinaldo Walcott, Professor and Chair in the Department of Africana and American Studies at the University of Buffalo; and Christina Sharpe, Professor and Tier 1 Canada Research Chair in Black Studies in the Humanities at York University.

For this **Big Thinking lecture**, join this interdisciplinary panel of scholars in conversation as they imagine together how to enact the terms under which we might create a radically different world.

This event will take place in English, with Simultaneous Interpretation in French, Closed Captioning, and ASL services available. Event descriptions and translation (if applicable) provided by the host organization and published in authenticity by the Federation.

Description en français

Que faut-il faire pour entretenir des relations non hiérarchiques qui respectent véritablement nos différences humaines? Pouvons-nous réinventer un ensemble de rapports sociaux qui sont fondés sur la décolonialité, la lutte contre le racisme et le féminisme aujourd'hui afin d'assurer un futur meilleur?

À travers le dialogue, nous nous appuyerons sur les connaissances, les travaux et les expériences de Joyce Green, professeure émérite au département de politique et d'études internationales de l'Université de Regina ; de Gina Starblanket, professeure associée en gouvernance autochtone à l'Université de Victoria ; de Rinaldo Walcott, professeur et président du département d'études africaines et américaines de l'Université de Buffalo ; et de Christina Sharpe, professeure et titulaire de la chaire de recherche du Canada de niveau 1 en études noires dans le domaine des sciences humaines à l'Université York.

Dans le cadre de cette **causerie Voir Grand**, joignez-vous à la conversation menée par un groupe interdisciplinaire de chercheurs.euse.s, rassemblés afin d'imaginer ensemble comment promulguer les conditions dans lesquelles nous pourrions créer un monde radicalement différent.

Cet événement se déroulera en anglais, avec interprétation simultanée en français, sous-titrage codé et ASL. Les descriptions des événements et leurs traductions (le cas échéant) sont fournies par l'organisation hôte et publiées telles quelles par la Fédération.

Seeds of the future: Climate justice, racial justice, and Indigenous resurgence
Graines d'espoir : justice climatique, justice raciale, et résurgence autochtone

May 29, 2023 | 12:15 - 13:15 EDT

Location: Accolade East-ACE 112 (Tribute Communities Recital Hall)

Description en anglais

This event will commence with a special announcement by the Social Sciences and Humanities Research Council.

Climate change is one of the most pressing issues of our time, but it cannot be separated from issues of racial justice and Indigenous futures. In this **Big Thinking lecture**, discover the importance of Indigenous relationships with the land through the lens of Alanis Obomsawin, renowned Abenaki filmmaker, singer, artist and activist.

Throughout her career, Obomsawin has amplified the voices of Indigenous peoples from across Canada who face the generational effects of colonization, displacement, and assimilation, but who continue to fight to assert their rights, cultures, histories, and knowledges. In many of Obomsawin's films, such as *Incident at Restigouche*, *Kanehsatake: 270 Years of Resistance*, and *The People of the Kattawapiskak River*, art and activism overlap to document stories of resilience, hope, and the urgent need to do what is right.

Join Alanis Obomsawin in a discussion on what might be possible when we reckon with and re-imagine climate mitigation strategies through the lens of racial justice and Indigenous resurgence.

This event will take place in English, with Simultaneous Interpretation in French, Closed Captioning, and ASL services available.

Description en français

Cet événement débutera par une annonce spéciale du Conseil de recherches en sciences humaines.

Les changements climatiques représentent l'un des enjeux les plus urgents de notre époque, mais ils ne peuvent être envisagés de façon distincte des enjeux de justice raciale ainsi que des perspectives d'avenir des Autochtones. Dans le cadre de cette **causerie Voir Grand**, vous découvrirez l'importance des relations autochtones avec la terre selon l'optique d'Alanis Obomsawin, célèbre cinéaste, chanteuse, artiste et activiste abénaquise. Tout au long de sa carrière, Mme Obomsawin a amplifié les voix des peuples autochtones de partout au Canada qui sont aux prises avec les effets générationnels de la colonisation, de la migration forcée et de l'assimilation, mais qui poursuivent la lutte pour faire valoir leurs droits, leurs cultures, leurs histoires et leurs connaissances. Dans un grand nombre de ses films, comme *Les événements de Restigouche*, *Kanehsatake - 270 ans de résistance*, et *Le peuple de la rivière Kattawapiskak*, l'art et l'activisme se chevauchent pour documenter les histoires de résilience, d'espoir et du besoin urgent de suivre la bonne voie.

Joignez-vous à Alanis Obomsawin afin d'envisager ensemble les possibilités et stratégies d'atténuation climatique dans une optique de justice raciale et de résurgence autochtone.

Foire aux carrières / Career Corner

Gratuit / Free

<https://www.federationhss.ca/en/congress/congress-2023/career-corner>

<https://www.federationhss.ca/fr/congres/congres-2023/foire-aux-carrieres>

27 mai 11:00 - 12:00 HAE	Construire une communauté et partager la recherche en ligne : introduction à HSSCommons.ca	1000 - Fédération des sciences humaines	Foire aux carrières
28 mai 11:00 - 12:00 HAE	La recherche dans les arts : un paradigme pour l'imagination collective	4200 - York University	Foire aux carrières
28 mai 13:30 - 14:30 HAE	Programmes axés sur les autochtones : tirer les leçons de l'expérience de Wùléelham	4200 - York University	Foire aux carrières, Études par et sur les Autochtones
28 mai 15:00 - 16:00 HAE	La santé mentale, le bien-être et l'expérience des étudiant.e.s diplômés	4200 - York University	Foire aux carrières
29 mai 9:30 - 10:30 HAE	Donner vie à votre livre : publier votre livre savant - en anglais	1000 - Fédération des sciences humaines	Foire aux carrières
29 mai 11:00 - 12:00 HAE	Plus que des abeilles et des arbres : intégrer les objectifs de développement durable (ODD) des Nations Unies dans nos classes	4200 - York University	Foire aux carrières
29 mai 13:30 - 15:00 HAE	Demandez-moi ce que vous voulez : bourses d'études et bourses de recherche du programme Talent du CRSH	2000 - Conseil de recherches en sciences humaines	Études par et sur les Noir.e.s et populations racisées, Foire aux carrières, (...)
29 mai 15:30 - 16:30 HAE	Aidez-nous! Je suis le.la responsable de cours : ce à quoi vous devez vous attendre lorsque vous enseignez votre premier cours	4200 - York University	Foire aux carrières

May 27 11:00 - 12:00 EDT	Building Community and Sharing Research Online: An Introduction to HSSCommons.ca	1000 - Federation for the Humanities & Social Sciences	Career Corner
May 28 11:00 - 12:00 EDT	Research in the Arts : A Paradigm for Collective Imagining	4200 - York University	Career Corner
May 28 13:30 - 14:30 EDT	Indigenous Focused Programs: Learning from the Wülélham Experience	4200 - York University	Career Corner, Indigenous programming
May 28 15:00 - 16:00 EDT	Mental Health, Wellness, and the Graduate Student Experience	4200 - York University	Career Corner
May 29 9:30 - 10:30 EDT	Bringing your book to life: Publishing your scholarly book - in English	1000 - Federation for the Humanities & Social Sciences	Career Corner
May 29 11:00 - 12:00 EDT	More than Bees and Trees: Infusing the United Nations' Sustainable Development Goals (SDGs) in our Classrooms	4200 - York University	Career Corner
May 29 13:30 - 15:00 EDT	Ask Me Anything: SSHRC's Talent program—scholarships and fellowships	2000 - Social Sciences and Humanities Research Council	Black and racialized programming, Career Corner, (...)
May 29 15:30 - 16:30	Help! I'm the Course Instructor: What To Expect When Teaching Your First Course	4200 - York University	Career Corner

Horaire détaillé – Detailed scheduled

*** indicates online presentations**

Rooms Vari Hall B, CFA 312, and Ross S130 are equipped for remote presentations

<p>8:15-8:50</p> <p align="center">Saturday morning, May 27, 2023 –Samedi matin, 27 mai</p> <p align="center">Welcome/Mot de bienvenue : Vari Hall B</p> <p align="center">Presentation of awards/<i>Remise des prix et bourses</i></p>							
	Ross -R S122	Ross -R S123	Ross -R S129	Vari Hall B*	CFA 312*	Ross -R S130*	Ross -R S133
	Indigenous Languages Joël Thibault	Langue, culture, identité, socialisation Scott Douglas	Bilingual, Immersion, Heritage & Minority Ed Karla Culligan	Language & Pedagogy Alireza Sobhanmanesh	Langue et technologie Myra Deraïche	Symposium 1	Symposium 2
9:00-9:30	Geva Enhancing Indigenous adolescents' vocabulary learning through shared storytelling: A community-based instructional design	Douglas Finding space: Connecting a university campus with work-life success for newcomers learning English as an additional language	Davis Refugee-background learners in French immersion: Exploring experiences, perspectives, ideologies of educators across the Canadian Prairies	Kim, Youngmi * Interplay of L2 learning experience and L2 learning motivation: from the perspective of self-efficacy, goal-setting and mindset	Tomita* Learners' perceptions of online and in-person language learning environments	VanViegen An invitation toward decolonizing and anti-racist assessment practice	Zaidi Intersectional inequalities among all students in Canadian schools: (Re)examining the convergence of language, race, religion, and gender
9:35-10:05	Kriukova Teaching Dene verb morphology: The case of Upper Tanana.	Leard Identités professionnelles des enseignants de français langue seconde : perceptions d'éducateurs albertains	Ballinger What is a 'qualified' immersion teacher?	Kim, Tae-Young The role of emotional experiences in L2 learning motivation: An analysis of retrospective autobiographical essays	Papin* Les technologies de la parole au service d'un apprentissage autonome de la prononciation en FLS		
10:10-10:30	<p align="center">Break time – C'est la pause</p> <p align="center">Ross Building-R S125</p>						

Samedi matin, 27 mai 2023 - Saturday morning, May 27, 2023

Suite - Continued

	Ross -R S122	Ross -R S123	Ross -R S129	Vari Hall B*	CFA 312*	Ross -R S130*	Ross -R S133
Mod/ Chair	Indigenous Languages Joël Thibeault	Langue, culture, identité, socialisation Scott Douglas	Bilingual, Immersion, Heritage & Minority Ed Karla Culligan	Language & Pedagogy Alireza Sobhanmanesh	Langue et technologie Myra Deraîche	Symposium 1	Symposium 2
10:30- 11:00	Stone NETOLNEW_ Indigenous language learning atlas: Mapmaking challenges and triumphs	Bodea Exploring flow in a language learning context: Second language learners' perspectives	Koslowski Beyond the binary: Combining immersion and plurilingual pedagogies	Li, Yanyan* Shared laughter to manage relationship work in interactional troubles during multiparty peer interaction	Li, Jia Enhancing university students' academic writing skills using a mind mapping app	VanViegen An invitation toward decolonizing and anti-racist assessment practice	Zaidi Intersectional inequalities among ell students in Canadian schools: (Re)examining the convergence of language, race, religion, and gender
11:05- 11:35	- Cancellation -	Cifuentes Sanchez- Intra- actions in a plurilingual pedagogies workshop and emerging language teacher identities	Bourgoin Formative assessment practices and the development of oral language skills in elementary French immersion	Oliveira da Silva Critical EAP and the voices of English teachers and STEM students during the COVID-19 pandemic	Ren* Attitudes towards Catalan: A longitudinal study of Chinese study abroad students in Catalonia		
11:40- 12:10	Yaman Ntelioglou Community-engaged, participatory research: Decolonizing curriculum, pedagogy, and language assessment practices in a Cree immersion program	St-Hilaire Quand les générations et les cultures se rencontrent : Étude sur le développement des compétences langagière et numérique	Gerbrandt Bringing Bourdieu into French immersion: Beyond the concept of cultural capital	Sobhanmanesh Exploring the motivation and classroom engagement of EAP learners in a Canadian college	Michalovich The affordances of in-school video production for a late-to-literacy refugee- background learner		
Lunch on your own/Dîner libre							
Writing conference proposals 101: The moves that work for research-based proposals							


12:30-
13:30

Jack Hardy, Margi Wald, Caroline Payant
Ross -R S123

Samedi après-midi - 27 mai 2023 - Saturday afternoon, May 27, 2023

	Ross -R S122	Ross -R S123	Ross -R S129	Vari Hall B*	CFA 312*	Ross -R S130*	Ross -R S125
Mod/ Chair	Research methodology	Perspectives critiques	Reading, Writing, and Literacies	Language Pédagogie et didactique des langues	Multi- and plurilingualism	Sociolinguistique	Affiches/ Posters
	Ed Griffiths	Sarah Jones	Florian Hameau	Valia Spiliotopoulos	Julianne Gerbrandt	Mastoor Al Kaboody	
13:35- 14:05	Tastanbek Transcription and translation of translanguaging interview data: Following or subverting monolingual norms?	Barise Invoking Sankofa for pan-African language policy: Towards Indigenous African language reclamation	Beaulieu How can we conduct classroom-based research with adult students with limited formal education?	Lloyd The roles of form-focused instruction and learner differences in the second language acquisition of English articles	Le Pichon Overcoming family resistance towards language-friendly pedagogy	Zheng Do they like me? Why some L2 international students are reluctant to interact with L1 speakers	<ol style="list-style-type: none"> 1. Hiromori 2. Whittaker 3. Bhusal 4. Sharmin 5. Diaz Cabrera 6. Wang
14:10- 14:40	Cervantes Heritage language anxiety in post-secondary learners of Spanish: Implications for measurement	Son Plurilingualism under the hegemony of native-speakerism: Three dilemmas of an international teaching assistant in a university business writing course	Deraîche Flow and peer feedback in L2 writing	Nikouee From practice to performance: A proposal for measuring near and far transfer of grammar practice	Berynets* Linguistic ragas: Decentering repertoires towards a decolonized, affective, and material understanding of language	Le Feelings of acceptance between co-ethnic immigrants: Canada-born Vietnamese and newcomers	
14:45- 15:15	Morgan Duoethnography for applied linguistics: Key concepts, insights and cautions	Suraweera Decolonizing TESL teacher training programs in Canada	Michaud La rétroaction corrective écrite : immédiate ou différée?	Cancelation	Piccardo Transforming language teacher education in Canada: examining teacher beliefs and agency	Wallace* Exploring the impetus behind content faculty's participation in CLIL collaborations	

						using an ecological understanding of agency	
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15:15-16:00	Now in Vari Hall B	AGM + Coffee Break Ross Building-R-S129
16:15-17:15		Séance plénière/Keynote Melanie Griffith Brice Vari Hall B*
		
17:15-19:00		President's Reception/Réception du recteur Scott Library – Atrium


Dimanche matin, 28 mai 2023 - Sunday morning, May 28, 2023

	Ross -R S122	Ross -R S123	Ross -R S129	Ross -R S130*	CFA 312*	Vari Hall B*	Ross -R S133
	Language and cognition	Pédagogie et didactique des langues	Multi- and plurilingualism	Vocabulaire et études lexicales	Assessment and evaluation/	Symposium 3	Symposium 4
Mod/Chair	Michael Zuniga	Rebecca Schmor	Ingrid Jasor	Michael Rodgers	Liting Luo		
9:00-9:30	Lambert When feminine is pink and masculine is blue: the effect of input-enhancement on grammatical gender acquisition in instructed L2 French	Al Kaboody Vocabulary profilers to predict the lexical knowledge of English learners: The case of Chinese and Arabic learners	Peng, Li Teachers' perceptions of plurilingual approaches: Empowerment for both teachers and learners	Van Geel* Les conceptions et les pratiques enseignantes issues du Cadre européen commun de références d'enseignants de FLS en Ontario	dela Cruz Plurilingualism as stance and praxis: Amalgamating plurilingual strategies and CEFR descriptors for inclusive additional language teaching and assessment	Kahtehrón:Ni Iris Stacey Ionkwakwenio nhátie - Haudenosaune e women, kinship and language resurgence in Kahnawà:Ke	Bale Race, migration and colonialism in language teaching and learning
9:35-10:05	Simard An investigation of the mediating role of working memory in the L1-L2 oral fluency relationship	Landry Intercultural learning outcomes in EAP and implications for teaching and learning: A qualitative case study	García-Allén Can pluralistic approaches to FL teaching work at the postsecondary level? Participant reflections	Kang* Incidental idiom learning through academic listening	Abbott* Differences in literacy and general stream students' emotions associated with portfolio-based language assessment in language instruction for newcomers to Canada		
10 :10	Break time – C'est la pause! Ross Building-R S125						

	Ross -R S122	Ross -R S123	Ross -R S129	Ross -R S130*	CFA 312*	Vari Hall B*	Ross -R S133
	Analyse du discours	Vocabulary and lexical studies	Lecture, écriture et littératies	Language pedagogy	Lecture, écriture et littératies	Symposium 3	Symposium 4
Mod/Chair	Michael Zuniga	Rebecca Schmor	Ingrid Jasor	Michael Rodgers	Liting Luo		
10:30-11:00	Qin Writing to make meaning through multimodal composition: A technology-based writing curriculum to enhance L2 writing development	Strong Helping students learn phrasal verbs: A comparison of exercise formats	Corcoran La rédaction scientifique à un collège universitaire bilingue	Kim, Marcia* Overcoming challenges in elementary ESL writing: Perceptions of Alberta teachers	Jin* The effectiveness of notetaking in second language acquisition: A meta-analysis	Kahtehrón:N i Iris Stacey Ionkwakwenio nhátie - Haudenosaune e women, kinship and language resurgence in Kahnawà:Ke	Bale Race, migration and colonialism in language teaching and learning
11:05-11:35	LeBouthillier Oral language development of French immersion students: profiles, trajectories, strengths, and areas for growth	Kenne Dountsop A comparative analysis of first, second, and foreign language learning practices	Ahmed Affective labour in second language academic writing: An applied linguistic perspective	Chung* “Landguaging” Relationships through arts-based L2 teacher reflection: Can we decolonize the colonizer?	Bhowmik * Teaching elementary ESL writing in Canada: Teacher preparedness and challenges		
11:40-12:10	Antony-Newman Exploring Canadian language educators’ beliefs and practices at the intersection of language policy and plurilingual research discourses	Heng Hartse "I have to learn more than others": International EAL students' use of private academic support services	Ehlert Activating ‘multi’, empowering insider research: Two examples	Bangou* Exploring language/ languaging’s power to act in technology enhanced language education: A new materialist perspective	Ahn* Adolescent newcomers’ literacy development in English: An analysis of high school students’ writings		
12:30-13:25	Lunch on your own/Dîner libre Getting Published in Applied Linguistics/Publier en linguistique appliquée Ross Building-R S123						

Dimanche après-midi, 28 mai 2023 Sunday pm, May 28, 2023

	Ross -R S122	Ross -R S123	Ross -R S129	Vari Hall B*	CFA 312*	Ross - R S130*	Ross -R S125
Mod/ Chair	Didactique des langues – TBLT Mastoor Al Kaboody	Analysis of written, oral, & multimodal discourse Li Peng	Contextes et programmes plurilingues Angelica Galante	Critical Applied Linguistics/ Rachael Lindberg	Évaluation Amir Michalovich	Symposium 5	Posters/ Affiches
13:35- 14:05	Kartchava Exploring podcasting as a task for research and learning in graduate courses	Jones Microaggressions to micro- affirmations: A trio-ethnography of plurilingual EAP instructors	Quevillon Lacasse Effects of crosslinguistic activities on high school students’ syntactic abilities in writing and metasyntactic awareness in English L1 and French L2	Pattison-Meek English schooling in Quebec’s rural settings: Opinions and experiences of Anglophone parents	Ma* A comparative investigation of cognitive load and test-taking strategy use in video-based while-listening vs. post-listening performance tests	Raza Multilingual TESOL in practice: Reflections from classrooms, content development, course delivery and language policy development	1. Attia 2. Zhao 3. Xie 4. Tsedryk 5. Omidian Sijani
14:10- 14:40	Hameau Modélisation théorique des interactions entre les différents aspects du jeu dramatique comme tâche pédagogique en classe de L2	Garrett Teacher perception of support services in New Brunswick French immersion program	Galante How can plurilingual, digital and decolonial (PluriDigit) language education in Brazil inform language pedagogy in Canada?	Hernández Hernández* EFL changes: Teachers’ perceptions and appropriations in rural Mexican schools	Suvorov Interactive videos for the IELTS listening test: what can test-takers’ response processes tell us?		
14:45- 15:15	Dunn How workable are current task design criteria for second	Thibeault Vers un enseignement critique de la grammaire :	Byrd Resilience and reflexivity experiences of language teachers in	Beinchet* Justice linguistique dans la formation en traduction : au-	Hannah* Relationship between reading ability and learning orientations in		

	language teacher education	description des pratiques d'une enseignante au secondaire québécois	Ontario: A longitudinal transdisciplinary study	delà du bilinguisme officiel	primary students: moderating effects of age and gender		
15:15 - 15:30	Break time – C'est la pause! Vari Hall B						
15:30-16:30	Ne vous sauvez pas! Join us for our Keynote / notre séance plénière Suzie Beaulieu Vari Hall B*						
							
17:00-19:00	ACLA Reception / Réception de l'ACLA Vari Hall B						

Lundi 29 mai 2023 – matin / Monday morning May 29, 2023

	Ross -R S122	Ross -R S123	Ross -R S129	Ross Building-R S130*	CFA 312*	Vari Hall *	Ross -R S133
Mod/C hair	Corpus Linguistics Mastoor Al Kaboody	Langue, culture, identité, socialisation Eloisa Cervantes Galindo	Multi et plurilinguisme Stephen Davis	Language Acquisition & Attrition Naeimeh Mojerloo	Perspectives critiques Carl Laberge	Symposium 6	Symposium 7
9:00-9:30	Ahmed Lexical coverage and vocabulary load in EFL textbooks: Unrealistic expectations for learning	Labreche Accent bias: Whose responsibility is it to address? shifting the onus of mitigating accent bias from the speaker to the listener	Adegbonmire Teachers Learning Together: Challenges and Successes Implementing a Multilingual Digital Tool	Lira Gonzalez The differential effect of oral and written corrective feedback on learners' explicit versus implicit knowledge	Makinina Genre-based approach to teaching peer review in an EAP writing course	Waterhouse Journeys in decolonizing FSL/ESL language teaching practice	Lawrence Emerging areas in applied linguistics: A showcase of innovative research from York University's LAL graduate program
9:35-10:05	242 A topic modeling analysis of the questions from the English language learning community on the stack exchange	Donnelly The English and French Abilities of children considered at-risk for academic difficulty enrolled in early French immersion	Kunnas "Straight up racist": counter-stories from racial minority French immersion students	Zohbie* Genre-based approach to ESL writing instruction in elementary contexts: a critical examination	Keim "Eternal outsiders:" investigating discrimination among immigrant background plurilingual users living in Canada		
10:10-10:40	Pause – Café Ross Building-R S130*						

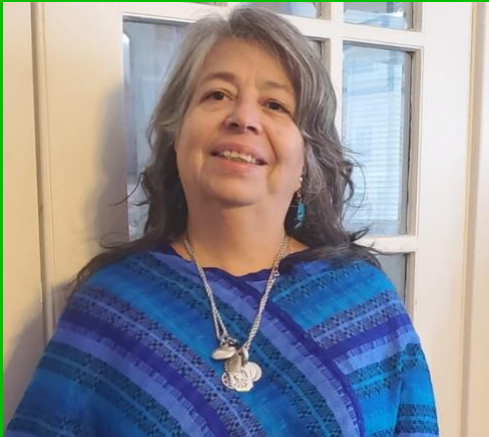
**Lundi 29 mai 2023 – matin / Monday May 29 2023
Suite - Continued**

	Ross -R S122	Ross -R S123	Ross -R S129	Ross -R S130*	CFA 312*	Vari Hall*	Ross -R S133
Mod/ Chair	Corpus Linguistics Mastoor Al Kaboody	Langue, culture, identité, socialisation Eloisa Cervantes Galindo	Multi et plurilinguisme Stephen Davis	Language Acquisition & Attrition Naeimeh Mojerloo	Perspectives critiques Carl Laberge	Symposium 6	Symposium 7
10:40- 11:10	Mammadova – 202 Transparency of compounds and their importance in English learner reading comprehension	Mirshahidi Decolonizing English for art and design: Pushing against regimes of normativity through a transcultural approach	Borgia La compréhensibilité en français L2 : effort et contribution des locuteurs L1	Tariq A Meta-synthesis of Research on Multimodal Approaches to Teaching Language Learners	Singh* Supporting multilingual students through linguistically responsive pedagogy: a case study	Waterhouse Journeys in decolonizing FSL/ESL language teaching practice	Lawrence Emerging areas in applied linguistics: A showcase of innovative research from York University's LAL graduate program
11:15- 11:45	Luo A study on how different glosses affect L2 idiom acquisition	Sorenson Duncan Parent perspectives on bilingualism and autism: insights for educators and clinicians	Chiras Disrupting the myth of monolingualism: institutional discourses about language and writing for plurilingual students in English-medium higher education	Knouzi A transverse view of post-millennial FSL research in Canada: epistemological and theoretical positionings	Habibie Social justice in the construction and dissemination of scholarship		
Lunch 12:00- 13:00	Mentorship Meetup – Rencontre avec vos mentors Lunch on your own/Dîner libre Ross Building-R S130						

Lundi 29 mai 2023 – après-midi / Monday afternoon May 29, 2023

	Ross -R S122	Ross -R S123	Ross -R S129	Ross -R S130*	CFA 312*	Vari Hall - VH B*	Ross -R S133
Mod/ Chair	Perspectives critiques Monica Shank Lauwo	Language Karam Noel	Pédagogie et didactique des langues Hannah Keim	Language Acquisition & Attrition Saina Keynahi	Français langue additionnelle Lira Gonzalez	Symposium 8	Teacher Education Karla Culligan
13:35-14:05	Valencia Shaking the foundations of language teacher education in 2023: A multiethnography	Hardy Information vs. reflection: A corpus-based examination of balance in undergraduate writing	Griffiths How do core French curricula talk about communicative difficulty?	Yabuki-Soh The use of active and passive forms found in narratives of L2 Japanese learners with L1 English	Moon Language ideologies in francisation program: focusing on the narratives of racialized migrants in Quebec	Girmohanta Uncovering language ideologies: A comparative and critical analysis of language policies across the world	Afreen Teachers' emotion labor, identity and investment in Bangla heritage language teaching
14:10-14:40	Cancelation	Shad Language ideologies and “othering”: A discourse analytic exploration of teacher’s sense of legitimacy in ESL	Reid Conception d’un outil diagnostique pour le développement de la compétence pragmatique d’appren-ant·es adultes du français Lx	Bartosiewicz* Readability in the CLIL classroom: A Spanish perspective	Dutil* Perceptions d’élèves nouvellement arrivés sur leur intégration linguistique et socioculturelle : de la classe d’accueil à la classe ordinaire		Arnott A pan-Canadian perspective on gaps in French as a second language teacher preparation.
14:45-15:15	Shank Lauwo Fostering critical multilingual language awareness and antiracism in teacher education	Laassassy Language exchanges: The impact of the compatibility factor in language	Schmor Promoting plurilingualism and the action-oriented approach: Lessons from a transatlantic partnership	Zhang Differences and diversity of the identity trajectories among heritage language learners: a multiple case study			Culligan Beginning French second language teachers in eastern Canada: A glimpse into linguistic and

	exchanges on language learning		of adolescent Chinese heritage learners in Canada			professional identity
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15:15-15:30	<p align="center">Our last break time together for 2023 – C’est notre dernière pause cette année</p> <p align="center">Vari Hall B</p>					
15:30-16:30	<p align="center">Join us for our Keynote, Loly Rico, pour clôturer le congrès de l’ACLA 2023</p> <p align="center">Vari Hall B*</p> <div align="center" data-bbox="829 544 1314 977">  </div>					
16:30-16:45	<p align="center">Closing remarks – Mots de clôture</p> <p align="center">See you next year – À l’an prochain</p>					

Symposia : Horaire détaillé - Detailed schedule

Symposium 1 – An invitation toward decolonizing and anti-racist assessment practice Saturday May 27, 9:00 am -11:30 am- Ross R130*	
9:00-9:10	Brief word of welcome & conference land acknowledgement Sunny Lau & Saskia Van Viegen
9:10-9:30	Reconsidering construct-irrelevant variance and underrepresentation: Towards a justice-oriented and antiracist validation framework in language assessment Angel Arias, Carleton University, Ottawa, Ontario, Canada*
9:30-9:50	Multilingual assessment, and translation: vanguard moves towards decolonising EMI Kathleen Heugh, University of South Australia, Australia*
9:50-10:10	Discussant: Jamie Schissel, University of North Carolina, Greensboro Q&A*
10:10-10:30	Break
10:30-10:50	Cultivating an inclusive multilingual assessment ecology in the K-12 classroom Saskia Van Viegen, York University, Canada
10:50-11:10	Centring translingual and trans-semiotic resources in content-based language education assessment: Towards an integrated model Angel M. Y. Lin, Simon Fraser University, Canada*
11:10-11:30	Discussant: Eunice Jang, OISE/University of Toronto Q&A

**Symposium 2 – Intersectional inequalities among ELL students in Canadian schools:
(re)examining the convergence of language, race, religion, and gen
Saturday May 27, 9:00 am -12:00 pm, in Ross R133**

9:00 - 9:05	Introduction: Rahat Zaidi and Pramod K. Sah (Land Acknowledgement)
9:05 - 9:25	Race, class, and language: An AsianCrit perspective on newcomer Chinese transnational adolescents' negotiation of intersectional identities in Canadian schools Guofang Li and Caroline Lo
9:25 - 9:45	Beyond the prism of plurilingualism: An intersectional analysis of elementary students' lived experiences during collaborative multilingual project-based learning in four schools in Toronto Gail Prasad
9:45 - 10:05	Can I speak that यहाँ पे (here)?": Elementary school children navigate intersectional inequalities with multimodal multilingual practices Harini Rajagopal
10:10-10:30	Break
10:30 - 10:50	The potential of reciprocal knowledge in the education of newcomer students Emmanuelle Le Pichon-Vorstman
10:50 – 11:10	The case for using L1 to explore ESL students' intersectional identities in Alberta Rahat Zaidi and Pramod K. Sah
10:10 - 11:30	Digital storytelling and intersectional identities: Refugee background youth (re)telling life stories Maureen Kendrik and Margaret Early
11:30 - 12:00	Q&A

**Symposium 3 – "Ionkwakwenionhátié - Haudenosaunee women, kinship and language resurgence in Kahnawà:ke"
Sunday, May 28, 9:00 am-12:00 pm in Vari Hall B**

9:00 - 9:15	Welcome & introduction to the symposium Janine Metallic, McGill University
9:15 - 9:30	Kahtehrón:ni Iris Stacey, PhD Candidate, McGill University
9:30 - 9:45	Ieronhienhawi McComber, MEd - UVic (Language Nest)
9:45 - 10:00	Kanerahtóntha Leith Mahkewa, BEd - Queens (Language Teacher Coach – NETOLNEW)
10:00 - 10:15	Iakotetshen'en Jacobs, BEd - McGill (Kanien'kéha Resource Teacher)
10:15 - 10:30	BREAK
10:30 - 10:45	Wathahine Deer, Cert. - Ratiwennahní:rats (Adult Immersion Teacher)
10:45 - 11:00	Kaia'tí:io Barnes – BEd, McGill (Elementary Immersion Teacher)
11:00 – 11:40	Panel discussion with guiding questions
11:40 – 11:50	Q&A (with audience)
11:50-12:00	Closing words Janine Metallic, McGill University

Symposium 4 – Race, migration and colonialism in language teaching and learning

Sunday May 28 9am-11:30am

Ross R -S133

9:00-9:05	Introductions and framing of the conversation Eve Haque, Jeff Bale
9:05-9:20	Lingua nullius: Indigenous language learning and revitalization as sites for settler-colonial violence Sarah Shulist (presenting author), Celeste Pedri-Spade
9:20-9:35	L'hospitalité en milieu associatif : entre idéal et praxis. Imaginaire postcolonial et relations entre les participants à un cours de français Iris Padiou
9:35-9:50	“There’s always racism”: Puerto Rican mothers naming linguistic inequities and sharing community cultural wealth post-displacement Astrid Sambolin–Morales
9:50-10:05	“Language lives in our bodies not just in our heads”: Embodied reading and becoming beyond the molar Shawna Carroll
10:05-10:30	Break
10:30-10:45	“I’m trilingual – so what?”: Official french/ english bilingualism, race, and french language teachers’ linguistic identities in canada Meike Wernicke
10:45-11:00	Locating language-teacher identities in the settler-colonial universe Dmitri Detwyler
11:00-11:15	Developing an anti-biased, anti-racist stance in second language teacher education programs Mimi Masson (presenting author), Marika Kunnas, Taylor Boreland, Gail Prasad
11:15-11:30	Discussion

Symposium 5 – Multilingual TESOL in practice: Reflections from classrooms, content development, course delivery, and language policy development

Sunday, May 28, 1:35 pm -3:15 pm, Ross – R S-130*

1:35-1:40	Conference land acknowledgement and introduction to the symposium Kashif Raza, University of Calgary
1:40-1:55	Multilingual TESOL in practice in higher education: Insights from EFL classrooms at a Gulf university Kashif Raza, University of Calgary
1:55-2:10	Facilitating the comprehension of academic content in the TOEFL iBT test preparation classroom Qinghua Chen, Angel Lin, Simon Fraser University
2:10-2:25	Online Worldreviewer language spaces (OWLS) for more equitable transepistemic and multilingual TESOL Paul J. Meighan, McGill University
2:25-2:40	An ecosystem approach to rethink travelling multilingualism in Singapore Catherine Chua, University of Calgary
2:40-2:55	2B or not 2B multilingual revisited: When researcher and educator vision meets student autonomy Shelley K. Taylor, Le Chen, The University of Western Ontario
3:00-3:15	Q & A

Symposium 6 – Journeys in decolonizing FSL/ESL language teaching practice

Monday May 29, 9:00 am -12:00 pm

Vari Hall *

9:00-9:05	Brief word of welcome & conference land acknowledgement Monica Waterhouse, Université Laval
9:05-9:30	Addressing English Coloniality in English Language Teacher Preparation: Awareness, Tensions, and (Im)Possibilities Eugenia (Gene) Vasilopoulos, Concordia University
9:30-9:55	From ESL practice to a PhD research project: recognizing the power of language social representations in decolonizing ESL teaching practice Ingrid Jasor, Université du Québec à Montréal (UQAM) and Université des Antilles
9:55-10:20*	(De)colonial becomings and language teacher education in Quebec Monica Waterhouse, Université Laval.
10:40-11:05	Entering in the middle: Stories of journeying into reconciliation in French education Magali Forte, Simon Fraser University
11:05-11:30	A Change of Heart: Teaching a Language of Colonization on Indigenous Land Nancy Griffith-Zahner, Simon Fraser University
11:30-11:55	Discussant Paul J. Meighan, McGill University

Symposium 7 – Emerging Areas in Applied Linguistics:
 A Showcase of Innovative Research from York University’s LAL Graduate Program
Monday, May 29, 9:00 am -12:00 pm
Ross -R S133

9:00-9:10	Welcome & conference land acknowledgement Geoff Lawrence & Ibtissem Knouzi, York University
9:10-9:35	War of words: The relationship between content moderation and language policy Mandy Lau, York University
9:35-10:00	Exploring TESOL mentors’ pre-service practicum experience Stephanie Kinzie, York University
10:00-10:25	Together, alone in the digital wilds: experiences of intercultural competence in Lingua Franca virtual exchange among EAL university students in Canada and Jordan Hiba Ibrahim, York University
10:25–10:40	Break
10:40-11:05	Self-directed online teacher development for english language teachers: Case studies Cheryl Fretz, York University
11:05-11:30	The depth of processing of written corrective feedback and l2 development: Do individual differences in working memory capacity and aptitude play a role? Mohammad Falhasiri, York University
11:30-11:55	Discussant & questions Antonella Valeo, York University

**Symposium 8 – Uncovering language ideologies:
A comparative and critical analysis of language policies across the
Monday May 29, 1:35 pm -3:15 pm
Vari Hall ***

13:35-13:40	Welcome and brief introduction to the symposium
13:40-14:05	Understanding the similarities and differences of dominant language ideology in Canada, India, and Bangladesh: A comparative policy analysis Sudhashree Girmohanta, OISE, University of Toronto
14:05-14:30	German language support classes in Austria: a critical analysis of language policy supporting the dominant position of German in K-12 schools Lisa Lackner, OISE, University of Toronto
14:30-14:55	Discourses on cultural and linguistic diversity in Mexican macro language policies Ma. Guadalupe Sanchez Sandoval, OISE, University of Toronto
14:55-13:15	Discussant: Jeff Bale OISE, University of Toronto

Descriptions - Symposia - Descriptions

Symposium 1 – An invitation toward decolonizing and anti-racist assessment practice

This symposium brings together researchers from different global contexts working at the intersection of language and education to address multilingualism in assessment. While research documenting collaborations with teachers to envision teaching and learning from a multilingual stance has the potential to create more inclusive learning environments, these efforts are not frequently reflected in assessment practice. This disconnect risks sabotaging multilingual efforts in the classroom, rendering teachers and students powerless to transform educational standards and underpinning ideologies. Exploring the onto-epistemological grounding for language in assessment, this symposium engages research and scholarship beyond a structuralist, pragmatic-functional language construct [monolingual] to behold language from pluriversal perspectives. Within TESOL and language education, coloniality underlies Eurocentric universalisms and racialized linguistic hierarchies evident in so-called language standards, monolingual norms, native speakerism, accentism and academic language (Flores & Rosa, 2022; Motha, 2014). Undoing these inequities however, should not reproduce or mirror the colonial practices that we aim to challenge. Rather, it involves a radical break from dualism towards a bottom-up effort to promote pluriversality, where totalizing truths are replaced by co-existence of different worldviews (Mignolo, 2000).

Towards these ends, the symposium features six papers that offer an invitation to alternative approaches to and understandings of assessment, reflecting the complex, situated and dynamic language practices of bi/multilingual speakers and communities. Sunny Lau (Bishop's University) will introduce the symposium. Discussants Eunice Jang (OISE/University of Toronto) and Jamie Schissel (University of North Carolina, Greensboro) will synthesize key themes and implications for research and practice, concluding with facilitated discussion.

Symposium 2 – Intersectional inequalities among ELL students in Canadian schools:

(Re)examining the convergence of language, race, religion, and gen

One of the key challenges for newcomer students lies within the process of trying to make sense of their new world; negotiate, renegotiate, and resist certain identities; which can influence their overall educational experiences. In other words, language learning does not take place in a vacuum but it is entangled within the students' intersectional identities (e.g., language, race, religion, gender) and the emotional transitions they undergo. Currently, there is a lack of understanding of how newcomer ELL students' multiple identities (as they relate to language, race/ethnicity, culture, and religion) converge and lead to the "intersectional nature of inequality" (Ragin & Fiss, 2017, p. 11). Jimenez-Castellanos and Garcia (2017), for example, illuminate in their research how ELL students experience intersectional inequality because of their compounded identities as low-income, Latina, and Spanish-speaking. This symposium responds to the need to bring an intersectional analysis to the forefront to understand the complex system of inequalities and injustice for ELL students. Focusing on multiple frameworks (e.g., intersectionality, Asian Critical Theory, pedagogical translanguaging, communicative repertoire, and investment in language and literacy learning) and utilizing various methods (e.g., multiple case studies, educational design research study, social design-based research, ethnography, multimodal analysis, and walking methodology), the six papers in this symposium examine schools as being potential sites of intersectional inequality for newcomer students. They also demonstrate the potential

of multilingual and multimodal narratives to draw on newcomer students' full communicative repertoire to (a) express their intersectional identities and (b) enhance their language and literacy learning.

Symposium 3 - "Ionkwakwenionhátié - Haudenosaunee Women, Kinship and Language Resurgence in Kahnawà:ke"

Movements supporting the revitalization, reclamation, and preservation of Indigenous languages have been in motion for decades and continue to gain momentum globally. Indigenous Peoples are finding ways forward to regain and strengthen their languages, resisting the impacts and ongoing reverberations of colonization. This symposium will provide an overview of Indigenous language revitalization and the motivations that have propelled communities into action to ensure their languages and ways of knowing will be everlasting. As Indigenous nations from coast to coast are engaged in this work there are many examples of how language workers are innovating, researching, and planning based on their unique linguistic needs, language status and community capacities. This panel of dedicated Haudenosaunee women have been at the forefront of those efforts in Kahnawà:ke Mohawk Territory. Working within various roles, they will share their expertise, motivations, and experiences as leaders within their families, community, and nation. This unique panel will also provide examples of how second language speakers are now leading and maintaining efforts within language nests, immersion programming, and other unique community-based efforts. Panelists will provide reflections on their journey as language learners and share their insights regarding the next steps needed for Kanien'kéha language revitalization in Kahnawà:ke. The panel will provide reflections on the importance of revitalizing Indigenous languages through methods that privilege Onkwehón:we thinking and knowledge with Onkwehón:we themselves defining and leading the movement.

Symposium 4 - Race, migration and colonialism in language teaching and learning

Calls for applied linguistics to grapple with the issue of race and racism in relation to language teaching and learning are not new (Amin, 1997; Ibrahim, 1999; Kubota & Lin, 2006; Mackie, 2003; Nero, 2006). However, the current historical moment has given particular urgency to this issue, including such questions as how race/racism are intertwined with migration and colonialism as well as with other practices and structures of social differentiation and oppression (e.g. Crump, 2014; Haque, 2012; Rosa & Flores, 2017; Van Esch, Kubota & Motha, 2020).

This symposium amplifies and extends this work by bringing together seven articles in English and French from the November 2022 special issue of the CMLR/RCLV that theorize the intersection of race/racism, migration, and white-settler and other colonialisms with issues related to language teaching and learning. The papers are a mix of data-driven theoretical or practice-oriented submissions that go beyond descriptions of these intersections and how their impact on identities and ideologies present across various language-education contexts. Instead, the papers also explore these intersections in relation to pedagogies and policies that contribute to undoing current inequities in educational opportunities and outcomes. The session will be organized such that authors are asked to present their paper's main arguments briefly, and then to put their paper in conversation with the other six from the issue. The session will conclude with a discussion among authors about future directions for research on the interplay of race/racism with migration and colonialism.

Symposium 5: Multilingual TESOL in practice:

Reflections from classrooms, content development, course delivery and language policy development

Multiple calls for the recognition of and active support for multilingualism in the TESOL field are leading to a broad realization that multiple languages, cultures and backgrounds can be part of classroom practice (e.g., Conteh & Meier, 2014; May, 2014; Raza et al., 2021). However, there is clearly need for greater support for TESOL professionals working in a broader range of contexts and roles to see examples of how multilingual TESOL can work in practice. TESOL educators need frameworks, practical approaches, and examples that they can apply and adapt for their individual contexts in order to create environments where local language resources can be utilized and developed while also teaching and learning English. Materials developers need inspiration for how multiple languages can be incorporated in textbooks and other resources. Assessment specialists wonder how competence in more than one language can be tested at the same time while maintaining quality and fairness. Similarly, policy developers want to see examples of policies that showcase support and provision of resources for multilinguals while supporting effective classroom practices. To fill this gap, the papers in this symposium focus on multilingual TESOL in practice (Raza et al., forthcoming 2023) in the areas of classroom teaching, materials development, assessment, and policy.

The symposium will start with an overview of the objectives (10 minutes) followed by four papers, each consisting of a 20-minute discussion and 10 minutes Q&A. The last 20 minutes will be used to wrap up the symposium and respond to audience queries.

Symposium 6 - Journeys in decolonizing FSL/ESL language teaching practice

In its statement in response to the TRC Calls to Action, ACLA/CAAL commits to supporting indigenous language education and teachers in various ways and also makes a more general commitment to support: “The integration of education for reconciliation into teacher education programs (building intercultural understanding, empathy, and respect; supporting language teaching that takes into account residential schools and Aboriginal history)” (<http://www.aclacaal.org/calls-to-action/>). This symposium aligns with these commitments and shifts the focus beyond teacher education to consider how the indigenization of official language teaching practices may (or may not) be happening. Inspired by the title of Motha’s 2020 article, the papers comprising this symposium are driven by the difficult question: Is decolonizing French Second Language (FSL)/English Second Language (ESL) teaching practice possible? The practice-oriented papers are grounded in current research and consider how one might go on teaching “dominant language[s] with a colonial legacy” (Meighan, 2021, p. 79), while still committing to processes of reconciliation and decolonization. We refer specifically to the settler colonial languages, English and French. Accorded status as the official languages of Canada and the languages of the so-called two founding nations, this privilege conveniently sidesteps acknowledging First Nations languages as well as Innu, languages indigenous to Turtle Island prior to the existence of the nation-state Canada. Recognizing that reconciliation, decolonization and indigenization are processes (and often difficult, uncertain ones at that), the presenters invite the audience to experience the stories of our respective research-practice journeys as a way to think-act-become differently in Canadian FSL/ESL classrooms.

Symposium 7: Emerging areas in applied linguistics:

A showcase of innovative research from York university’s LAL graduate program

Research in the field of applied linguistics is shaped by both foundational and emerging understandings of language use, and language teaching and learning. The field is also increasingly influenced by dramatic changes in social, technological, and cultural landscapes. The papers presented in this session examine foundational and emerging topics in the field while showcasing the innovative research of York University's Applied Linguistics PhD candidates at varying stages of their programs. The first paper examines platform content moderation through a language policy lens, considering how content moderation is impacting linguistic areas including language shifts, beliefs/ideologies, and labour. The next focuses on written corrective feedback (WCF), utilizing eye-tracking technology and think-aloud protocols to examine students' conscious and unconscious engagement with WCF and correlations with accuracy, L2 learning, and individual differences. A third paper employs digital ethnographic and case study methods to explore intercultural competence in a lingua franca virtual exchange between Canadian and Jordanian English as an additional language (EAL) students, highlighting the mediating influences of students' digital experiences of intercultural language learning. A fourth paper examines language teachers' professional development trajectories in online spaces, emphasizing the under-researched influences of self-direction, self-motivation, and mindfulness as teachers navigate top-down professional development demands within the constraints of their sociocultural contexts and individual needs. A final paper investigates the largely-ignored experience of preservice practicum mentor teachers, using activity theory to understand how mentors' personal histories and sociocultural contexts inform practicum mentorship and suggest strategies to meaningfully support mentors and improve the preservice practicum.

Symposium 8 -Uncovering language ideologies:

A comparative and critical analysis of language policies across the world

Language policy is not just a mere document. In most cases, language policy is a reflection of dominant language ideologies that exist throughout different societies and manifest within educational institutions. These ideologies affect our lives and shape our thinking about languages in both implicit and explicit ways. It is imperative to not only become aware of ideologies but also to critically investigate how they are “created, interpreted, appropriated and instantiated across multiple contexts and layers of activity” (Johnson, 2013, p. 25) by stakeholders for more just societies. A comparative analysis of language policies across geographical and educational contexts can offer an entry point into critical reflection at an individual and societal level. It provides insights into how various actors grapple with and contest dominant language ideologies. Hence, this comparative approach provides opportunities for mutual learning, which is crucial in this increasingly transnational world. Canada, for example, welcomes many immigrants and could benefit from understanding language beliefs and practices from different parts of the world to develop more inclusive language education policy. In this symposium, we will present language policies from seven different countries, including Austria, Bangladesh, Canada, India, and Mexico, to see how they interconnect with race, caste, language, culture, and ethnicity (Canagarajah, 2013; Haque, 2012). We invite attendees to imagine a future where language policies leverage the entire plurilingual and pluricultural repertoires of all students.

Description - Regular sessions - Résumés

*Abstracts are listed alphabetically according to the first writers' last name.

* Les résumés sont présentés par ordre alphabétique selon le nom du premier auteur ou de la première autrice.

ABBOTT, Marilyn L. (University of Alberta, Canada) <mabbott@ualberta.ca>

LEE, Kent K. (University of Alberta, Canada) <Kent.Lee@ualberta.ca>

Differences in Literacy and General Stream Students' Emotions Associated with Portfolio-Based Language Assessment in Language Instruction for Newcomers to Canada
We present findings from a larger study of a federally mandated portfolio-based language assessment (PBLA) protocol in Language Instruction for Newcomers to Canada (LINC) programs. LINC has two streams: one for students who have well-developed first language literacy and the other for those who are developing literacy skills for the first time in any language. Researchers and LINC instructors, however, have questioned the appropriateness of PBLA for use with literacy learners mainly because it is not responsive to their learning needs (e.g., IRCC, 2020) and may cause learners undue stress (Abbott et al., 2021). Given that emotions can influence students' engagement, motivation, and ultimately their L2 learning in the classroom (e.g., MacIntyre et al., 2019), there is a need for research to examine the impact of PBLA on students' emotions. Using positive psychology as a theoretical framework (MacIntyre, 2021), we explored a range of students' positive and negative emotions towards PBLA and compared the differences in emotions across the two streams. LINC students (N = 109) from eight high-beginner level classes completed a questionnaire consisting of 18 Likert items designed to measure nine positive and nine negative emotions related to PBLA. Bilingual interpreters assisted the literacy learners in completing the questionnaire. MANOVA results indicated that literacy students reported statistically significantly higher negative emotions scores than those students in the general stream. Post-hoc comparisons revealed that the literacy learners had significantly greater agreement with the items that captured stress and dread. Implications for LINC instruction and policy will be discussed.

ADEGBONMIRE, Leanne Marie (OISE, University of Toronto, Canada) <leanne.rempel@mail.utoronto.ca>

LE PICHON, Emmanuelle (OISE, University of Toronto, Canada) <e.lepichon@utoronto.ca>

Teachers Learning Together: Challenges and Successes Implementing a Multilingual Digital Tool

Over the past two years, the classroom has fluxed between a virtual one and in-person, with teachers challenged to hone their tech skills to support their diverse classrooms. This paper explores the experiences of more than 40 ESL and STEM teachers' experiences in three Canadian provinces and their implementation of Binogi, an equitable learning platform with animated STEM lessons and interactive quizzes in more than 10 languages, aligned with the grades 6-9 curriculum. Binogi encourages the use of students' home languages as a tool for academic content transfer, which has been a powerful strategy for maximizing engagement in school (Cummins, 2000; Monsrud & al. 2019). Through a sociocultural lens, we examine teachers' observed interactions with each other in virtual professional learning meetings over a 2-year period, negotiating how they can support multilingual students and create a bridge between language and STEM. Teachers are open to sharing challenges such as varying digital literacy and limited devices in schools, along with encouraging stories of students' interest in STEM increasing, changing attitudes towards home languages, and

increased family engagement. The findings are situated in a multi-year MITACS-funded research project. This paper contributes to the field of teacher professional learning and creating an inclusive environment for multilingual learners.

AFREEN, Asma (The University of British Columbia, Canada) <afreen179@gmail.com>

Teachers' Emotion Labor, Identity and Investment in Bangla Heritage Language Teaching

A growing number of studies have examined the relationship between emotion and power, and the way institutional hierarchies impact language teachers' emotion labor (e.g., Benesch, 2019, 2020; Miller & Gkonou, 2018). Such research has not, however, examined the relationship between emotion labor and language teacher investment (Darvin & Norton, 2015, 2021), which is centrally concerned with identity, capital, and ideology. This study addresses this gap investigating the relationship between heritage language (HL) teachers' emotion labor, investment, and identity at an online Bangla community school (learners aged 5–14). Drawing on a larger two-year case study, the study investigates how online community-based HL teaching structures teachers' emotion labor and the extent to which this emotion labor be understood with respect to teachers' investment and identities. Data sources include participant class observations, questionnaires, semi-structured interviews, and focus group discussions with seven volunteer teachers, which were analyzed using thematic analysis (Clarke & Braun, 2017). Preliminary findings suggest that the resource constraints of the school structured the emotion labor of the teachers. Nevertheless, because teachers were invested in their cultural community, and also excited to be learning to teach online due to the pandemic, they experienced much joy when students made progress in learning Bangla. As teachers navigated systemic patterns of control, including limited resources, funding, and training, they managed their emotion labor by drawing on their linguistic, cultural, and social capital as affordances for enhanced identities as HL teachers. The study raises important questions about the ideological position of HLs in poorly resourced communities.

AHMED, Anwar (University of British Columbia, Canada) <anwar.ahmed@ubc.ca>

Affective Labour in Second Language Academic Writing: An Applied Linguistic Perspective

This presentation reports on some findings of a study that investigated the role of emotions in multilingual students' academic writing. Data were collected through semi-structured interviews with fifteen students enrolled in Canadian institutions of higher education. I select three focal participants and discuss their affective labour while writing in English as an additional language (EAL) for academic purposes. Following Hardt and Negri (2000, 2009), affective labour is conceptualized as a form of immaterial labour that involves the production and manipulation of emotions. My participants' discussions about affective labour – invisible yet intense – for writing in EAL reveal how they were made to feel in particular ways. I highlight three areas where the participants engaged in higher levels of affective labour: instructors' feedback on their writing, finding time to practice writing as a craft, and negotiating a writer identity.

From an applied linguistic perspective (Grabe & Kaplan, 2014), I discuss how this kind of labour extended beyond traditional sites of learning such as classrooms, writing centres and libraries, and how it entered the students' private lives. I also focus on how the “slow” process of writing was in conflict with the accelerated pace of contemporary academic life, which tends to punish individuals who have to engage in additional affective labour due to their EAL identity. Taken together, findings presented in this paper will encourage attendees to reconceptualize academic writing as a socially-situated and affective practice in which student-writers' thinking and action are mediated by multiple actors, ideologies and institutional practices.

AHMED, Md Imran (Carleton University) <imransust14@gmail.com>
PINCHBECK, Geoffrey (Carleton University) <geoff.pinchbeck@carleton.ca>

Lexical Coverage and Vocabulary Load in EFL Textbooks: Unrealistic Expectations for Learning

In English as a foreign language (EFL) learning contexts, English language (L2) input is primarily from course materials, as out-of-the-classroom exposure to English is minimal (Yang & Coxhead, 2020). Textbook design/development is often informed by intuition rather than research (Sun & Dang, 2020), and may negatively impact acquisition enabled through comprehensible input (Krashen, 1982). We conducted a lexical analysis of the vocabulary in National Curriculum English K-12 textbooks in Bangladesh. Corpora were first compiled, and the lexical coverage provided by all new words, i.e., words not found in all prior-grade textbooks, at four stages (Grades 6, 8, 10, and 12) was determined. Results revealed that at all stages examined, new vocabulary loads in textbooks are substantial. For example, if we accept the unrealistic assumption that all words encountered only once in Grade 1-5 textbooks were acquired, students entering Grade 6 would understand only 88% of the words in their new textbook; this is well below the minimum 95% coverage levels recommended for comprehension with instructor support (Hu & Nation, 2000; Schmitt, et al., 2011). Additionally, students would hypothetically need to learn new words at a rate of 12 words per hour of class time. Alternatively, if five encounters of a word are assumed to be required for acquisition (as per Pellicer-Sánchez, 2016), none of the prior-grade textbook vocabulary reached the recommended level of 95% vocabulary coverage in subsequent-stage textbooks. In light of the inconsistent success of some EFL programs, we discuss the significance of these results and make recommendations.

AHN, Sung Kyung (University of Alberta, Canada) <sungkyun@ualberta.ca>

Adolescent Newcomers' Literacy Development in English: An Analysis of High School Students' Writings

Research on literacy learning and development among adolescents is scant in the literature. This paper is an interim report of research on second/additional language literacy development among adolescent newcomers in an after-school-literacy-program in Western Canada. It discusses the students' literacy learning experiences in school, the difficulties with writing that they reported, and the quality of composition-oriented writings that they produced. While the study uses Vygotskian sociocultural theory (Vygotsky, 2012) as a theoretical framework, it draws on ideas of a methodologically comprehensive literacy program (Cumming & Geva, 2012) for teaching culturally and linguistically diverse students. The data presented in this paper include responses to pre-interview activities (Ellis, 1998) completed by four high school students, interviews, the students' writing samples produced for schoolwork and the after-school-literacy-program, and the researcher's notes. For the data analysis, the principles of interpretive inquiry (Ellis, 1998) and the Alberta K-12 ESL Proficiency Benchmarks (Alberta Education, 2011) are used. The paper discusses the relationship between oral fluency and writing proficiency among the students, which was observed during the literacy program, and the effects of a process approach to writing on the students. It highlights their weaknesses and strengths in composition-oriented writing and suggests alternative approaches to supporting their academic writing.

AL KABOODY, Mastoor (Carleton University) <mastooralkaboody@cmail.carleton.ca>
PINCHBECK, Geoffrey G. (Carleton University) <geoffpinchbeck@cunet.carleton.ca>

Vocabulary Profilers to Predict the Lexical Knowledge of English Learners: The Case of Chinese and Arabic Learners

Word-frequency lists have been used to inform strategic target-form instructional decisions; however, recent studies reveal that they may not best represent learner word knowledge (Hashimoto & Egbert, 2019). Subsequently, knowledge-based wordlists derived from vocabulary test data have recently been developed (Schmitt et al. 2021). Such test-based lists have been proposed as superior to frequency lists when used as a resource in models of readability and can complement frequency-based lists when selecting target vocabulary for language courses. This presentation will compare several recently developed learner-knowledge-based wordlists in their ability to predict the word knowledge of 684 Chinese and 596 Arabic speakers in English for Academic Purposes programs in Canada and Qatar. Word knowledge of participants was operationalized using a dichotomous Rasch joint maximum-likelihood estimation model of a 187-item multiple-choice meaning recognition, meaning recall, and form recall vocabulary test. The test had a Rasch-item separation of 6.21 and item reliability of .97, a person separation of 3, and person reliability of .88. Rasch-item measures (an estimate of word knowledge in the sample population) for each participant group were regressed across several word-knowledge indexes provided by 1) Brysbaert et al.'s (2019; 2021) crowd-sourced ESL learner Yes/No test data, 2) Schmitt et al.'s (2021) form-recall Knowledge Vocabulary List data, and 3) TextInspector.com's CEFR-based English Vocabulary Profile. Results suggest that with respect to readability models, Chinese and Arabic learners of English should be treated as unique groups, distinct from native-English speakers. Finally, this presentation will highlight some disadvantages of using one-size-fits-all pedagogical tools.

ANTONY-NEWMAN, Marina (University College London, UK) <marina.antony-newman.20@ucl.ac.uk>

Exploring Canadian Language Educators' Beliefs and Practices at the Intersection of Language Policy and Plurilingual Research Discourses

The linguistic landscape in Canada is becoming increasingly more diverse and is represented by 217 international and 70 Indigenous languages (Statistics Canada, 2022). Yet, Canadian language policies are centred around official English and French (Government of Canada, 1988b) resulting in a mismatch between the plurilingual practices in Canadian classrooms/homes and monolingual/bilingual language education policies (Masson et al., 2022). Despite the emergence of plurilingualism as a theoretical framework and a pedagogical foundation (CoE, 2020; Van Viegen & Lau, 2020), monolingual ideology is still reflected on the policy level (Fuller, 2018) and results in the prevalence of monolingual mindset among educators (Marshall, 2019).

In this study, I explored how the dominant discourses in Canadian language policy documents and plurilingual research studies shape language educators' beliefs and practices. I present the results of Foucauldian Discourses Analysis (FDA) (Angermuller, 2015; Arribas-Ayllon & Walkerdine, 2017) of the interviews with Canadian language teachers (N=2), teacher-researchers (N=2), and researchers (N=2). FDA gives an in-depth perspective about the interplay between the two types of discourses and the way they inform language educators' beliefs and practices. The results show that participants' beliefs and practices are consistent if shaped by plurilingual research discourses, according to the responses of two researchers and one teacher-researcher, and inconsistent if shaped by both language policy and plurilingual research discourses, as evident through the analysis of language teachers' and teacher-researchers' profiles. The implications of this study include a Framework of Action for Language Educators to ensure consistency in their beliefs and practices.

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A pan-Canadian perspective on gaps in French as a second language teacher preparation.

The ongoing Canadian French as a second language (FSL) teacher shortage calls for an enhanced understanding of how teachers are prepared for the field (e.g., Masson et al., 2019; OPSBA, 2018, 2019). In response, a pan-Canadian study on FSL teacher preparation was launched by the Canadian Association of Second Language Teachers (CASLT), which invited teachers, administrators, and Faculties of Education representatives to complete surveys (n=253) and/or participate in focus groups (n=89). Rooting the study in a sociocultural perspective on teacher development (Johnson & Golombek, 2016) anchored within a pragmatic paradigm (Mertens, 2020), participants were prompted to share their perspectives and experiences throughout the FSL teacher career timeline: (pre-)undergraduate and life experiences, admission, initial teacher education (ITE), graduation and hiring, and professional learning (i.e., as practicing teachers).

In this presentation, we will present five specific gaps that emerged across three interrelated dimensions of FSL ITE and professional learning — i.e., language development, pedagogical knowledge and skills, and mentorship. Each gap reflects a collective concern about retention spanning the teacher career timeline. Participants also expressed noteworthy concern about the adverse impact of a system-level FSL culture of deficit thinking and marginalization of FSL teacher candidates and new FSL teachers in Canadian K–12 schools. Considered collectively, the intersecting complexities of these gaps paint a nuanced picture of the leaky FSL teacher pipeline (Masson, 2018) and highlight how FSL teacher ITE and professional learning is organized and delivered in ways that risk perpetuating a survival-based approach to FSL teaching.

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What is a 'Qualified' Immersion Teacher?

In recent years, the marked shortage of qualified Canadian French immersion teachers has come to light through several pan-Canadian studies (ACPI, 2018; ACPI/CASLT, 2021; OCOL, 2019). This problem is perhaps unsurprising considering the low number of universities with programs specializing in French immersion teacher education. But what does it mean to be a ‘qualified’ French immersion teacher, and how do Canadian universities go about developing the immersion-specific competencies needed for effective instruction in these unique learning contexts? Using data from student focus groups (N = 23), we will discuss the experiences, perspectives, and immersion-specific pedagogical content knowledge (Lindahl & Baecher, 2016; Morton, 2018) of students enrolled in French immersion teacher education programs to better understand the process of becoming a qualified immersion teacher at universities across Canada. We argue that these findings underline the need to establish general guidelines, targeted outcomes, and methods to inform content-based teacher education programs.

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Exploring Language/ Languaging's Power to Act in Technology Enhanced Language Education: A New Materialist Perspective

This presentation is part of a larger movement led by a growing number of academics who advocate for renewed attention to the creative potential of matter in applied linguistics. For instance, Pennycook (2018) invites us to rethink the relations between language, humans, and matter and consider the dynamic relations between human and non-human elements. With this in mind, this presentation draws on the Deleuzo-Guattarian

concepts of assemblage, affect, becoming, and learning (Deleuze & Guattari, 1987) to explore the possibilities offered by practices that consider the transformative power of humans, matter, and language within larger semiotic assemblages (Pennycook, 2018). This experimentation is part of a research project associated with the design and delivery of an online graduate course in technology enhanced language education. The research question that guided the study was: Within the research assemblage, how do flows of affective relations between human, material, and semiotic elements transform language's power to co-produce teacher trainees' capacity to teach, learn, and design technology-enhanced language education? Methodologically, data collection encompassed participants' assignments, semi-structured interviews, and course materials. Moreover, rhizoanalysis was deployed to map the productive flows of affective relations between language and other human and non-human elements within the research assemblage. Results show that language's capacity to act constantly became other within flows of affective relations associated with the research assemblage. The results emphasize the importance of providing the conceptual and methodological means to teacher trainees to work within the materiality and relationality of their practice.

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Invoking Sankofa for pan-African language policy: Towards Indigenous African language reclamation

Sub-Saharan African countries (SSAC) are largely of the position that colonial languages never reconcile claims of authenticity, rather only the implementation of Indigenous languages as national languages (NL) achieves that (Bamgbose, 1991). However, that desire is rarely followed by practice, as African language policy and planning is marked by vagueness, fluctuation, and declaration without implementation (Bamgbose, 1991, pp. 111). In this study, I propose Sankofa as a language policy framework; Sankofa is an African episteme that roughly signifies "looking back to retrieve what was lost" (Temple 2010). The concept of Sankofa re-emerged as a decolonial methodology (Watson & Knight-Manuel, 2017), to position the Indigenous African ways of knowing as central to African and Black emancipation (Dei, 2012). I argue that Sankofa as a language policy and planning framework is about strategically looking back, temporally and across state borders, to dissect the language policies and planning that failed Africans in order to move forward to implementing decolonial and Indigenous African language policies. By applying Sankofa, I conduct a rigorous policy analysis of various data sources on African language policy such as legislative and constitutional provisions of all SSACs. This reveals that the language policy of SSAC is overwhelmingly monolingual and mostly colonial language oriented. In fact, only 26% (13/49) of SSACs have a NL policy in place, most of which serve as a symbolic gesture rather than a functional role. I propose two minimal ingredients to successful NL implementation approaches: (i) African NL(s) through Africanism and (ii) Refusing Colonial languages.

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Readability in the CLIL classroom: A Spanish perspective

The presentation will highlight some major pedagogical challenges for CLIL programs in Spain, and suggests a thorough examination of the linguistic complexity of CLIL course materials.

In European contexts, bilingual programs have been shown to improve learners' L2 proficiency, but success is sometimes inconsistent. This presentation will examine the lexical sophistication of textbooks used in Content and Language Integrated Learning (CLIL) programs in Spain and will argue that instructional materials employed in L2-instructed classes have not received adequate attention.

The lexical aspect of the construct of readability was operationalized by aligning two sets of data that relate to the potential difficulty that English vocabulary presents to young L2 readers. First, using CEFR scale-based word lists (EnglishProfile, 2019), we estimated the percent coverage of words in course texts ‘likely to be known’ by students (AntWordProfiler; Anthony, 2014). These CEFR-based coverage measurements were then aligned with students’ scores on a receptive vocabulary test (Anthony & Nation, 2017) using the same scale. Building on a framework combining Krashen’s Comprehensible Input (1985) and lexical threshold theories of readability (Nation, 2006; Schmitt, 2008), the lexical coverage analyses revealed that vocabulary difficulty of instructional materials is beyond the students’ expected L2 competence, since the number of ‘known words’ in class texts falls well below the 95% coverage recommended for comprehensible reading. Regression analyses indicated cognate awareness to be the major predictor of the vocabulary test scores.

These findings provide practical implications for publishers to develop materials that address students’ linguistic and cognitive needs.

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How can we conduct classroom-based research with adult students with limited formal education?

Despite the growing number of adult students with limited or interrupted education, few classroom-based studies have investigated how teaching can address the L2 learning needs of this population, who have weak literacy skills (Penning de Vries et al., 2020). Not only are findings limited, there is even uncertainty about how to conduct classroom research in diverse learner settings (Hamel Michaud et al., 2022). A review of research methods textbooks reveals warnings of the dangers of bias from using intact classes, but offers little practical guidance.

In this paper, we present a study that aimed to foster knowledge of household items and number marking in an intact language and literacy classroom for French L2 multilingual adults (N=13). It involved a comprehension-based pedagogical intervention, which relied on comprehension-based tasks (i.e., listen-and-do tasks) that minimized reliance on print or school-based strategies to achieve task outcomes (Shintani, 2012). To evaluate the effectiveness of these tasks, we examined learners’ verbal behaviours during task performance in terms of opportunities for form-meaning connections (FMC). Results showed that multiple opportunities for FMC occurred in both self- and other-directed speech. This suggests that comprehension-based instruction could be a useful technique for this context. Yet this study involved a small number of participants and lacked a comparison group. The findings from this study provide a point of reference for a broader discussion of the challenges of doing classroom research in diverse L2 learner contexts and of possible conceptual and practical ways of working around these challenges.

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Justice linguistique dans la formation en traduction : au-delà du bilinguisme officiel

L’ACLA soutient l’équité, la diversité, l’inclusion, et la décolonisation, le congrès 2023 de la Fédération des sciences humaines promeut une action collective pour créer un monde plus équitable et durable. En tant que professeur.es-chercheur.euses, nous pouvons contribuer à ces enjeux par notre enseignement. Je montrerai comment il est possible dans un baccalauréat en traduction d’amener les futur.es professionnel.les des langues à réfléchir à la justice linguistique, de sensibiliser aux connaissances et cultures minorisées, de questionner les pratiques existantes favorisant un système

hiérarchisant les langues, les savoirs et les personnes. En amenant les étudiant.es à réfléchir à leur rôle à jouer en tant que citoyen.nes engagé.es dans une structure sociale riche, j’aspire à contribuer au développement d’une société plus juste et pacifique.

Je parlerais ainsi de pratiques qui permettent de tendre vers de tels objectifs, notamment des approches pédagogique relevant de la justice sociale qui permettent aux formateur.ices de modéliser la justice sociale dans leur classe (plans de cours et approches inclusives). Je présenterai deux activités qui permettent de valoriser l’Autre, la diversité et l’entraide, et qui contribuent à une meilleure intercompréhension : un projet expérientiel mené avec une école d’immersion en langue wolastoqey et la traduction en milieu social dans les programmes de traduction. Je terminerai en parlant des raisons pour lesquelles il importe dès aujourd’hui de faire une place aux langues de l’immigration et aux langues autochtones dans nos programmes de traduction au Canada, et de penser au-delà du bilinguisme officiel.

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Linguistic Ragas: Decentering Repertoires towards a Decolonized, Affective, and Material Understanding of Language

Concepts do not only orient our thinking, but they also carry material connotations. The word linguistic “repertoire” has played a significant role in how we discuss language; however, we argue that its Eurocentric origin and meaning tend to limit and may recreate the colonial connotations. Thus, problematizing the concept of “linguistic repertoire”, we hope to shift the perspective on language by exploring an alternative concept: Hindustani Ragas, using it as a decolonizing metaphor.

Conceptually, the word “repertoire”, including sociolinguistic repertoire (Gumperz, 1964), truncated repertoires (Blommaert, 2010), and even spatial repertoire (Canagarajah, 2018), have expanded our understanding of language use by challenging some of the positivist, and perhaps even colonial understandings of language as fixed and standardized. However, its connotations still limit what it can offer. More importantly, with its European, and therefore colonial heritage, it centers a European concept yet again. Thus, in thinking with decoloniality (Mignolo & Walsh, 2018), through a more than human/affective lens (Deleuze & Guattari, 2001; Zembylas, 2016), we would like to discuss what this metaphor does and does not do and offer an alternative concept.

Ragas are a sophisticated, flowing, and layered genre of Hindustani music with a long history and tradition. They connote affective, material, and contextual entanglement and have also inspired the creation of jazz. Through the metaphor of Ragas, we aim to expand the perspective of language towards a decolonial, affective, and material understanding: decentering the Eurocentric concepts and relocating the marginalized concepts to the center.

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Teaching elementary ESL writing in Canada: Teacher preparedness and challenges

Writing is an important skill for children’s academic success (e.g., Fitts et al., 2016). This underlines the need for effective ESL writing instruction in elementary classrooms (Bhowmik & Kim, 2021). However, there has not been much research on elementary ESL writing in Canada, leaving a gap in our understanding about the pedagogical practices in this context. To fill this gap, this paper reports on findings of a study that investigated: (a) factors that influence teacher preparedness, and (b) challenges teachers encounter in teaching ESL writing. Eight elementary teachers, each with at least three years of teaching experience, participated in the study. Data were collected from interviews and online surveys. Findings suggest that

teacher preparedness was affected by four factors: (a) background knowledge of teaching ESL writing, (b) professional learning opportunities, (c) self-learning and experience as a teacher, and (d) collaboration, mentorship, and support for teachers. The challenges teachers encountered were grouped into five categories: (a) making sense of the writing curriculum, (b) finding relevant resources, (c) lack of time, (d) difficulty providing feedback, and (e) parental involvement at home. Drawing on the findings, the paper discusses implications and recommendations for elementary ESL writing instruction.

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Exploring flow in a language learning context: Second language learners' perspectives

This study explored the notion of flow, which refers to a person's sense of being completely absorbed in a task, as it applies to second language (L2) learning and use. According to previous research (e.g., Cox & Montgomery, 2019; Egbert, 2003), flow is associated for learners with several specific dimensions, including attention, interest, control, and perceived balance between a learner's language skill and a given task's challenge. However, in most prior work, flow has been mainly examined through researcher-generated descriptions to which learners reacted using Likert-type scales. In this study, we examined flow through the perspectives of the individuals experiencing it, by asking them to describe any insights relevant to their experience. During four weeks, five undergraduate students taking L2 French or Spanish coursework reported their flow states in weekly diary entries and interviews. Students described a total of 15 flow states, reporting them most frequently in interaction inside and outside coursework (e.g., speaking to a friend/stranger, in a paired task) but also while taking an exam, studying grammatical forms, listening to a lecture, reading, and practicing a speech. Qualitative coding revealed seven dimensions of flow, where five previously reported dimensions (attention, interest, enjoyment, sense of accomplishment, skill–challenge balance) were supported and clarified through our analyses while the remaining two (oblivion, stress) were identified for the first time. Flow appeared to be linked to proceduralization of L2 skills, as the element of automaticity was prominent in most descriptions of flow. We discuss theoretical and pedagogical applications of these findings.

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La compréhensibilité en français L2 : effort et contribution des locuteurs L1

Des études sur la compréhensibilité (Isaacs et Trofimovich, 2012; Saito et al, 2016) montrent que les principaux critères linguistiques déterminants de l'effort déployé par un locuteur L1 pour comprendre un locuteur L2 sont la grammaire, le vocabulaire, la phonologie et l'aisance. Ces constats ont été établis sur la base d'évaluations d'échantillons de parole produite en anglais L2 et, le plus souvent, évalués par des juges experts. La présente étude pilote visait à vérifier si les mêmes tendances s'observeraient en français L2, sur la base d'évaluations de juges naïfs.

Dans une tâche de rappel stimulé à l'oral, après avoir reçu une formation, 6 locuteurs L1 du français ont été invités à commenter la compréhensibilité de 4 échantillons de parole de 20 secondes produits par des locuteurs de français Lx de niveau intermédiaire fort (tiré de Beaulieu et al, 2022). Leurs commentaires ont été transcrits. Puis, les éléments associés à un effort cognitif lors de l'écoute ont été codés en fonction des catégories établies par Isaacs et Trofimovich (2012). Les résultats révèlent que, contrairement à ce qui a été observé antérieurement (Isaacs et Thomson, 2013), les juges naïfs ont relevé une grande variété d'éléments linguistiques à la base de leurs jugements, mais que l'aisance et la prononciation sont les deux grands facteurs ayant le plus nui à leur compréhensibilité. La discussion portera sur des recommandations méthodologiques pour poursuivre la recherche sur la compréhensibilité en français L2 auprès de juges naïfs.

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Formative Assessment Practices and the Development of Oral language Skills in Elementary French Immersion

This study examined the role and use of formative assessment practices in elementary French immersion (FI) classrooms as students engaged in small group oral tasks. Although FI students attain high levels of proficiency in their L2, supports are needed to further develop grammatical accuracy, sociolinguistic skills, and lexical precision (Genesee, 2004; Lightbown, 2014; Michaud, 2020; Tedick & Lyster, 2019). Assessments enable teachers to collect information about students' learning (Bachman, 2004). Specifically, formative assessments have positive effects on learning, motivation, and self-efficacy (Black & William, 1998). However, assessing oral skills remains a complex endeavor for FI teachers (Isaacs, 2015). Using a Design-Based Research methodology, we worked with teachers to investigate how formative assessment practices can be conceptualized and implemented to assess oral skills as students engaged in authentic life-like meaning-making interactions (Ellis, 2009; Long, 2015). Data were collected from five FI classrooms (Grades 1-4). Data include classroom observations (N=23), video recordings of student interactions, learning artifacts, and teacher interviews (N=15). We documented how teachers collected evidence of oral output and used learning artifacts to identify language needs/strengths, monitor progress, target instruction, provide corrective feedback (Ranta & Lyster, 2018), foster language awareness, self-assessment and goal setting, and push language complexity forward. Data were analysed using qualitative techniques. Findings suggest that specific dimensions of formative assessments including the pedagogical applications of specific learning outcomes, the collection of tangible evidence of oral language development, and the subsequent reinvestment of students' learning yielded important benefits in supporting oral language acquisition in elementary FI classrooms.

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Resilience and reflexivity experiences of language teachers in Ontario: A longitudinal transdisciplinary study

Incorporating Indigenous epistemologies, namely a transdisciplinary reflexive approach (Byrd Clark 2016, 2020; Kovach, 2021), this presentation reports selected findings from a longitudinal study exploring the resilience and reflexivity (critical intercultural awareness) of current in-service ESL and FSL language teacher professionals in Ontario. With on-going conditions brought about by the COVID-19 pandemic (Pinar, 2021), as well as the continued rise of neoliberal discourses and marketization of education (Tarc, 2022), the need for Indigenous approaches as well as resilient, critically aware professional language educators, open and supportive of diversities, remains paramount. More importantly, we need to reflect upon practices which help move us beyond Western Cartesian mechanistic ways of thinking; communicative practices which both (re)connect us and sustain our well-being (Four Arrows & Navarez, 2022).

Our main questions guiding this transdisciplinary research: What does it mean to be/become resilient and what does it mean to become/be more aware? Employing Indigenous methodologies (Tuhai-Smith, 2021), our multidimensional interpretative analysis consisted of bi-annual semi-structured interviews with 25 language teachers over two years (2018-2020), focus groups, and observations which provide detailed portraits of the language teachers' experiences and reveal some of the complex racial, ideological, socio-emotional, pedagogical, and interpersonal opportunities and challenges they encounter on a daily basis. More importantly, the data demonstrate how the teachers engage these complex challenges and what they

‘do’ in particular. This innovative research will be of interest to everyone working with language teachers, wanting to support and ensure their successful journeys and career longevity in today’s world.

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Heritage Language Anxiety in Post-Secondary Learners of Spanish: Implications for Measurement

Receiving formal instruction in a heritage language (HL) can be nerve-wracking for heritage speakers who mainly acquired their HL in informal settings (Torres et al., 2020). When anxiety regularly occurs with the use of an HL, this is Heritage Language Anxiety (HLA). There is currently no scale specific to HLA that is consistently used across studies, and previous research tends to use scales intended for foreign language learners. These may not be the most suitable instruments for investigating HLA because they do not consider the academic and social contexts that can shape heritage learners’ anxieties (Jee, 2020; Tallon, 2009).

The current study addresses this issue by presenting data about the anxieties of heritage learners (e.g., related to grammar, curricula, etc.) in Canadian post-secondary Spanish courses. I remotely administered questionnaires and semi-structured interviews inquiring about participants’ backgrounds and their experiences as heritage learners. Key findings from a content analysis indicate that HLA in these speakers does relate to factors that current scales may not recognize, such as writing or external expectations of proficiency. A major implication is that researchers should approach HLA as a construct separate from L2 anxiety. Based on participant data, this is also important to acknowledge in HL classrooms, especially to promote learning environments that validate learners’ concerns and goals. As such, I will also present a preliminary Spanish HLA scale that is informed by the current data. This will be useful for both advancing knowledge within the field and for instructors who seek to support heritage learners.

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Disrupting the myth of monolingualism: Institutional discourses about language and writing for plurilingual students in English-medium higher education

Many English-speaking colleges across the globe, including in Quebec, Canada, privilege monolingual ideologies in language education, which can marginalize students who have diverse language and education backgrounds and experiences (Kubota & Bale, 2020; Sterzuk & Shin, 2021). This presentation shares findings from a qualitative study examining institutional policies that shape language education in English-medium college courses. Three research questions guided the study: 1) How are Quebec Ministry of Education and Higher Education policies for English courses represented in college English Department policy? 2) What are college English teachers’ perceptions of the extent to which policies inform the language pedagogy, writing and assessment practices of plurilingual learners? 3) To what extent do college English teachers align themselves or resist the mandated language and writing criteria mandated by ministerial and college English Department policy? Both policy and teacher (N = 12) data was gathered: policies on language education and semi-structured interviews. Policy data was analyzed through a critical discourse analysis (Fairclough, 2003); teacher data was analyzed through a critical narrative approach (Souto-Manning, 2014). Findings revealed that policies systematically devalue plurilingual practices, often associating plurilingual learners with deficit discourses, contributing to language-based discrimination and legitimizing exclusionary practices. Interviews revealed incongruities between students’ plurilingual repertoires and mandated monolingual standards, with teachers resisting these policies and adopting practices that disrupt monolingualism. These findings are relevant in linguistically and culturally diverse English-medium classrooms in Canada and internationally as they present empirical bottom-up support for policy reform and pedagogies that are accessible and inclusive for plurilingual students.

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“Landguaging” Relationships through Arts-based L2 Teacher Reflection: Can We Decolonize the Colonizer?

Second language (L2) research traditionally focuses on the role of human interlocutors, an anthropocentric viewpoint ignoring the role that land has always played in language acquisition (Pennycook, 2022). Linguistic landscape research has begun bridging this gap between land and language by sensitizing L2 teachers to the ways in which imperial languages (English/French) use physical signs to suppress multilingualism and promote monolingual norms on settler colonial territory (Sterzuk, 2020). Transforming Canada’s anthropocentric and Eurocentric L2 teacher programs into socioecologically inclusive plurilingual spaces requires an ideological shift among L2 instructors, sensitizing them to the role land plays in their language teaching and learning practices and beliefs.

To facilitate these land-sensitive teacher reflections, this case study adopted autobiographical Landguaging portraiture to prompt critical reflection on the concept of language flowing from and in relationship with the land, producing autochthonous and allochthonous relationships (Author, 2022a). Using arts-based portraiture inquiry (e.g., Prasad, 2014), participants (all pre-service teachers) created portraits identifying their known languages and making specific connections to the territories upon which these experiences occurred. Results demonstrated that many users made dialect-specific identifications regarding their language knowledge; specifically, stating that English and French came from Canada – i.e., few connected these languages to Europe. Decolonization efforts, specifically those focused on decentering European-based languages, may prove difficult to implement if imperial languages are considered legitimate in settler territories. Because settler language policies ethically and ecologically endanger its citizens, land-sensitive pedagogies, like Landguaging, must be enacted to repair the socioecological damage of imperialism through localized community efforts.

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Intra-actions in a plurilingual pedagogies workshop and emerging language teacher identities.

The Ministère de l’Éducation et de l’Enseignement supérieur (2021) recognizes that Québec’s population “has continued to become more diversified from the standpoint of culture, language and religion. . . call[ing] into question the role of teaching staff insofar as Québec schools aim to be egalitarian, inclusive and open to all” (p. 15). Despite the increase in immigration and the linguistic diversity of schools, language teaching policies in Québec have historically supported monolingual teaching methods and practices in the acquisition of a second/additional language, ignoring and inhibiting the use of immigrant children’s full linguistic repertoire (Maatouk & Payant, 2022). In the context of a series of workshops on plurilingual pedagogies (Galante & De la Cruz, 2021; Lau et al., 2020; Maynard & Armand, 2021; Piccardo, 2019), this research project aims at analyzing pre-service English as an additional language (EAL) teachers’ emerging identities, their beliefs about their professional practices and their willingness to implement plurilingual pedagogies in the EAL classroom. This paper presents the design of a qualitative inquiry through a socio-materialist perspective (Toohey, 2018, 2019). The focus is on intra-actions that is, how the assemblage of different elements such as digital devices, human bodies, discourses, environments, and relationships among participants can affect teachers’ identity and beliefs concerning plurilingual pedagogies. These relationships are explored by means of a series of workshops which include the creation of their own self-portraits as language learners/teachers and a plurilingual digital story creation activity. The project has implications for EAL teacher education in contemporary Québec society.

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La rédaction scientifique à un collège universitaire bilingue

Dans l'économie du savoir mondiale du 21^e siècle, les chercheurs plurilingues sont confrontés par la pression de publier en anglais ou périr (Altbach, 2013; Demeter, 2019; Englander & Uzuner-Smith, 2013; Lillis & Curry, 2010; Nygaard & Bellanova, 2017). Tandis qu'un accroissement de recherches examine la rédaction scientifique plurilingue dans des périphéries géolinguistiques (Bennett, 2014), l'étude de la publication par les savants canadiens demeure limitée (Gentil, 2005; Habibie, 2016; St. Onge et al., 2021). Dans ce cadre, notre étude de cas séquentielle à méthodes mixtes (Stake, 1995 ; Yin, 2014) explore les pratiques et les processus de rédaction scientifique d'un échantillon représentatif d'érudits à un collège bilingue (CFC) au sein d'une université anglophone en Ontario. Notre présentation bilingue décrit et discute des données initiales de l'enquête, analysées de manière descriptive et inférentielle et interprétées à travers notre perspective critique et plurilingue (Auteur, année.). Les résultats préliminaires de ce projet, tout en brossant le paysage de la rédaction scientifique au CFC, éclairent sur les motivations et les ressources utilisées par ces savants multilingues. Notre présentation conclura par une discussion des données et des implications possibles pour une variété de parties prenantes dans ce contexte linguistique minoritaire. Par exemple, les résultats pourraient contribuer à un soutien à la rédaction plus équitable pour ces savants, qui éprouvent un désavantage linguistique réel ou perçu. Cette présentation intéressera ceux qui étudient les processus de rédaction professionnelle et savante, la rédaction multilingue et la rédaction dans un cadre institutionnel, particulièrement dans un contexte de langue minoritaire.

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Beginning French Second Language Teachers in Eastern Canada: A glimpse into linguistic and professional identity

Identity, as a theoretical construct, has been described as fluid, complex, and fundamentally social (Alsup, 2006). Teachers' professional identities are embedded in their professional worlds. For teachers of French as a second language (FSL), who often identify as learners of the language, discourses abound surrounding "ownership" of language, native-speaker norms, and linguistic insecurity (e.g., Roy & Galiev, 2011; Wernicke, 2020). This presentation features data from the Eastern region of Canada collected as part of a larger pan-Canadian FSL Teacher Education study exploring the overarching question: What are the requirements and gaps in FSL teacher education? Data were collected from multiple stakeholders (i.e., Faculties of Education, beginning FSL teachers, and school district personnel) using surveys and focus groups. In this presentation, we will highlight the focus group data, which were analyzed for emergent themes (Creswell, 2007) using NVivo and which we found particularly rich. FSL teacher identity emerged as a central theme, particularly as it relates to linguistic proficiency, ideology, and development. We will present salient participant quotations to illustrate these sub-themes and then discuss these findings in terms of the overarching research question for the study. Implications for language proficiency assessment, linguistic identity/insecurity, professional learning, mentorship, and teacher retention will be shared.

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French immersion programs have traditionally served predominantly English-speaking, Canadian-born families in their pursuit of bilingual education in Canada's two official languages, French and English. However, increased global migration has resulted in growing cultural and linguistic diversity in Canada, and many multilingual, newcomer families are interested in French immersion (Davis et al., 2019, 2021; Dagenais & Berron, 2001; Dagenais & Moore, 2008). Whereas multilingual, newcomer learners are able to develop strong language proficiency in French immersion (Bourgoin & Dicks, 2019; Mady, 2015, 2017), such students are often excluded from immersion programs due to the misguided ideologies of educators (Davis, 2019; Mady & Masson, 2018; Roy, 2015). Moreover, researchers have not focused specifically on refugee-background learners in French immersion, which is especially critical insofar as Canada has recently accepted several thousand refugee families (Statistics Canada, 2021). In this presentation, we will explore the experiences and perspectives of educators with respect to refugee-background students in French immersion programs in Canada. Situated within the theoretical framework of sociolinguistics for change (Auger et al., 2007; Dalley & Roy, 2008; Roy, 2020), we will examine the findings of an ongoing mixed-methods study, drawing from survey and interview data with French immersion educators in three Canadian provinces, Saskatchewan, Manitoba, and Alberta. We will explore the ideologies of educators across the Canadian Prairies, discuss the pedagogical implications of cultural and linguistic diversity in French immersion, and advocate for more inclusive educational policy throughout Canada.

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Plurilingualism as stance and praxis: Amalgamating plurilingual strategies and CEFR descriptors for inclusive additional language teaching and assessment

Plurilingualism puts forth a theoretical-pedagogical framework for linguistically inclusive and culturally responsive additional language (AL) instruction (Piccardo et al., 2022). Despite increasing multilingualism and multiculturalism in Canada (Statistics Canada, 2022), bi/monolingual policies persist both in societal and educational settings (Kubota & Bale, 2020), supporting outdated target language-only instructional methods (Cummins, 2017). Thus, Canadian AL educators often express feeling unprepared to teach multilingual and multicultural learners (e.g., Galante et al., 2022a).

To help address this gap among theory, practice, and policy in teacher practice, this pedagogical paper reports on a teacher development workshop with 12 in-service English and French AL teachers from the Greater Montréal Area, which aimed to concretize a plurilingual approach to classroom task design and assessment. Drawing from plurilingual strategies including translanguaging-for-meaning-making, translation-for-mediation, and pluriliteracies (de la Cruz, 2022; Galante et al., 2022b), and the Common European Framework of References (CEFR; Council of Europe, 2020) for languages, the workshop outlined how to (1) merge specific CEFR “Can-do” descriptors with plurilingual strategies, (2) design/adapt language tasks, and (3) assess student task performance. Descriptive statistics of participants' post-workshop survey responses reveal that the presented plurilingual pedagogies (a) are relevant to their professional needs and (b) address the need for inclusivity in AL classrooms, and that they (c) will likely apply plurilingual instruction and assessment in their future practice as well as (d) share about what they learned with their colleagues. The paper concludes with implications regarding critically employing plurilingual instruction as stance and praxis to foster linguistically inclusive Canadian AL education.

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Flow and peer feedback in L2 writing: the impact of feedback type and collaboration styles

Engaging students in peer review and peer feedback activities, where they read and comment on their peers' written output are increasingly implemented in classrooms (Chang, 2016; Yu & Lee, 2016). Through this process of co-constructing knowledge, the quality of students' written text improves (Diab, 2011). Despite these benefits, how learners engage cognitively and emotionally in this practice remains somewhat poorly understood. Indeed, few have examined engagement, operationalized as flow, an intrinsic motivational state characterized by positive affect and full cognitive engagement (Csíkszentmihályi, 2008), during the peer review process.

In this presentation, we report on a study with 15 adult learners of French. Following the provision of written feedback and the oral exchange of said feedback, learners completed questionnaires on the perception of flow. The recordings of peer-to-peer sessions were also collected and transcribed. Each feedback event was identified and coded for type (e.g., positive, corrective, local, global, writer-focused feedback). All oral interactions were coded globally according to collaborative posture, following Storch (2002). Next, we analyzed flow experiences according to collaborative posture and the types of feedback learners offered and received. The presentation of the findings will focus on the feedback practices that are associated with greater flow during peer review tasks. This bilingual paper presentation (English slides, French presentation) will share insights to improve learners' experience during an online peer review process.

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Mapping immigrant youths' social, emotional and language learning needs

This study maps the social, emotional, and language learning needs of immigrant youth in language-education programs. The conceptual framework for this study was interdisciplinary in nature, informed by language learning, education, sociology, and positive psychology (e.g., Engestrom, 1987; Deci & Ryan, 1985; Fredrickson, 1998; NRC, 2001; Wang, Derakhshan & Zhang, 2021). This study took place in a language program designed for young adults and offered by an immigration settlement organization. The goal of the program is to support immigrant youth to acquire the language skills necessary for citizenship, entry into post-secondary school, or participate in age-appropriate coursework in high schools. This program like other settlement programs across Canada use the Canadian Language Benchmarks (CLB) for defining language proficiency. The curriculum and assessment processes are further outlined by the Portfolio Based Language Assessment (PBLA) to document language growth and meet the language requirements for citizenship. Data collection included individual or focus group interviews with 22 immigrant youth (ages 16 to 29) and 4 teachers. Data from interviews, curriculum documents, and classroom observations were analyzed using thematic analysis (Braun & Clarke, 2022)

guided by the conceptual framework. Results and discussion with implications for the field of language learning, teaching and assessment will be discussed. This study contributes to the larger conversation of identifying evidence-based practices to protect newcomers from systemic inequities that hinder language development, civic engagement, and personal well-being.

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The English and French Abilities of Children Considered At-Risk for Academic Difficulty Enrolled in Early French Immersion

Existing research demonstrates that children with language delays who are at-risk of academic difficulty (AR) become bilingual within early French immersion (EFI)^{3,5}. Yet, concerns persist that EFI will exacerbate their difficulties and AR children continue to be disproportionately excluded from EFI^{1,4,5}. Thus, more research needs to explicitly evaluate whether enrollment in English language of instruction (ELOI) offers advantages over EFI. Accordingly, this study asks: (a) Do AR children in EFI have comparable English abilities to AR children in ELOI? (b) Do AR children in EFI develop French skills in a similar manner as those in EFI who are not AR?

Participants were fourth-grade students who were AR in EFI (AR-EFI, n=13), AR in ELOI (AR-ELOI, n=10), and not AR in EFI (not-AR-EFI, n=15). In English and French, story grammar, clausal density, inflectional morphology accuracy, and lexical diversity were measured using a narrative task².

Equivalence testing with Cohen's d (equivalence bounds = -0.8-0.8) was used to compare groups. Overall, the three groups had comparable performance across language measures. The AR-EFI group had higher English story grammar (d=1.00, -0.06-1.99) and clausal density (d=1.40, 0.36-2.44) compared to the AR-ELOI group. As expected, the not-AR-EFI group had higher English story grammar than the AR-EFI group (d=0.33, -0.48-1.13).

These findings demonstrate that AR children in EFI had comparable English abilities to other children and similar French abilities to not AR children. This study adds additional evidence that EFI can be appropriate for AR children and provides needed details about their language development within EFI.

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Finding space: Connecting a university campus with work-life success for newcomers learning English as an additional language

With English being a common language in many areas of Canada, newcomers developing their ability in this language may face a range of challenges. In response, this study identifies the relationship between the additional language socialization (ALS) process of adult newcomers and their taking part in a university-based non-credit English as an additional language (EAL) access course with a focus on English for work-life success. ALS is a multidirectional process with a wide range of interactions between people and local language resources that affect, amongst other factors, belongingness, knowledge building, language development, and intercultural awareness (Duff, 2007; Duff, 2012). Taking a qualitative case study approach (Duff & Anderson, 2015), the participants in this study (n=19) come from a non-credit 36-hour course focused on English for work-life success offered to adult newcomers at a university in British Columbia. Data collection consists of open-ended questionnaires and semi-structured interviews, with thematic analysis guiding the coding of key data extracts and the gathering of these codes into meaningful themes (Braun & Clarke, 2022; Saldaña, 2013). Consensus building within the research team contributes to reliability and validity (Creswell, 2007; Creswell & Guetterman, 2019). Key themes relate to how taking part in a university-based non-credit EAL access course with a focus on work-life success can influence the quality of participants' ALS experiences. The findings contribute to better understanding EAL teaching and learning and the ALS process and point to university-based EAL access programs supporting newcomers as they find their way in a new country.

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How workable are current task design criteria for second language teacher education?

Learning how to design task-based lessons has become an important component of language teacher education courses. Although early discussions of task-based language teaching (TBLT) presented a multiplicity of definitions for a task, there now appears to be a consensus around four key characteristics (Ellis, 2003). These provided the basis for scoring criteria used by Erlam (2016) to evaluate the impact of a TBLT-oriented professional development program. These criteria are: The primary focus should be on meaning. There should be some kind of gap. Learners should have to rely on their own resources (linguistic and nonlinguistic). There is a clearly defined outcome other than the use of language.

Erlam found that even experienced teachers had difficulty with some aspects of task design. In this presentation, we discuss the challenges and questions that arose when we used Erlam's criteria to evaluate end-of-term projects from 25 preservice teachers. The students, enrolled in a course

on teaching Spanish as a foreign language, were asked to present a detailed lesson plan and rationale for a task sequence. Initially the task sequences were analyzed according to Erlam's procedure. However, during the process of determining inter-rater reliability, we became aware of ambiguity in each of the criteria. For example, with respect to the first criterion, even form-focused teaching involves meaning to some degree. We will illustrate these ambiguities and the results of different approaches to scoring tasks using examples from our data-set. The discussion will focus on the implications for teacher education and professional development about TBLT.

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Infographics by Design: Learners' multimodal composition and authorial agency in a beginning collegiate L2 French class

While multimodality increasingly dominates textual landscapes and composition processes (Adami & Kress, 2014), the teaching of L2 writing continues to be largely linguo-centric thus leaving learners un(der)prepared for participation in new communication practices (Bezemer & Kress, 2008). Despite a growing body of research on multimodality, no studies have yet examined the design process and authorial agency of beginning collegiate learners of languages other than English.

Grounded in social semiotic theory (Jewitt et al., 2016), this study investigates how beginning collegiate French learners remediated articles on food sustainability into an infographic by asking: What semiotic choices and changes did learners make when remediating the articles into a digital infographic? What contextual factors shaped their semiotic choices and changes? How did those choices and changes shape the design of their infographic and their authorial stance?

Data sets included: consulted articles, infographics, planning documents, questionnaires, interview transcripts, and teacher observation notes. A micro-textual analysis of the articles coupled with a multimodal analysis of the infographics was conducted while the remaining data sets were analyzed discursively looking for recurring themes related to the contextual factors that shaped their design process.

Findings revealed that learners' choice and arrangement of multimodal resources were shaped by interests, genre norms, audiences, and previous experience with infographic applications. While remediation with an infographic application afforded greater authorial agency to students through the range of semiotic resources offered, recontextualization for a specific audience and use of a digital tool also constrained it, which underscores the need for greater explicit scaffold.

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Perceptions d'élèves nouvellement arrivés sur leur intégration linguistique et socioculturelle : de la classe d'accueil à la classe ordinaire

Au Québec, les élèves immigrants scolarisés en classe d'accueil relèvent le double défi d'apprendre une langue tout en s'intégrant à leur nouveau milieu (MELS, 2013, 2014). Les recherches sur le sujet ont révélé que ces jeunes vivent des difficultés d'intégration durant leur parcours scolaire (Allen, 2006, 2007; Steinbach, 2010). L'intégration, qui est notamment définie comme un processus d'adaptation multidimensionnel (Gauthier et al., 2010), est évolutive (Vermeulen, 2010; Piché, 2016). Pourtant, peu d'écrits ayant une perspective longitudinale ont porté sur l'intégration linguistique et socioculturelle des élèves immigrants à Montréal. La présente étude a donc comme objectif de mieux comprendre l'évolution de l'expérience d'intégration de jeunes nouvellement arrivés à Montréal cheminant de la classe d'accueil à la classe ordinaire.

Il s'agit d'une recherche descriptive et longitudinale. Les perceptions de dix jeunes à l'égard de leur intégration linguistique et socioculturelle ont été recueillies à la fin de leur passage en classe d'accueil à l'aide d'un questionnaire et d'une entrevue individuelle semi-dirigée. Une deuxième entrevue a été menée avec huit des participants, sept mois après leur intégration en classe ordinaire. Ces entretiens ont été enregistrés, puis transcrits. L'analyse, en cours, des données quantitatives issues du questionnaire et des données qualitatives provenant des entrevues laisse présager que ces jeunes sont davantage accompagnés dans leur intégration linguistique que socioculturelle. Par ailleurs, les initiatives visant à faciliter la transition vers la classe ordinaire apparaissent limitées. Les résultats de l'étude contribueront à bonifier les services d'accueil et de soutien à l'apprentissage du français offerts aux élèves immigrants.

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Activating 'Multi', Empowering Insider Research: Two Examples

The common debate about insider research is the researcher's positionality and objectivity of the research. While acknowledging insider researchers bring considerable benefits to the research (e.g., with privileged access to the target community or participants), insider researchers' epistemological, methodological, and ethical dilemmas are frequently discussed in the literature (Creswell, 2007; Labaree, 2002; Mercer, 2007). As insider researchers, we also struggled with such dilemmas. In this contribution, we share our insider research experiences as plurilingual researchers who adopted a qualitative, ethnographic (visual) approach for our studies of the Overseas Korean people in China and Canada. In particular, we will discuss how our participants and we became engaged in the development of personal and professional identity through co-construction of data. For example, our interactions across this inquiry accorded an opportunity for our participants to learn about their cultural selves as plurilingual speakers of Korean heritage or overseas Koreans, and for us to (re)learn about our own as novice plurilingual researchers. We will showcase how active 'practices of the multi' (i.e., utilization of multiple linguistic, cultural, and literacies tools) can contribute to the process of knowledge co-construction between the researcher(s) and the researched. Our studies suggest that this process affected not only the participants' life trajectories, but also our journey as insider researchers as we were (re)considering our positionality by (re)thinking about how the practice of plurilingualism affected the

process of our research. We affirm the importance of understanding how qualitative, insider researchers' 'reflective stance' can evolve at different stages of their research.

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How can plurilingual, digital and decolonial (PluriDigit) language education in Brazil inform language pedagogy in Canada?

Investigating plurilingual pedagogies in North and South American countries, where language ideologies are intrinsically linked to colonialism, is much needed. Using the lenses of decoloniality (Macedo, 2019; Mignolo, 2007), critical pedagogy (Freire, 2019) and plurilingualism (CoE, 2020), our SSHRC-funded study investigated teachers and students' perceptions of plurilingual, decolonial and digital (PluriDigit) pedagogy. Participants were 11 refugee/immigrant teachers (4 English, 4 French, and 3 Spanish) in an NGO in São Paulo, Brazil teaching the languages in their repertoire to Brazilian students (n=103). The authors and the teachers co-created digital language projects for 13 courses (5 projects for each course), hosted on VoiceThread. The projects included socially relevant and situated themes, such as anti-racism, de/colonialism, discrimination, sustainability, and LGBTQIA+ rights. The main research questions were: 1) What pedagogical practices did PluriDigit encourage and to what extent were they decolonial?, and 2) What are teachers and learners' perceptions of PluriDigit? Data was collected through teachers' and students' bi-weekly VoiceThread video posts (approximately 300), and semi-structured interviews with 12 teachers and 13 learners. We used Video Data Analysis (Nassauer et al., 2019) with VoiceThread posts and content analysis (Patton, 2015) with interview data. Results show that decolonial pedagogical practices included positioning teachers as co-learners, elimination of references to native speakerism, plurilingualism as a political stance to decolonize language education, and bottom-up approaches wherein learners had agency over their own learning. This study contributes with an emergent decolonial plurilingual model from Brazil, which can inform language education in other colonial contexts, such as Canada.

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Can pluralistic approaches to FL teaching work at the postsecondary level? Participant reflections

Pluralistic approaches to teaching target languages/TLs draw on several languages or language varieties (Council of Europe/ECML, 2022). The rationale for doing so is that TL learners' prior cultural/linguistic knowledge forms interrelated plurilingual/pluricultural repertoires that learners combine "with their general competences and various strategies to accomplish tasks" (Council of Europe, 2020, p. 28). Even instructors aware of the breadth of linguistic diversity existing in Ontario classrooms today may not be aware of the extent of cultural/linguistic diversity in their own second/foreign language (L2/FL) classroom, but without that awareness, they cannot draw on their learners' linguistic or cultural "capital" (Bourdieu, 2000; Bourdieu & Passeron, 1977) or "funds of knowledge" (Moll & González, 2004) in TL teaching and learning. Candelier, Camilleri-Grima et al. (2007) and the Council of Europe/ECML (2022) developed an asset-based, pluralistic approach to teaching and learning TLs and cultures that draws on TL learners' funds of knowledge and capital and eschews monolingual ideologies that hold that languages must remain separate, discourage translation, and stigmatize language variation (Cummins, 2007). This presentation discusses a participatory action research project conducted over one term in a postsecondary Spanish course characterized by high levels of cultural/linguistic diversity among learners and instructors alike, including Central and South American varieties of Spanish spoken by (transnational) instructors. Discussion focuses on how Spanish instructors engaged in PD relating to key competences in pluralistic teaching (through workshops and individualized support), and developed, delivered, observed and reflected on their successes and challenges implementing a pluralistic approach at the postsecondary level.

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Teacher Perception of Support Services in New Brunswick French Immersion Program

There is a prolific myth within the French Immersion (FI) program that students displaying academic or behavioural concerns do not have access to the necessary supports and intervention strategies. FI teachers feel that the program is being misrepresented and that there is much being done to support the diverse learning and development needs of FI students. These perceptions are supported through research findings that all students can benefit from acquiring a second language (Arnett, 2013; Bourgoin, 2014; Genesee, 2012). This research, guided by Deci & Ryan's (2008) theory of motivation, explored the impact that strength-based practices, when embedded within the fibres of a FI classroom, can have on student engagement and second language acquisition (SLA).

Using an Appreciative Inquiry (AI) research design, elementary FI teachers were engaged as research participants to explore learning and support challenges commonly experienced within the FI classrooms at the elementary level. Data for the Discovery Phase of this research were collected through individual participant interviews. This presentation will explore the perceptions of FI teachers as they relate to student learning and ability in FSL, perceived challenges for supporting all students, and will share examples of the specific practices and observed impacts within their respective FI classrooms. The findings of this study hold invaluable implications to the inclusive nature of the FI program, with regard to student retention through the unearthing of innovative approaches to support exceptional L2 learners within the FI program.

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Bringing Bourdieu into French Immersion: Beyond the Concept of Cultural Capital

French immersion (FI) is a popular and controversial language program in Canada for various reasons in various contexts. Notwithstanding a general shift in educational policy towards a more inclusive learning environment for students of all backgrounds and abilities, FI continues to be criticized as a mechanism for academic streaming (Gerbrandt, 2022). Students from the middle class tend to be overrepresented in immersion programs (Barrett DeWiele & Edgerton, 2021), and some critics suggest that FI is the cause of classroom composition problems in English mainstream classrooms (Province of New Brunswick, 2022). Bourdieu's (1990) theory of practice offers a promising approach to explore the tensions between immersion's popularity with the middle class and its effect on classroom composition. As part of a doctoral study exploring the experiences of marginalized students in FI, this literature review explores how others have applied Bourdieu's conceptual tools (i.e., habitus, field, and cultural capital) into their theoretical frames. Though Bourdieu's ideas have been invoked in numerous qualitative and critical studies within the Canadian FI context (e.g., Barrett DeWiele & Edgerton, 2021; Bokhorst-Heng & Marshall, 2019; Cepin, 2012; Cormier, 2018; Dagenais, 2003; Keating Marshall & Bokhorst-Heng, 2018; Kunnas, 2019; Lamarre, 1996; Makropoulos, 2005, 2010), most of these studies have focused primarily on the concept of cultural capital. This presentation explores the dominance of cultural capital in FI research using Bourdieu and explores how the concepts of habitus and field might also serve as helpful conceptual tools when questioning the larger societal forces that influence the experience of schooling.

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Enhancing Indigenous adolescents' vocabulary learning through shared storytelling: A community-based instructional design

This proposed exploratory research project aims to develop a community-based literacy program using culturally relevant content. Through shared storytelling with First Nation adolescent students, this program provides support to teachers' instruction and students' independent learning of high-utility academic vocabulary and engagement with curriculum content to enhance their retention, a factor strongly related to high dropout and suicide rates at the school. We developed lesson units that are aligned with grade 9-10 curriculum, reflecting Indigenous youth culture and values.

This presentation focuses on our interviews with First Nation students—their storytelling about their life—and our work on curriculum development based on shared stories between First Nation students and research team with diverse backgrounds. Adapting the Word Generation model (Snow et al., 2009), the curriculum units are developed with each lesson teaching important targeted academic words (Biemiller, 2010; Coxhead, 2001) through a story on a weekly topic that interests Indigenous adolescents.

This project utilizes a culturally relevant pedagogical framework to develop an innovative language and literacy learning intervention for Indigenous adolescents. We expect it will not only contribute to improve academic achievement of extremely vulnerable underachieving Indigenous adolescents, but also engage them at school, which have a purpose in the community beyond academic success as a significant protective measure against adverse factors that lead to a high suicide rate. This program will effectively promote literacy engagement and help Indigenous students overcome low socio-economic challenges and intergenerational effects of historical trauma that have negatively affected their well-being and academic progress.

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How do Core French curricula talk about communicative difficulty?

Communication strategies (CSs) have been generally viewed as ways in which language learners may circumvent, and hopefully overcome, communicative difficulties (e.g., Dörnyei & Scott, 1997; Kennedy & Trofimovich, 2016). However, it is not always clear to what extent CS research has filtered into contemporary second language teaching practice. This presentation addresses this gap by reporting the results of a document analysis of how CSs are represented in curricula for Canadian Core French (i.e., French taught in schools in a non-immersion environment) from 11 provinces and territories. Using a CS framework derived from Nakatani (2010), I discuss which strategies are referenced in curricula, at what grade level, and with what frequency. For example, some strategies, such as paraphrase and appeal for repetition, were commonly found in curricula, while others, such as the use of fillers, were not. I proceed to discuss how CSs are described, whether the explicit teaching of CSs is prescribed, and how existing CS research seems to inform curricula, alongside the methods and resources suggested for teachers in explicit CS instruction. I conclude by looking at how the results of this analysis may suggest ways in which the communicative outcomes of programs such as Core French could be improved.

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Social Justice in the Construction and Dissemination of Scholarship

Societies in the 21st century have become extensively heterogenous in terms of race, class, gender, faith, and ideologies due to (im)migration, diasporization, transnationalization, and deterritorialization (Flowerdew & Habibie, 2022). What is of utmost significance in this context is the exigency for ever-increasing attention to the concept of Social Justice (SJ) and the communal responsibility for the promotion and instillment of SJ values in different spheres of our sociocultural existence. There is no doubt that this also applies to elite strata and intelligentsia. Accordingly, this conceptual paper focuses on the concept of social (in)justice (Fraser, 1997; Rawls, 1971/1999) in English for Research Publication Purposes (a fast-expanding domain within Applied Linguistics) to examine and discuss some of the areas in the production and dissemination of knowledge in which the issue of social justice is significant and should be considered. More specifically, it explores and advocates for some of the ways in which participation in, and contribution to global scholarship can become a more socially just practice for academics, especially early-career researchers in Applied Linguistics. It also highlights the role and agentive engagement of both established and junior members of AL community as an important factor in demonopolizing and democratizing academic discourses and practices and making the mobilization of scholarship more equitable, diverse, inclusive, multivocal, and transformative.

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Modélisation théorique des interactions entre les différents aspects du jeu dramatique comme tâche pédagogique en classe de langue seconde.

Afin de développer les compétences orales en langue seconde (L2), les théories interactionnistes et socioconstructivistes placent, au cœur de l'apprentissage, la communication orale et, notamment, la co-construction du sens entre apprenants au moyen de tâches collaboratives (Long, 1985; Swain, 2010). Une tâche pédagogique qui soutient précisément les objectifs communicatifs visés en L2 tout en engageant un travail collaboratif entre apprenants actifs est le jeu dramatique (O'Toole et Dunn, 2020). Défini comme l'expression du corps et la mise en scène de situations en lien avec les compétences langagières du programme (Aden, 2015), le jeu dramatique est utilisé depuis des décennies dans les classes de L2. Cependant, son utilisation a pris des formes multiples et adopté des termes variés selon le contexte pédagogique visé (McGovern, 2017), ce qui a mis en évidence un besoin de clarification théorique quant aux usages et aux termes associés à sa pratique (Galante, 2018).

Pour contribuer à ce besoin de clarification, nous avons engagé une recension substantielle de la littérature sur les constats observés en classe de L2 après avoir eu recours au jeu dramatique. Nous avons identifié trois aspects intrinsèques, soit des aspects inhérents à cette tâche, et trois aspects extrinsèques, soit des aspects qui induisent des effets sur la situation d'apprentissage et l'apprenant. Notre présentation vise donc à définir ces six

aspects, à introduire une modélisation théorique de leur interaction en relation avec l'apprentissage d'une L2, ce qui nous permettra finalement de proposer une nouvelle définition de cette tâche pédagogique pour les classes de L2.

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Relationship between Reading Ability and Learning Orientations in Primary Students: Moderating Effects of Age and Gender

The COVID-19 pandemic and subsequent school shutdowns profoundly impacted students' learning. Transitioning to virtual distance learning during school closures required students to motivate and self-regulate themselves, with evidence of a more significant impact of school closures on younger students (Pier et al., 2021; Blainey & Hannay, 2021). Given the reciprocal relationship between students' learning orientations and reading ability (Duchesne et al., 2021; Hattie & Zeirer, 2019), this study examined the reading development of young students as a function of their psychological orientations (Perry et al., 2018; Usher & Schunk, 2018) involving self-efficacy, self-regulation, grit, and achievement goals, further exploring how that relationship is moderated by age and gender. Multiple regression was applied to examine relationships both cross-sectionally (N=614) and longitudinally (N=62). Results indicated both age and gender produce significant moderating effects cross-sectionally, longitudinally, no effects were significant, but similar patterns emerged. Specifically, older students with positive learning orientations demonstrated higher reading scores, $\beta = 0.24, 0.15, 0.23,$ and 0.29 for self-efficacy, self-regulation, grit, and mastery goal orientation respectively, whereas younger students' more negative orientations predicted lower reading scores ($\beta = -0.20, -0.32$ for performance prove and performance avoid goal orientations respectively). Regarding gender, the effects were strong for girls and almost null for boys. Significant positive effects were seen for girls on self-efficacy, self-regulation, grit, and mastery goal orientation whereas only a significant negative effect of performance avoid orientation is seen for boys. We discuss the implications of the findings for supporting young students' reading development and learning orientations.

HARDY, Jack (Oxford College of Emory University)

Information vs. Reflection: A Corpus-Based Examination of Balance in Undergraduate Writing

English for Academic Purposes has long used the writing of professional academics (e.g., research articles) to find patterns and create teaching materials. However, those genres are not often read and (definitely) not produced by most undergraduate students. For that reason, student models and corpora of student writing (e.g., MICUSP, BAWE) offer better opportunities for understanding academic expectations.

This study uses multi-dimensional analysis (MDA) (Biber, 1988) to uncover functional dimensions of undergraduate writing in 6 disciplines (Hardy, 2014). Although many MDA studies result in Dimension 1 separating informational and involved functions, the exploratory factor analysis in this case resulted in a first dimension that separated informational and reflective functions. That is, rather than writing that involves others, overtly incorporating their readers into the papers, the other side of this dimension was primarily internal, showing an emphasis on reflection. After explaining the variation of writing assignments in this dimension, the presentation describes how reflection is used in different disciplines, offering suggestions for how to teach academic writing to English learners with their language while also building their metacognition in disciplines ranging from philosophy to physics.

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"I have to learn more than others": International EAL students' use of private academic support services

This study seeks to understand undergraduate students' use of private academic support services (PASS), a growing phenomenon in higher education. We investigated beliefs and practices of international EAL students at three Canadian universities regarding academic integrity, academic literacy, and the PASS industry. The study is situated in three overlapping areas of research: literacy brokering (Curry and Lillis, 2006), academic integrity and contract cheating (Lancaster & Clarke, 2016), and private supplementary tutoring/"shadow education" (Bray, 2008).

Using a survey (n = 898 international student responses, with 2/3 being self-identified as users of English as an additional language) and semi-structured follow-up interviews (n= 23), the study addresses the following research questions: What is the type and nature of PASS that some students use, and why do they seek such services? How do students understand the use of these services in relation to achieving their academic goals, learning subject matter, and improving their academic literacy? How do students understand the use of PASS in relation to academic integrity? Survey results reveal 30% of participants described using some form of PASS, most commonly "homework help" websites or tutoring. Students described a variety of reasons for seeking PASS, often related to their perceived convenience and/or limited access to other sanctioned forms of in-time support (like writing centres). Interviews revealed ambivalence about the use of PASS; while some reported feeling PASS were helpful in achieving academic goals, some described feeling uneasy or uncertain about their ethical acceptability or usefulness. We conclude with policy and pedagogical implications.

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Worldwide educational reforms are sanctioning curricular changes that favour the learning of English as a Foreign Language (EFL) in public education. To date, research has examined how public education EFL teachers in urban schools perceive these changes or the extent to which they adopt the suggested teaching practices (Borg, 2006; Altaieb, 2013; Atencio et al, 2016; Izquierdo, 2016). Nonetheless, EFL policies have reached rural schools where “generalist” teachers cover all areas of the curriculum (Banks, 2017; SEP, 2017). This study explores perceptions about EFL curricular changes and the appropriation of suggested teaching practices among generalist rural secondary-school teachers in Mexico, where curricular changes are sanctioning EFL across all levels and contexts of public education. Data were collected from 216 of secondary-school teachers from tele-secondary schools through a complementary mixed-methods study (Creswell, 2014). The quantitative data were collected using two Likert-scale questionnaires that elicited information about perceptions and appropriation of new practices. Qualitative data were collected through a 40-minute semi-structured interview, which was administered to a sub-sample of 14 participants who exhibited either very positive or negative answer tendencies in both questionnaires. The quantitative data were analyzed using SPSS to determine the Cronbach alpha reliability coefficients of each dimension of both Likert-scale questionnaires. Then, Spearman correlation analyses were used to examine the correlation between the dimensions of the perception and the appropriation questionnaires. The qualitative data were analyzed using Atlas.ti to identify emerging sub-categories of analysis for perception and appropriation. In the presentation, the analysis results of our findings will be discussed.

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The effectiveness of notetaking in second language acquisition: A meta-analysis

Notetaking is generally considered as an effective learning strategy in first language (L1) learning because of its encoding function, which allows students to encode information, and the external storage function, which permits later review to stimulate information recall (Dunkel, 1988; Siegel, 2020). Although it is also considered as a pervasive and important activity in second language (L2) classroom contexts, and most teachers and learners acknowledge the value of notetaking (Armbruster, 2000; Webb & Piasecki, 2018), a relatively small number of studies have examined whether notetaking contributes to L2 learning, let alone meta-analytic effort to analyze the findings of these studies comprehensively. Therefore, it is well worth investigating the overall effects of notetaking on L2 learning and the extent to which different variables that might affect notetaking on L2 learning so that teachers, researchers and course developers could incorporate effective note-taking approaches within teaching materials and textbooks as part of their instruction to help students develop the ability of taking effective notes.

This meta-analysis examined the effectiveness of the encoding function of notetaking on L2 learning. In total, the study included 28 studies, and 9 moderator variables including three learner variables, four treatment variables, one outcome variable and one methodological feature. The results found an overall medium effect size from the posttest results for notetaking versus no notetaking ($g = 0.48$). The findings also suggested that using instructional interventions and taking notes across multiple sessions could lead to higher learning gains.

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Microaggressions to Microaffirmations: A Trioethnography of Plurilingual EAP Instructors

This presentation is based on a study exploring the intersectional identities and practices of three plurilingual English for Academic Purposes (EAP) instructors at three major Canadian universities. The research objective was to investigate how our lived experiences had informed our plurilingual teaching practices (Galante, 2019; Piccardo, 2019). As such, we conducted and participated in a series of trioethnographic interviews which focused on three thematic areas related to our personal and professional experiences with plurilingualism. Rooted in duoethnographic methodologies (Lowe & Lawrence, 2020; Norris & Sawyer, 2012), our trioethnographic inquiry involved a process of critically juxtaposing our lived experiences in relation to our common intersections and chosen themes in order to arrive at multiple, contextualized understandings of a shared phenomenon. Through this trioethnographic study, we found that each of us engaged in a process of adopting new plurilingual perspectives and, subsequently, shifted our teaching practices along a spectrum of linguistic and cultural microaggressions to plurilingual microaffirmations. Drawing on the study findings, this presentation proposes a typology of plurilingual microaffirmations along with a series of plurilingual teaching microstrategies rooted in the EAP context. The presentation also advances the trioethnographic method as a critical practice by illustrating how the trioethnographers incorporated participatory, iterative, and multimodal elements into their inquiry.

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Incidental idiom learning through academic listening

This study adopted a pre-test/post-test control-group design to investigate whether Chinese learners could incidentally learn unfamiliar idioms through listening to a recorded lecture. Learners' (n = 159) language proficiency and prior idiom knowledge were homogenized by a proficiency test (HSK) and an idiom pre-test, respectively. Six weeks after the pre-test, the experimental group (n = 53) listened to an audio recorded lecture in which 18 target idioms were embedded, the comparison group listened to 18 short paragraphs extracted from the lecture, and the control group (n = 60) received no input. Three groups then completed a post-test in which they needed to write down the idioms (form recall), explain the meanings (meaning recall), and make sentences using the target idioms (usage). 15 participants also received a retrospective interview in which listening strategies used for idiom comprehension were examined. The results demonstrated that 1) the mean score of the post-test in the experimental group was significantly higher than that in the other two groups, indicating that learners could incidentally acquire idioms through listening to the whole lecture. 2) Chinese idioms with direct English equivalents were the easiest to learn, followed by those with some and no component words in common with English idioms. This indicates that cross-language similarity has a significant effect on idiom learning, which is consistent with the

Idiom Diffusion Model (Liontas, 2002). 3) Learners tended to use both cognitive and metacognitive strategies for idiom comprehension. This study provides insights for incidental learning of idioms through academic listening.

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Exploring podcasting as a task for research and learning in graduate courses

While podcasting (i.e., the practice of creating and distributing digital recordings of broadcasts) has quickly become an alternative medium for scholars to share knowledge with audiences beyond academia, its use for teaching and learning in higher education has received less attention (Salmon & Nie, 2008). Nevertheless, podcasting has been shown to promote collaborative learning as well as improve communication and problem-solving skills of students who engage in podcast creation. From the perspective of Task-Based Language Teaching (TBLT), podcasting, when defined according to Ellis (2003), can be construed as a task since it involves primary focus on meaning, contains a “gap”, requires the use of linguistic and non-linguistic resources for completion, and has a clearly defined communicative outcome. This paper reports on a podcast project completed by graduate students attending a special topics seminar on corrective feedback (CF). Working in pairs, the students researched the work of a CF scholar, interviewed them for a teacher development podcast, and reflected on the process as a group and individually. Analysis of the reflections revealed important takeaways, challenges, and implications of such projects in the training of TBLT-minded graduate students.

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“Eternal outsiders:” Investigating discrimination among immigrant background plurilingual users living in Canada

Canada is a multilingual country with 12.7% of the population speaking one of the 130 immigrant languages as an L1 (Statistics Canada, 2022). While research shows that French/English bilinguals can often engage in plurilingual practices (Galante & dela Cruz, 2021; Paquet & Levasseur, 2019), little is known as to whether speakers of non-official languages enjoy the same privilege. This mixed methods exploratory study examined the experiences of 27 plurilingual (two or more languages) users who have an immigrant background and live in Canada. While participants had English or French in their repertoire, they were speakers of a non-official language as an L1. The research questions were: 1) What are participants’ levels of plurilingual and pluricultural competence?, and 2) To what extent do participants feel discriminated against or uncomfortable engaging in plurilingual practices in all of their languages? Data included a demographic questionnaire, the Plurilingual and Pluricultural Competence scale (Galante, 2020), and semi-structured interviews. Statistical analyses examined the relationship between PPC scores and demographic factors, and an inductive content analysis (Patton, 2015) of interview data examined emergent patterns across participants. Results suggest that while all participants had high levels of PPC scores, indicating they engaged in several plurilingual practices daily, they faced several challenges, such as linguistic discrimination based on race, fear or retaliation based on others’ political ideologies and xenophobia, and ascribed status as “outsiders” even among

those who held Canadian citizenship. This study shows that having English or French in the repertoire does not guarantee plurilingual privilege in Canada.

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A Comparative Analysis of First, Second, and Foreign Language Learning Practices

As the foundation of literacy and the building block of language, vocabulary plays a crucial role in language learning and development regardless of the context (i.e., first or additional language). A body of literature has underscored the likelihood of learners' metacognitive awareness of vocabulary/language learning strategies for more successful learning outcomes (Graves, 2016; Gu, 2020; Webb & Nation, 2017; Zhang & Lu, 2015). The purpose of this presentation is to present the findings of a comparative analysis of the vocabulary learning practices of secondary school students in three contexts (English as first language, French as second language, and English as foreign language). We coded and categorized the learning practices using Saldaña's (2017) coding cycles. The findings indicated substantial similarities regarding the main categories of language practices across contexts. The frequency of use of strategies and focus (or lack of focus) on certain aspects of the language, however, showed a few differences. In addition, the resources available to students in different learning contexts appeared to influence the choices for some of the strategies that students used and the strategies that teachers encouraged students to use. The presentation is beneficial to language teachers in first and additional language contexts. We will present the findings in English and French and engage the audience to discuss the implications of the findings.

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A Topic Modeling Analysis of the Questions from the English Language Learning Community on the Stack Exchange

As online question-answering (Q&A) communities, such as Stack Exchange and Quora, have played important roles in knowledge exchange and construction, they have attracted much attention from researchers in various fields. While Q&A communities for English language learning have served English learners actively, little is known about how these communities supported English language learning. To fill in this gap, this study investigated the questions asked in the English Language Learners (ELL) community on Stack Exchange and tracked the development of question types since the launch of this community in 2013 by examining a three-year dataset (2013, 2017, and 2021). The dataset includes 27,847 questions. Topic modeling analysis was conducted on the titles and tags of question posts using the BERTopic library. Seven interpretable clusters from the analysis are retained. Based on topic-related keywords and representative questions, these clusters are named 'article-related questions', 'questions about sentence structures', 'aspect-related questions', 'meaning disambiguation requests', 'pronoun-related questions', 'preposition-related questions',

and ‘tense-related questions’. Among the seven clusters, ‘meaning disambiguation requests’ has been consistently the most frequent topic in the three-year dataset with an increasing trend (15.3% in 2013, 16.08% in 2017, and 18.5% in 2021). The aspect-related question’ cluster comes in as the second most popular topic. The findings of this data-driven study are useful for identifying common challenges faced by ELL’s in general. Together with a follow-up study on answer content as well as the interaction data will further shed light on how this ELL-oriented Q&A community may promote language learning and teaching.

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Overcoming challenges in elementary ESL writing: Perceptions of Alberta teachers

Writing is an important literacy skill for children’s academic success. This underlines the need for effective ESL writing instruction in K-6 schools. However, there has been little research on this topic in the Canadian context, leaving a significant gap in our understanding about the pedagogical practices in the elementary ESL writing classroom. To fill this gap, this paper reports on findings of a study in Alberta schools that investigated what can be done to help teachers overcome challenges in teaching ESL writing. Eight elementary teachers, each with at least three years of teaching experience, participated in the study. Both qualitative and quantitative data were collected from eight teacher interviews and surveys. Participants also shared classroom artifacts. The ways in which teachers suggested overcoming challenges encountered in teaching ESL writing were grouped into five categories: (a) clarify the program of studies, (b) include ESL and writing courses in teacher education programs, (c) manage time with students, (d) participate in training, get in-class support, and collaborate with experts, and (e) create more opportunities to engage parents in children’s writing activities at home. The paper discusses implications for teachers and teacher education programs that can help enhance ESL writing instruction in K-6 contexts.

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The Role of Emotional Experiences in L2 Learning Motivation: An Analysis of Retrospective Autobiographical Essays

This paper focuses on the role of emotional experiences in understanding the longitudinal changes in the L2 learning experience, a crucial element in the L2 Motivational Self System (Dörnyei, 2009). Using a grounded theory approach (Corbin & Strauss, 2015), 142 pre-service teachers’ previous L2 learning experiences and motivational fluctuations from preschool to high school were analyzed. The participants went through two steps: they were

first required to submit a three-page retrospective autobiographical essay on their previous L2 learning experiences. After completing the essay, they self-rated their level of L2 learning motivation and made a visual representation of their motivational level by school year, or a “motigraph” (Lamb, 2016), where the participants’ L2 learning motivation from Grade 3 to Grade 12 were recorded from 0 (no motivation at all) to 10 (highest degree of motivation). The changes found in the motigraph analysis were closely compared with the participants’ critical reflective essays.

The findings present that learners with high learning motivation could maintain it due to internal factors such as specific learning goals or learning experiences. In contrast, learners with low motivation were remotivated due to external factors such as learning situation and their acquaintances. Both groups commonly experienced a significant decrease in learning motivation during junior high school due to excessive academic pressure from a test-oriented learning environment. This paper emphasizes the crucial role of emotional experiences and their appraisal of them to recognize their L2 selves, enhance the level of L2 learning motivation, and recover from the state of demotivation.

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Interplay of L2 Learning Experience and L2 Learning Motivation: From the Perspective of Self-efficacy, Goal-setting and Mindset

This study aims to explore the interplay of the L2 learning experience and L2 learning motivation among college students in South Korea. Given that learners accumulate memorable L2 learning experiences through their learning trajectories, the intensity of motivation and its level of fluctuation can vary as their experience presents qualitative differences. In this regard, it is crucial to explore what types of motivation-related episodes in their previous L2 learning are related to the intensity and variability of their L2 learning motivation.

In this presentation, a qualitative study with a total of 25 college students in South Korea will be presented. First, theoretical frameworks employed in this study will be presented, including L2 learning motivation, self-efficacy, goal-setting, and mindset. The participants completed an autobiographical reflective essay explaining their previous L2 learning experience over a decade and a graph representing their perceived level of L2 Learning motivation. Essays were analyzed by a three-step coding procedure: open, axial, and selective coding. The participants were categorized into four groups based on their average scores of perceived levels of L2 motivation and standard deviations.

The results revealed that the degree of L2 learning motivation was related to the degree of self-efficacy in L2 learning. Those maintaining a stable level of their motivation created mastery goals and growth mindsets, whereas those experiencing fluctuations in their motivation exhibited performance goals with fixed mindsets. The results indicate that educational interventions need to be made to support L2 learners to formulate growth mindsets to maintain L2 learning motivation.

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A transverse view of post-millennial FSL research in Canada: epistemological and theoretical positionings

In this presentation, we survey empirical studies on teaching and learning French as a Second Language (FSL) in Canada published between 2000 and 2020 to identify the epistemological orientations shaping this body of work. As we look back at 20 years of active research, we examine to what extent knowledge pluralization (Ortega, 2012) and the emergence of poststructuralist and interpretive approaches to studying and explaining second language learning have impacted FSL research in Canada.

Using a systematic search method based on rigorous inclusion and exclusion criteria we identified 250 empirical English- and French-language articles published in peer-reviewed journals between 2000 and 2020. We coded each article for its epistemological orientation as stated by the authors, and the conceptual and/or theoretical framework used.

The mapping of the FSL research terrain helps us visualize the main trends and shows whether and how the current theoretical orientations in second language education have impacted the way FSL researchers conceptualize language, knowledge, and learning; what tools and research methods they select; and what theoretical frameworks they adhere to. This survey will help contextualize the FSL research in the broader literature on second language education and pinpoint areas of congruence as well as idiosyncrasies that distinguish the Canadian FSL field. It will also reveal what epistemologies are being promoted as legitimate and which theoretical/conceptual frameworks are being underused or misrepresented.

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Beyond the Binary: Combining Immersion and Plurilingual Pedagogies

The debate between monolingual and multilingual pedagogical approaches to language education has come to the forefront in recent years. On one side of the divide, immersion theory and practice (Lambert & Tucker, 1972; Ballinger et al., 2017) argue that in language learning environments, exclusive exposure to and use of the target language (TL) are needed for improved learning outcomes, and recourse to other languages results in interference. On the other side, plurilingualism (Beacco & Byram, 2007; Piccardo, Germain-Rutherford & Lawrence, 2021) and translanguaging (Garcia, 2009; Lewis, Jones & Baker, 2012) argue for pedagogies that take advantage of the complex connections between languages and language learning experiences, strategies, and competencies. This presentation reports on a mixed-methods research project that aims to explore the diverse

perspectives of post-secondary English-language instructors on both sides of the debate and in-between. Data collection included a survey disseminated to participants in Japan and Canada (n=125), with follow-up interviews and classroom observations (n=9), focusing on teachers' beliefs, policies, practices, and experiences around classroom language use. Results reveal benefits and challenges that teachers experience in their language policies/practices and how they leverage or overcome these. Going beyond the notion of best practices or a methodological holy grail, the findings also uncover a greater range of pedagogical options, combining plurilingual and immersion pedagogies, that can be applied at different stages of lessons in diverse contexts. Rather than an either/or proposition then, this combination deconstructs (Derrida, 1967) the mono vs. multi binary, leading to and/and, or contextually sensitive, dynamic pedagogies.

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Teaching Dene verb morphology: The case of Upper Tanana.

Upper Tanana is a Dene language spoken in two villages in Alaska (Tetlin and Northway) and in the White River First Nation in the Yukon. Due to the impacts of assimilatory language policies in the US and in Canada, it now has fewer than 50 speakers, most of them elderly (Lovick 2020). In addition to local language classes, Upper Tanana is being taught at the university level through the Indigenous Languages Program at SFU (delivered through the Yukon Native Language Centre). In addition to classes aiming to develop oral competence, the curriculum includes a class “Introduction to Grammar in a Yukon First Language”.

In our presentation, we want to report and reflect on teaching such a class. The complex verb morphology (Rice 2000) represents a stumbling block for learners of Dene languages, as is a dearth of learner-oriented materials. At the same time, metalinguistic awareness and the ability to recognize and apply grammatical patterns assist in developing fluency (Mystowska-Wiertelak & Pawlak 2012). Thus, by sharing our experiences in teaching Dene grammar to different audiences, we show how explicit grammar instruction can support Indigenous language teaching methodologies. Furthermore, we explore how technologies for interactive learning can be applied in the Dene languages classrooms. In particular, we present the case of using interactive grammar exercises developed with H5P toolset (Joubel 2015). Different formats of H5P activities allowed us to enhance learning performance and make it more engaging. They also provided a much-needed medium for the practice of inflectional patterns' recognition and production.

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“Straight up racist”: Counter-stories from racial minority French immersion students

French immersion (FI) is a program that has been critiqued for catering to a White middle-class clientele (Olson & Burns, 1983; Heller, 1990; Yoon & Gulson, 2010; Author, XXXX). This paper presents the findings from stage 1 of a dissertation study investigating how race and racism manifest

in FI programs in Ontario. Critical race theory (Anya, 2021) and its offshoot LangCrit (Crump, 2014) frame this paper. These theories centre race, highlight that racism is prevalent in every level of our society, and call for prioritizing race in language research. Participants were racial minority FI students who shared stories and created a monologue about their experiences. These counter-stories (Solórzano & Yosso, 2002) disrupt the dominant narrative of a de-racialized and generally equitable FI program. Data analysis included in vivo coding, thematic analysis (Nowell et al., 2017), keyword in text, and frequency counts (Leech & Onwuegbuzie, 2007) to determine what themes were most important to participants, in their own words. The counter-stories highlight the impact of being a racial minority in a White majority program: participants were tokenized and experienced racism; they were under- or not represented at all amongst the students, teachers, and/or curriculum; and they learned little about racially diverse French cultures. The paper concludes considering the implications of these experiences. This study serves as a launching point for an investigation into race in FI programs and findings can be used to advocate for policy and curricular changes.

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Accent Bias: Whose responsibility is it to address? Shifting the onus of mitigating accent bias from the speaker to the listener

Accent bias--the tendency of a listener to make judgments about an L2 speaker's abilities and character based on the speaker's accent-- is a particularly pervasive bias that has potentially devastating impacts on the lives of second language speakers. Accented speakers are less likely to be promoted/hired, are seen as less effective at their jobs and are frequently deemed as less truthful by their peers. When discussing accent bias, research in SLA supports the claim that the cause of accent bias is the difficulty associated with processing accented speech. However, by treating accent bias exclusively as an issue of processability, the onus of mitigating accent-bias defaults to the speaker. There is a need for a better way to address accent bias, that does not place the burden of bias mitigation on the speaker.

The goal of this paper is to provide an alternative framework for future research that focuses on reducing the listener's bias. We suggests an alternative approach which focuses on addressing a listener's language attitudes and ideologies .The hypothesis being that when a listener holds a negative opinion about the vitality of their language they are more likely to be biased towards an (L2) speaker. Moving away from a processability explanation removes an unrealistic expectation from (L2) speakers; a group who are already tasked with so much emotional and mental labor when trying to integrate into a community. Shifting the focus to addressing the bias in listeners provides a more feasible and actionable framework to reduce accent bias.

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Language exchanges: the impact of the compatibility factor in language exchanges on language learning

This paper presents a research study that examines the impact of compatibility on language learning through language exchanges. Language exchanges pair two students learning each other's mother tongues so that they meet during four months, once a week, for an hour, to converse in

each other's language. The study uses a mixed-methods approach to investigate the impact of compatibility on language learning, with 45 adult students of different languages as participants. While most language exchange partnering systems used in the higher education level pair students up randomly, the language exchange partnering system used for this study prioritizes compatibility, taking into account factors such as personality and common interests to an extensive length. The question is: what is the impact of partnering language learners with compatibility as the highest priority? The study is in progress and draws on previous studies on language exchange programs and tandems (González-Lloret, 2016; Küpper, 2016), as well as on learning outside of the classroom and extracurriculars (Nunan & Richards, 2015; Reva, 2012, Yildiz, 2016). It also takes into account the importance of authentic learning and its impact on language acquisition (Fernandez-Toro & Sanz, 2014). The results of this study will be valuable in understanding the impact of compatibility on language learning and could provide insights for the design of language exchange programs and tandems. Aside from presenting the results, I will be able to answer the questions why and how to go about creating such a language exchange program and system.

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When Feminine is Pink and Masculine is Blue: The Effect of Input-Enhancement on Grammatical Gender Acquisition in Instructed L2 French

Acquiring grammatical gender is a particularly difficult task for L2 learners of French, both in immersion contexts and traditional classrooms (Lyster, 2004). Even American, pre-service French teachers have not mastered grammatical gender, with accuracy rates below 85% (Vatz, 2009). This contrasts starkly with child L1 learners for whom grammatical gender is early-acquired and virtually error-free (Boloh & Ibernou, 2010). My previous research with American learners shows that form-focused training in high-predictability gender ending patterns in French results in significantly more accurate gender assignment in gap-fill tasks (X, 2015). Building on the concepts of 'noticing' and 'awareness', the current study examines the effect of input enhancement and learner variables on the assignment of grammatical gender by first-semester students. Throughout a 16-week class, forty students were exposed to color-coded tokens of masculine nouns in blue and feminine nouns in pink, in contrast to the control group (N=40) for whom there was no color-coding in identical PPT classroom presentations. Following a pre-test on the second day of class, grammatical gender assignment accuracy was measured on five additional gap-fill assessments (each comprised of 40 lexical items) at different points over the course of the semester. Preliminary analyses of a subset of learners in the 'input-enhancement' condition shows that they significantly outperformed control group peers on all five assessments. Suggestions are offered for the treatment of grammatical gender and other difficult syntactic features, with special reference to the importance of attention, noticing and awareness in the conversion of input to intake.

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Intercultural Learning Outcomes in EAP and Implications for Teaching and Learning: A Qualitative Case Study

English for academic purposes (EAP) programs are a common pathway for undergraduate students using English as an additional language (EAL), many of whom are international students, into academic studies at English-medium universities. Due to the Covid-19 pandemic, many EAP programs at universities in Canada shifted online, leading programs to consider how best to leverage a multi-modal approach to maximize course content and delivery while also meeting the educational needs of students (Baron Cadloff, 2020). This session presents findings from a qualitative case study into the impacts of intercultural communicative competence (ICC) learning outcomes developed via an online asynchronous module. Framed within an additional language socialization framework (Duff, 2007), the study employed case study methods (Duff, 2012; Yin, 2003) to illuminate how an online module informed by models of intercultural competence (Deardorff, 2006; 2011) and Intercultural communicative competence (Byram, 1997; 2021) can help mediate additional language socialization and the development of overall EAL communicative competence in a post-secondary EAP program and more broadly within a new academic setting and community. Qualitative questionnaires, document analysis of student multi-modal e-Portfolios, focus group interviews, and individual interviews were used to collect data from student and instructor participants. Once thematically analyzed, representative quotes were used to illustrate prevalent themes and reveal the perceived impacts of the module. The findings point to a more nuanced understanding of the affordances presented by asynchronous intercultural learning experiences in EAP, elements of student growth, and broader implications for EAP instructors, programming, and Canadian universities at large.

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Overcoming family resistance towards language-friendly pedagogy

Students enter school with different linguistic funds of knowledge (González et al., 2005). The language they speak at home may not be the language of the dominant community, and subsequently, of school instruction. Pedagogy that incorporates the home language contributes to a high-quality and equitable education experience and is linked to positive outcomes (Collier & Thomas, 2017; Herzog-Punzenberger et al., 2017). Yet, an estimated 200 million children continue to learn in an unknown language (UNESCO, 2016). A contributing factor to this language mismatch is family resistance towards home languages in the classroom (Ball, 2011); families may not know the benefits or may be worried their child will not acquire the linguistic funds of knowledge of the dominant community (Tackie-Ofosu et al., 2015). However, family support is crucial for expanding home language-friendly education practices (Dutcher, 1982). In this study we asked, how do schools overcome resistance and gain family support for language-friendly pedagogy? We interviewed 12 teachers and administrators from three Language Friendly Schools in Ontario. Language Friendly Schools encourage all languages spoken by the school community (Le Pichon & Kambel, 2022). We analyzed interviews using an inductive grounded theory method (Glaser & Strauss, 1967) to understand whether schools faced resistance from families and how they gained family support. With the 2030 deadline of SDG 4 fast approaching, it is important to understand how schools gain family support for language-friendly pedagogy to promote practices that ensure all children have access to equitable, high-quality education with effective learning outcomes (United Nations, 2015).

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Feelings of acceptance between co-ethnic immigrants: Canada-born Vietnamese and newcomers

People tend to be inaccurate in estimating how much others perceive them as compared to how others actually perceive them, a phenomenon referred to as the liking gap (Boothby et al. 2018). This study extended this concept by examining how two co-ethnic immigrants perceive each other's heritage language (HL) skills and how much they believe they are accepted as members of their shared HL community. By focusing on differences in perceptions of HL skills (i.e., HL gaps) and in belonging to a shared community (i.e., belonging gaps), this study therefore explores the nuances of co-ethnic solidarity that may underlie apparent group cohesion (Liu, 2014).

Focusing on the Vietnamese community in Montreal, we recruited 20 pairs consisting of a second-generation heritage speaker and a newly arrived Vietnamese immigrant, both of similar age. They engaged in a 25-minute conversation in Vietnamese about their challenges in daily life. Afterwards, they completed a set of 100-point scales eliciting perceptions about their partner and how much they thought their partner perceived them in terms of their likability, their HL skills, and belonging to their ethnolinguistic community. To calculate gap scores, ratings of how each interlocutor believed their partner perceived them were subtracted from ratings of how that partner actually perceived them. Preliminary results confirmed the tendency for interlocutors to have inaccurate (underestimated) judgments about each other across all rated categories. Implications are discussed in terms of conflicts within a HL community, immigrants' different social identities, and the heterogeneity within seemingly homogenous ethnic groups.

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Identités professionnelles des enseignants de français langue seconde : perceptions d'éducateurs albertains

En Alberta, il existe un nombre important de programmes pour apprendre et enseigner le français. Il y a plus de 200 000 personnes en Alberta qui étudient en français en 2019-2020 dont 8 757 dans les écoles de langue française, 46 591 en immersion française, 147 513 en français langue seconde (Alberta Government, 2022). En ce qui concerne les enseignants, plusieurs d'entre eux proviennent de différents programmes scolaires autour du Canada et d'ailleurs. La diversité de répertoires linguistiques et culturels chez les étudiants et les enseignants de français est donc présente dans cette province de l'ouest (Pappa et al., 2020; Roy, 2006).

Notre objectif est de présenter les perceptions des éducateurs quant à leurs identités professionnelles afin de valoriser les diverses expériences en Alberta. Dans le cadre de cette présentation, nous explorons les données en les visualisant (Daniel, 2017) et examinons les discours d'éducateurs du français langue seconde par rapport à leur sécurité linguistique (Arrighi & Boudreau, 2013; LeBlanc, 2010; Roy, 2006) et leur compétence professionnelle en milieu minoritaire francophone. Les données empiriques de notre étude proviennent d'un sondage auprès d'environ quarante enseignants et d'une douzaine d'entrevues semi-dirigées avec des enseignants et des leaders éducatifs qui travaillent dans six conseils scolaires en Alberta. L'approche méthodologique adoptée est mixte (Creswell & Creswell, 2018), analysant comment la satisfaction influence la rétention des enseignants (Kamanzi et al., 2019) et offrant certaines conditions qui sont nécessaires afin de permettre aux enseignants de s'épanouir.

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Oral Language Development of French Immersion Students: Profiles, Trajectories, Strengths, and Areas for Growth

This study examined the L2 language development of French immersion (FI) students (N=240) to establish linguistic profiles, describe language development trajectories, and identify language strengths and areas for growth at various stages of the program. The study, underpinned by principles of SLA (ex. comprehensible input, forced output, stages of acquisition), builds on earlier works of FI students' L2 proficiency (e.g., Harley, 1991, 1993; Swain, 1987, 2000; Swain & Carroll, 1987; Swain & Lapkin, 2011), including those with an emphasis on form and function (Allen, 1983; Dicks, 1991; Stern, 1992). Although FI students attain high levels of proficiency in French (e.g., Swain & Lapkin, 1982), aspects of oral language production continue to pose challenges, including linguistic accuracy, lexical sophistication, and sociolinguistic skills (Genesee, 2004; Lightbown, 2014; Tedick & Lyster, 2019). Three language assessment tools were created and administered to capture students' comprehension, production, and interaction skills in Grades 3-12. Measures were designed to align with FI pedagogies, account for maturely levels, incite L2 output, and ensure across grade analysis. Students' oral productions were video recorded, transcribed, and coded using discourse analysis. We will report on baseline data that provide insights on FI students' oral language development. Results shed light on (1) specific aspects of language learning as students move through different stages of SLA and (2) highlight the need for additional emphasis on linguistic accuracy (focus on form) and vocabulary sophistication. Pedagogical considerations for different grade levels are discussed and a conceptual continuum of language acquisition specific to FI will be presented.

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Enhancing university students' academic writing skills using a mind mapping app

University students need effective skills in academic writing, especially source-based expository writing for their academic success. Critical analysis and research-based writing predominates the types of assignments given to university students across disciplines. These expository writing assignments often require students to accurately read and interpret an author's main idea, and objectively convey information in writing. It demands higher-level cognitive skills to submit a position clearly with well-developed supporting evidence (Beck et al., 2013; Li et al., 2022; Perin et al., 2017). However, research has shown that many university students are inadequately prepared for the complexities of reading and writing tasks (Gruenbaum, 2012; Li & Mak, 2022; MacArthur & Philippakos, 2013). Thus, it is critical to develop effective instructional strategies to support these students who often struggle with a combination of academic writing and reading skills.

Much of the research has addressed general reading and writing challenges, with fewer studies on developing integrated skills in expository reading and writing that prevails in post-secondary education. To bridge these gaps, this presentation reports on a project aimed to develop and examine an intervention using a mind-mapping app to support university students' collaborative writing practice through brainstorm activities. Data collection including students' writing samples, concept/mind maps, and interviews. Data are analyzed to investigate the effect of a writing intervention using a mind-mapping app on students' writing performance, and on their perspectives of learning writing collaboratively with the app. Instructional recommendations will be made for teaching students' expository writing using collaborative technological tools.

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Shared Laughter to Manage Relationship Work in Interactional Troubles During Multiparty Peer Interaction

Laughter is a shared behavior and a significant resource for human interaction. Given that laughter can display affiliation (Stivers et al., 2011), shared laughter may function in establishing group unity to handle interpersonal relationships (Glenn, 2003). Whereas, occasions where laughter falls in the middle of a continuum between affiliation and disaffiliation (e.g. Drew, 1987; Clayman 1992; Romaniuk, 2013) indicates that shared laughter potentially relates to serious treatments and delicate relationship work to the unfolding interaction. Therefore, using multimodal conversation analysis, this study explores how the interactional processes where peers share laughter to undertake relationship work in multiparty interactions. Video and audio recordings of six groups of four Chinese 17-year-old Senior Two students who learned English as their second language in a China's senior high school were collected. With silence timed by the software ELAN, data was transcribed according to Jefferson's (2004) transcription convention with adjustment of Goodwin's (1984) transcribing methods for gaze which suited the analytic need of this study. Preliminary findings illuminate that shared laughter contributes to the breach, restoration, maintenance and reinforcement of positive relationships

against interactional troubles including negative self-assessments, face-threatening acts (Brown and Levinson, 1987) and group non-collaboration. Recipients can also share laughter in a delayed manner or with downgraded and silent laugh to manipulate a transitional place from affiliation to disaffiliation to temporarily attend to relationships without overtly resisting speakers' actions. This research also shows different group members' orientations of tasks and relationships while doing group activities in second language classrooms.

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The differential effect of oral and written corrective feedback on learners' explicit versus implicit knowledge

Traditionally oral and written corrective feedback (CF) studies have been carried out independently from each other grounding on different theoretical frameworks and applying different research methodologies (Sheen, 2011, 2010). One of the scarce studies that attempted to bridge the gap between second language acquisition and second language writing by comparing the effects of oral and written CF on the acquisition of English articles is Sheen (2010). The present study built on this line of research by examining the differential effect of oral and written corrective feedback on learning third person singular verbs. The study differs from, and expands on, Sheen's study by examining these effects on learners' explicit and implicit knowledge. Four types of feedback were compared: Implicit recasts and more explicit metalinguistic feedback in the oral mode, and written direct feedback and written metalinguistic feedback in the written mode. The study was carried out in five intermediate adult EFL classrooms in Peru (N=101), using a pretest-posttest research design, with one control group (n=24) and four experimental groups: oral recast (n = 21) oral metalinguistic feedback (n = 18) written direct feedback (n = 16) and written metalinguistic feedback (n = 22). The findings showed no notable difference between oral and written feedback. However, differences were found due to the type of measure and the type of feedback used. The theoretical and pedagogical implications of the findings will be discussed.

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The roles of form-focused instruction and learner differences in the second language acquisition of English articles

The English article system is notoriously difficult for second language (L2) learners of English to acquire (DeKeyser, 2005; Robinson, 2010), making it a suitable linguistic target for form-focused instruction (FFI). The current study investigated the extent to which L2 learners benefitted from various combinations of three FFI techniques—input enhancement, metalinguistic explanations, and practice (Ranta & Lyster, 2018)—on the

acquisition of English articles. Forty-six participants were randomly assigned to four conditions: input enhancement only (n = 12); input enhancement and metalinguistic explanations (n = 11); input enhancement, metalinguistic explanations, and practice (n = 11); or a control condition (n = 12). They each received six hours of online instruction on English articles according to their condition. The participants' knowledge of articles was measured by four tasks (i.e., grammaticality judgment task, metalinguistic knowledge task, elicited imitation task, and picture-description task) in a pretest, an immediate posttest, and a delayed posttest. Results showed that the group receiving input enhancement and metalinguistic explanations exhibited clear and durable gains in the metalinguistic knowledge task. Furthermore, a subset of participants who benefitted the most from the instructional treatment revealed two common factors: a first language without an article system and a high rate of engagement during the online instruction. The present study contributes meaningfully to the current understanding of the effects of FFI as well as the L2 acquisition of English articles.

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A Study on How Different Glosses Affect L2 Idiom Acquisition

Glosses are helpful for second language learners when inferring the meaning of words is challenging (see Boers, 2022, for a recent review). However, almost all of the studies about glossing have concerned single words, while texts also abound with multiword expressions, such as idioms. Idioms (e.g., stick to your guns; a wet blanket) are hard to understand even if they consist of words that learners are familiar with. At the same time, it has been suggested (e.g., Boers, 2000) that informing learners of the original context in which such expressions were used literally can make idioms easier to remember. Therefore, this research project examines the benefits of reading with glosses that provide such information.

This is a mixed-methods study, including a classroom experiment with a between-participants research design and post-facto interviews. Learners of English as a second language (N= 37) read texts under one of 3 conditions: (a) with glosses only clarifying the current figurative use of the idioms, (b) with glosses only clarifying the original literal use of the expressions, and (c) with glosses giving both the figurative meaning and its literal origin. The mean post-test scores and results of the generalized mixed model (Gallucci, 2019) suggested that there was no significant difference among the three reading conditions. However, interviews with 15 of the participants revealed that (a) individuals' learning styles may influence the results, (b) glosses may not always be as helpful as expected, and (c) individuals engage with glossed reading materials in varying ways.

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A comparative investigation of cognitive load and test-taking strategy use in video-based while-listening vs. post-listening performance tests

While-listening performance (WLP) and post-listening performance (PLP) tests have been well established as two test methods for assessing listening comprehension competence. However, there remain a multitude of unknowns including the varying degrees of cognitive load that WLP and PLP tests impose on L2 learners' working memory (WM), the different test-taking strategy use elicited by WLP and PLP tests that potentially affect test validity, and the extent to which the different degrees of cognitive load and strategy use in the WLP vs. PLP test conditions may interact with L2 learners' listening performance. To address this gap, the present study aims to explore L2 learners' cognitive load and strategy use in video-based WLP vs. PLP test conditions. Using a mixed-methods research design, this study analyzed test performance data, interview data, and questionnaire data from 30 non-native speakers of English aged 19 to 30. To analyze the research data, NVivo 12 will be utilized to thematically analyze the interview data to determine the strategy types. Some descriptive statistics of test and cognitive load scores together with paired-samples t test, Wilcoxon signed-rank test, and multiple linear regression analysis will be performed to provide general information and determine the interaction between strategy use, cognitive load, and test performance. The results will help determine whether test scores can be viewed as valid indicators of L2 learners' listening proficiency, thus providing valuable insights into the future WLP and PLP test development.

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Genre-based Approach to Teaching Peer Review in an EAP Writing Course

The role of peer review in developing multilingual students' writing and critical thinking skills and enabling active collaboration and knowledge exchange/co-creation has been popularized in the language acquisition research. However, students may struggle with expressing constructive criticism in an informative and objective manner, and consequently resolve to face-saving pseudo-positive generalizations (Nguyen & Basturkmen, 2010; Best et al., 2015; Zou et al., 2018). To empower students and acquaint them with rhetorical patterns and conventions of peer review, this paper reports on the critical action research study that examined the effectiveness of teaching peer review in the context of genre-based pedagogies and intercultural rhetoric frameworks. The study was conducted in an EAP writing-focused course in which students worked on a multistage writing project and engaged in peer review activities that ranged from scaffolded rubric-based tasks to free-form commentaries and critical response. The course incorporated explicit and implicit instruction of peer review strategies, e.g., analysis of review samples, a collaborative glossary of formulaic sequences for expressing a critique, and a reflective discussion on how peer feedback can be utilized to enhance the drafts. Based on (1) the students' perspectives as shared in the interviews and post-instruction questionnaires, (2) discourse analysis of the peer review comments, and (3) content-based analysis of the samples of student coursework before and after receiving peer feedback, the findings of the research demonstrate that genre-based instruction enhanced students' critical review skills, expanded their linguistic repertoire, increased self-efficacy when providing feedback, and decreased negative emotional response to their peers' comments.

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Achieving an advanced level of second language proficiency requires a high volume of oral and written comprehensible input (Krashen, 1982, Nation, 2014). Research suggests that for adequate comprehension, L2 learners need to already know around 98% of the words in a reading passage (Hu & Nation, 2000; Schmitt et al., 2011), which corresponds to 8000-9000 word families for most written texts (Nation, 2006). However, the vast majority of the vocabulary coverage studies used to support these findings have traditionally excluded words such as proper nouns, ‘marginal’ words, acronyms/abbreviations, and - the focus of this study - compounds (e.g., ‘playground’ is a compound of two words; Nation, 2016a). The present study conducted a coverage study to examine the potential importance of compounds in reading comprehension and then mined an existing very large “Yes/No” test dataset (Brysbaert et al., 2021) to examine the degree to which 3345 words listed in Nation’s (2016b) ‘transparent compounds’ offlist are recognized by L2 English speakers as compared to the stem constituent words of each compound. Compounds were first found to cover a substantial 1.2% of COCA corpus texts (on average). Test data then revealed that compounds were found to be much less well known than either stem constituent, suggesting that English L2 learners are unable to recognize most of Nation’s ‘transparent’ compounds even when they have knowledge of the constituent stems. Prototypical compound examples from the results will be presented, and the implications for teaching and learning, and future research will be discussed.

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The affordances of in-school video production for a late-to-literacy refugee-background learner

This two-year qualitative ethnographic case study, situated in a Western Canadian high school, explores the affordances of in-school video production for one adolescent refugee-background English language learner who has come late to literacy and whose schooling was significantly interrupted. As Canada is increasingly committing to refugee resettlement (UNHCR, 2017), there is a critical need to understand the diverse multiliterate practices, resources, and challenges of refugee-background learners, so that they can be supported to achieve their full potential. Refugee-background youth have been shown to utilize digital multimodal composing (DMC), defined as the use of digital tools to make meaning with multiple modes (e.g., languages, visuals, sounds, gestures; Hafner, 2019), including video production, to express their identities and frame their own representations of themselves, often challenging stereotypical conceptions (Author et al., 2022; Leurs et al., 2018). However, few studies have explored the affordances of DMC specifically for refugee-background youth who are late to literacy, at school in their settlement contexts. Employing reflexive thematic analysis (Braun & Clarke, 2021) and guided by sociocultural and multiliteracies approaches to literacy (Street, 1984; New London Group, 1996), as well as an identity investment perspective on participation in language and literacy learning (Norton 2013), the study identified three thematic patterns of affordances: (1) a multimodal leap over the language barrier; (2) from “flight mode” to fluent mode; and (3) countering the unbearable lightness of deficit labeling. The study helps educators and teacher-educators better understand the affordances of in-school video production for refugee-background youth.

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La rétroaction corrective écrite : immédiate ou différée?

Grâce à l'avènement de logiciels d'édition collaborative, il est maintenant possible de fournir une rétroaction corrective (RC) écrite en temps réel. Des recherches ont exploré l'efficacité de la RC à l'oral en fonction du moment où elle est administrée (Fu & Li, 2020; Li et coll., 2016; Quinn, 2014) et semblent montrer un avantage pour la RC immédiate (Fu & Li, 2020; Li et coll., 2016). À l'écrit, une seule recherche s'est intéressée au moment où la RC est donnée (immédiate ou différée) et montre également un avantage pour la RC immédiate (Shintani et Aubrey, 2016). Toutefois, cette étude a été réalisée dans un contexte de laboratoire auprès d'un nombre limité d'apprenants (n = 7-9). Dans la présente recherche, 76 étudiants universitaires de trois groupes de français L2 (niveau B1) ont effectué deux tâches d'écriture collaborative en dyades. Deux groupes ont reçu une RC écrite qui visait les temps du passé : un groupe a reçu la RC en temps réel (synchrone) et l'autre l'a reçue une semaine plus tard (asynchrone). La RC a été donnée par les enseignants au moyen de la fonction commentaire du logiciel d'édition. Le troisième groupe n'a effectué que deux tâches d'écriture sans recevoir de RC. Les gains d'apprentissage ont été évalués au moyen de trois tâches de production écrite qui ont servi de prétest et de posttests immédiat et différé. Les résultats préliminaires révèlent que l'efficacité de la rétroaction est modulée par le moment où elle est fournie.

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Decolonizing English for art and design: Pushing against regimes of normativity through a transcultural approach

The field of Instructed Second Language Acquisition has always been a site of transdisciplinarity through epistemic exchanges between multiple stakeholders including language practitioners, domain insiders, and language learners. Nonetheless, many English for Specific Purposes (ESP) programs in places where English is the dominant language have long been promoting curricula that neglect the voices from within multilingual and language learner communities (Mortenson, 2022). Imbalanced power dynamics (Duff, 2010), colonial perceptions of constructs such as competence (Canagarajah, 2015), as well as a deficit view of language learners (Flores et al., 2015) are only a few reasons why diverse voices and identities often become mere recipients of pedagogies and curricula promoting the norms of dominant group(s).

Inspired by the current conversations surrounding decolonizing education, this presentation will focus on the Seminar component of an English for Art and Design (EAD) program at a public university in Canada. Specifically, the presentation will elaborate on the positionality of the program within its broader, ecological context. More importantly, based on the tenets of transcultural pedagogies and translanguaging (Lee & Canagarajah, 2019), the presentation will unpack the affordances of a curriculum that fosters inclusive, disciplinary meaning-making. Examples of a translanguaging

approach to art and design communication will demonstrate how language learners exercise agency and stance negotiation by capitalizing on diverse linguistic repertoires and multiple modalities. Finally, potential opportunities for ESP programs in challenging normative structures to help underrepresented learners will be discussed.

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Language Ideologies in Francisation Program: Focusing on the Narratives of Racialized Migrants in Quebec

The province of Quebec is one of the most popular destinations for international migration in Canada. In Quebec, the French language is valued not only as a primary tool for communication but also as an essential component in developing collective identity as Quebecers. Therefore, French language attainment is imperative to immigrants' social, economic, and professional integration into Quebec society. To accommodate this need, the Quebec provincial government provides an array of French as a second language courses for adult migrants, or Francisation programs. However, it still remains unclear if these programs are effectively facilitating substantial integration of migrants. For probing this issue, I employ the conceptual framework of language ideologies (Kroskrity, 2010) to examine racialized migrants' perspectives around these ideologies residing in Quebec, and the impact of these ideologies on the development of Francisation learners' sense of belonging. By reviewing literature and conducting semi-structured, in-depth interviews with nine racialized migrants in Quebec who have varying degrees of Francisation experience, I reveal that the ideologies about language in Quebec are characterized as three strands: nationalist language ideologies, standard language ideologies, and monolingual ideologies. The findings show the concrete manifestations of these ideologies, the multifarious perspectives migrants hold about them, and the clear evidence that racialized migrants in Quebec mostly do not feel attached to Quebec. This study ends with suggestions for improving migrants' Francisation experience by raising inclusivity. Especially, the possibility of fostering migrants' own community of solidarity within the Francisation context is discussed as one key measure for this vision.

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Duoethnography for Applied Linguistics: Key Concepts, Insights and Cautions

Duoethnography is the focus of this presentation. Described as both a qualitative research method and pedagogy by its founders (Norris & Sawyer, 2012, 2017), duoethnography has attracted significant recent interest in applied linguistics and language teacher education (Banegas & Gerlach, 2021; Lowe & Lawrence, 2020; Valencia, Herath, & Gagné, 2020). Together and with other collaborators, the presenters have published seven duo/trio/polyethnographies, exploring topics such as critical affective literacies, postmemory, transnational language teacher education, and

citizenship education in English for Academic Purposes courses. The presenters will provide an overview of key tenets of duoethnography and their theoretical underpinnings (e.g., currere, dialogue, heteroglossia, emergent knowledge, ethics and alterity). Duoethnography, for example, emphasizes the juxtaposition of lived experiences and the transparency of participant voices. Dialogue partners are encouraged to probe differences in perceptions and beliefs without necessarily reaching consensus. The resulting polyvocality of this dialogue is intended to illuminate the complexity of the issue at hand (e.g., a language policy, current event), raising pedagogical possibilities not previously considered. The challenge for participants is in achieving the kinds of vulnerability, trust and risk-taking required to realize duoethnographic aspirations. The presenters will provide examples of specific insights arising from previous duoethnographies, including the unique contributions applied linguistics and EAP teaching can provide. Examples would include discourse and semiotic analyses of the types of texts and lexicogrammar resources required to achieve duoethnographic goals, particularly in settings of great sociolinguistic diversity. Finally, the presenters will reflect on limitations and points of caution for this mode of inquiry.

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From Practice to Performance: A Proposal for Measuring Near and Far Transfer of Grammar Practice

Last year we reported the results of a study of the effect of pretask grammar practice on oral production during a focused communication task. The aim of that study was to explore the notion of transfer of learning as applied to L2 grammar instruction focused on the English past tense; written grammar practice (Traditional) was compared to oral grammar practice designed to be transfer-appropriate (TAPRA). We found that the TAPRA group learners were significantly more fluent but not more accurate overall or in using the past tense in their oral production than the Traditional group. New data from learners who performed only the communicative task add further evidence of this pattern.

In the above study, the relationship between TAPRA practice and the ensuing communicative task would be considered a case of near transfer due to their similarity in terms of skill specificity, modality, and implementation. The next phase of our research will further explore this topic by contrasting accuracy and fluency results when assessment tasks favour either near transfer or far transfer. As a first step, our presentation will illustrate how we propose to operationalize transfer of learning with respect to form-focused instruction research. We will present (1) an adaptation of the framework proposed by educational researchers (Barnett & Ceci, 2002) for operationalizing transfer distance in terms of two domains, content and context, and (2) examples of practice activities and assessment tasks similar to and different from each other in terms of subcategories within the content and context dimensions.

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Critical EAP and the voices of English teachers and STEM students during the COVID-19 pandemic

This paper presents the initial findings of a larger ongoing study on Critical EAP (Benesch, 2001), autonomy (Benson, 2007), agency (Parish and Hall, 2020), and English Across the Curriculum (Chen & Morrison, 2021) in a university in Hong Kong during the COVID-19 pandemic. Scarce research in this context encouraged this longitudinal qualitative study (Denzin & Lincoln, 2017) on Rights and Needs Analysis of EAP (Kirkgoz & Dikilitas, 2018) drawing upon Freirean critical pedagogy (Freire, 1970; 1994). Aiming at triangulation, data has been collected over the course of 18 months through questionnaires, interviews, and one-on-one weekly tutorials to learn more about the needs of the participants during the pandemic, and the changes they faced when classes moved to online mode. The data presented here refers to a group of seven STEM undergraduate students and two English teaching staff of the university. Preliminary findings suggest that the students will voice their opinions when given the opportunity; they are aware of the difficulties their teachers have faced during the pandemic; the students like the convenience of online classes, but consider face-to-face classes as a better option for their learning's sake; they have experienced lower motivation and some have also been affected by issues such as faulty internet connection, lack of space to study at home, and lack of funds to buy a computer to study. They are critical about the course delivery in both face-to-face and online modes and teaching practices, and their own attitude towards learning.

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Les technologies de la parole au service d'un apprentissage autonome de la prononciation en français langue seconde

La démocratisation des technologies de la parole suscite l'intérêt des chercheur.e.s s'intéressant à l'enseignement-apprentissage de la prononciation en L2 (Derwing et al., 2022). D'un côté, la synthèse vocale (SV) permet de fournir des modèles de prononciation aux apprenant.e.s, qui écoutent la machine lire un texte avec une voix de synthèse. De l'autre, la reconnaissance automatique de la parole (RAP) leur permet de pratiquer la production orale en faisant détecter leur discours par la machine, qui le convertit en texte (Garcia et al., 2020). Toutefois, les applications pédagogiques de la SV et la RA en contexte de français L2 restent sous explorées, et ces deux technologies ont rarement été combinées dans une même étude (Papin et Cardoso, 2022).

Cette étude examine l'impact de l'utilisation de Google Traduction sur l'acquisition de deux éléments phonologiques du français: (1) la prononciation de la séquence orthographique {-ent} et (2) la liaison. 43 apprenant.e.s adultes débutants de français L2 ont effectué en autonomie des devoirs guidés en utilisant la SV et la RAP. Des pré/post-tests ont permis d'évaluer leur développement phonologique – conscience phonologique, discrimination auditive et production orale (Celce-Murcia et al., 2010). De plus, leurs perceptions ont été recueillies via un questionnaire post-expérimental (Venkatesh et Davis, 2020) et des entrevues semi-dirigées. Les résultats révèlent des progrès significatifs et des perceptions positives. Les implications pédagogiques quant à l'intégration de la SV et la RAP dans le cadre d'un enseignement inclusif et prenant en compte les différences d'apprentissage en français L2 (Dettmer et Dyer, 2021) seront discutées.

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English schooling in Quebec's rural settings: Opinions and experiences of Anglophone parents.

In Quebec, language policies have resulted in the creation of two distinct school systems divided based on the language of instruction. Most students in the province attend French schools, while children belonging to the historical Anglophone linguistic minority are allowed to enroll in English schools. In some rural settings, low student enrolment puts at risk the vitality of English schools in these communities (Bourhis, 2019). Despite extensive literature examining Quebec's language policies and the ways they regulate the language of instruction in schools, the voices of rural Anglophone parents' concerning the ways these policies impact their children remain unheard. This study focuses on parents living in Quebec's rural communities as they share their aspirations to secure their children's English education. Our analysis highlights opportunities and challenges found at the intersections of rural geographies, linguistic identities, and language policies enacted in schools. Participants shared similar concerns with their children's experiences attending English schools in their rural settings, namely, learning under threat of impending school closures, lack of specialized services for diverse learners, low school enrolments resulting in limited socialization opportunities, and transportation challenges. Early findings corroborate the emergence of an Anglophone underclass becoming increasingly marginalized and left behind in Quebec (Floch and Pocock, 2012). While these preliminary findings may not be new to rural education research, the links to language identity and Quebec policies are yet undertheorized and under-researched.

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Teachers' perceptions of plurilingual approaches: Empowerment for both teachers and learners

Plurilingual approaches encourage learners' use of their entire repertoire of languages in the language classroom (Lau & Van Viegen, 2020; Piccardo, 2020). The implementation of plurilingual pedagogy, however, is greatly influenced by teachers' knowledge and perceptions of it. Studies show that teachers have positive attitudes toward the concept of plurilingualism and the affordances of plurilingual pedagogies for language learners, but the practice is still a challenge (Galante et al., 2020; Marshall, 2020). Little is known about how teachers who have received pedagogical development implement plurilingual pedagogies. This mixed methods study examined the perceptions of language teachers (N=30). Data was collected from a demographic questionnaire, the Plurilingual and Pluricultural Competence (PPC) scale (Galante, 2020), and semi-structured interviews and analyzed on SPSS and NVivo. Mann-Whitney test analyses indicated that all participants had high levels of PPC, with a significant difference between bilingual and plurilingual teachers ($p=0.037$), indicating that bilingual teachers' PPC scores ($M=3.37$) were lower than the plurilingual teachers ($M=3.65$). Results suggested that teachers become more aware of the multilingual and multicultural shift in their classroom and more willing to

implement plurilingual approaches, which empower racialized and non-native teachers and learners. Teachers noted challenges relate to their incomplete understanding of plurilingualism or decolonization in language education and being restrained by the target language-only policy within the educational system. This study is important as it unpacks the power dimensions in institutions, which may limit the implementation of plurilingual pedagogies despite teachers' favorable perceptions of plurilingualism.

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Transforming Language Teacher Education in Canada: Examining Teacher Beliefs and Agency

Given the increasingly plurilingual nature of Canada's linguistic landscapes, language education (LE) that leverages an individual's linguistic and cultural resources through an agentic approach is crucial for the development of an inclusive, diverse society. Yet, commonly held misconceptions favouring compartmentalized, grammar-based methodologies and monolingual dispositions continue to permeate teacher beliefs, institutional policies, and curricula. This reality impedes the adoption of state-of-the-art plurilingual, action-oriented, technology-mediated pedagogies that encourage agency and the use of learners' linguistic repertoires.

This presentation will outline a multi-phased Canadian study, Advancing Agency in Language Education (AALE), designed to examine English, French and German language teachers' situated beliefs and practices in varied teaching contexts to support the sustainable renewal of LE pedagogies. The study builds on a previous research project, LINGuistic and Cultural DIversity REinvented (LINC DIRE), which defined an innovative pedagogical framework embedding an action-oriented, technology-mediated, plurilingual approach and developed online pedagogical resources, a social engagement platform, and an e-portfolio with reflective and interactive self-assessment tools. Presenters will discuss how AALE's mixed methods and design-based research methodology incorporated Q-methodology and a range of qualitative approaches to systematically examine the interplay between teacher pedagogical beliefs, knowledge, practices, and contextual factors with the goal of facilitating teacher-centred, state-of-the-art pedagogies. Findings showcasing teachers' beliefs, reflections and practices across four regions in three provinces regarding the use of plurilingual, action-oriented, and technology-mediated approaches will be presented. Upcoming phases and research implications of this study will conclude the presentation.

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A Meta-synthesis of Research on Multimodal Approaches to Teaching Language Learners

A common misconception among teachers is the belief that limited proficiency in the language of instruction among newcomer students not only hinders their educational achievements but also signifies a linguistic, cognitive, or even cultural deficiency (De Mejía, 2011). In contrast, Cummins (1979) posits that cognitive and academic proficiency in both the students' mother tongue and second language (L2) are interconnected. Furthermore, existing research demonstrates that when study materials are translated into the students' mother tongue, these newcomer learners exhibit enhanced text comprehension and greater motivation to learn (Beauvais & Ryland, 2021). From this perspective, educators are urged to acknowledge and celebrate the linguistically diverse competencies of newcomer students instead of solely focusing on their proficiency in the language of instruction.

The implementation of multimodal teaching approaches holds promise in fostering equitable classroom environments that cater to the needs of all students, including newcomer students. Research by Cummins et al. (2015) highlighted the beneficial effects of "multimodal identity texts" on students' academic, intellectual, and personal identities (p. 555). Additionally, Dressman (2019) emphasized the enhanced effectiveness of language instruction when utilizing "multiple modes" rather than relying solely on a single mode (p. 42). While recent years have witnessed an increase in studies investigating multimodality in education, there remains a scarcity of comprehensive reviews focusing on such research. In this presentation, we will share the findings of a meta-synthesis involving empirical research on the implementation of multimodal approaches in teaching newcomer students. The scope of our study encompasses 100 peer-reviewed articles published between 2000 and 2023, utilizing the keywords "multimodal approach" or "multimodality". Through our analysis, we will elucidate the outcomes derived from this synthesis and showcase the multimodal resources developed as part of the ESCAPE project, funded by SSHRC. The objective of our work is to contribute to the advancement of equitable teaching practices for newcomer students, as well as multilingual learners in a broader context.

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Writing to Make Meaning through Multimodal Composition: A Technology-based Writing Curriculum to Enhance L2 Writing Development

The multi-modal design of writing as a meaning-making process has received growing interest in the field of second language (L2) writing, which refers to “the social practice of making meaning by combining multiple semiotic resources” (Siegal, 2012, p. 671). Students are expected to become “designers of meaning” through diverse facilities, including visual, audio, gestural, and spatial. To date, little empirical research has been conducted to investigate the role of multi-modal writing in L2 writing development. In the current study with a pre/post quasi-experimental design, a technology oriented L2 writing curriculum is designed to empirically examine the effects of such a non-traditional curriculum by comparing it with the traditional writing instruction. Four classes of Emirati university students (n=82) participated in the study, and half of the students took the technology-based writing curriculum where a total of three multimodal projects, which involve integrated skills (reading, listening, and writing) focusing on the three themes: technology, environment, and education over eight weeks as a part of their regular instruction. Students completed

one writing prompt right before and after their regular course curricula respectively. The pretest and posttest writing samples were scored using the holistic rubric of TOEFL independent writing task, and their linguistic performance in terms of complexity, fluency, and accuracy (Ellis & Barkhuizen, 2005) were analyzed. Complexity is further determined for lexical diversity (Lu, 2012) and syntactic complexity (Norris & Ortega, 2009). The instructional group seemed to perform significantly better in the overall writing score as well as the complexity and fluency measures.

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Effects of crosslinguistic activities on high school students' syntactic abilities in writing and metasyntactic awareness in English L1 and French L2

It has become necessary to develop high levels of writing competency in more than one language to access many professional positions. In the context of Quebec English-dominant communities, this is reflected by higher expectations for high school students in English L1 and French L2 writing. One key feature of quality in both English and French written texts is syntactic complexity (Crossley, 2020), which, together with writing accuracy (Polio & Shea, 2014), compose syntactic abilities in writing, which in turn support the subprocess of translating ideas into efficient sentences (Hayes & Flower, 1980). Moreover, writing competency is associated with metasyntactic awareness (Harrison et al., 2016; Sun et al., 2018), a subset of metalinguistic awareness. To improve students' syntactic abilities in writing, open sentence-combining activities have been suggested, showing positive outcomes in various settings (Saddler, 2019), and to enhance students' competencies and metalinguistic awareness in more than one language, many authors have put forward different models of crosslinguistic pedagogy (Ballinger et al., 2020). Within a quasi-experimental study, 215 high school students wrote, at pretest, a short story in English and another in French, followed by open-ended metasyntactic questions; they completed the same tasks three months later at post-test. 132 of the participants also took part in crosslinguistic open sentence-combining activities in either or both English and French class between pretest and post-test. The results on students' syntactic abilities in writing and metasyntactic awareness in both English L1 and French L2 will be presented.

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Conception d'un outil diagnostique pour le développement de la compétence pragmatique d'apprenant·es adultes du français Lx

La compétence pragmatique est essentielle pour la réussite des interactions quotidiennes d'apprenant·es de langue additionnelle (Lx) (Bardovi-Harlig, 2018). Bien qu'en classe de Lx, l'enseignement explicite de la pragmatique est à privilégier (Taguchi, 2015), son enseignement est souvent négligé (Taguchi, 2019). De ce fait, Tateyama (2019) présente plusieurs propositions pédagogiques pour son enseignement. Or, puisque les apprenant·es adultes détiennent déjà des connaissances pragmatiques issues de leur L1 (Kecskes, 2015), il serait pertinent, en amont de ces propositions, de déterminer quelles sont les connaissances pragmatolinguistiques et sociopragmatiques d'apprenant·es du français Lx.

Pour ce faire, un questionnaire de conscience métapragmatique, inspiré de Kinginger et Farrell (2004), a été conçu. Il comprenait des requêtes formulées par des locuteur·trices L1 dans 10 situations du quotidien présentant divers niveaux de force illocutoire. Des apprenant·es adultes de français Lx (niveau intermédiaire, N=15) ont été recruté·es pour évaluer le caractère approprié des réponses à l'aide d'une échelle de 1 (très approprié) à 4 (aucunement approprié), puis justifier leur raisonnement. Le questionnaire a également été répondu par des usager·ères Lx (N=15) et L1 (N=15) établi·es dans la même ville que les apprenant·es depuis plus de 5 ans. Les données des trois groupes seront comparées pour déterminer si la conscience pragmatique d'apprenant·es Lx est comparable à celles d'usager·ères Lx et L1.

Si l'analyse révèle des points de divergence, ceux-ci serviraient de points de départ afin de signaler les difficultés rencontrées par les apprenant·es dans leurs connaissances pragmatiques en français et de les cibler en classe au moyen de propositions pédagogiques.

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Attitudes towards Catalan: A longitudinal study of Chinese study abroad students in Catalonia (Spain)

Several studies have suggested a clear difference between language attitudes towards Catalan and Spanish, the two official languages of Catalonia, on the part of autochthonous and allochthonous communities. Local community shows a clear preference to Catalan, the minority language which plays a strong role in the region's identity and feelings of solidarity; while immigrant communities have better attitudes towards Spanish yet a lower perception of Catalan (Huguet & Janés, 2008; Fukuda, 2017).

Immigrants' attitudes towards Catalan seem to be improved by their length of stay and language competence (Huguet & Janés, 2016; Ianos, Huguet & Janés, 2017). Besides, Cortès-Colomé, Barrieras & Comellas (2016) reported an interesting "mirror effect", whereby immigrants who live in Catalonia, especially those who would have spoken a minority language in their home country, initially experienced the Catalan as an obstacle, however, later on, developed an alliance with it and with minority languages in general.

This research focuses on Chinese study abroad students' changes in attitudes towards Catalan. 75 participants' data was collected three times between 2021 and 2022 via a language attitudes questionnaire and an in-depth semi-guided interview. Effects of length of stay, language development, contacts with the local community, minority language in home country are discussed. Participants confirm that the sociolinguistic situation in Catalonia makes them rethink their own language ideology and linguistic identity back in China.

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Promoting Plurilingualism and the Action-oriented Approach: Lessons from a Transatlantic Partnership

The unprecedented nature of teaching through a global pandemic has been matched with unparalleled opportunities for pedagogical innovation, technological collaboration, and empirical exploration. This presentation explores mixed-methods findings (Creswell & Plano Clark, 2018) from 2 years of transatlantic collaboration between a Canadian university and the Ministry of Education in Italy. With the goal of supporting language teachers in implementing plurilingual and action-oriented approaches in online and blended classroom contexts, this multi-year research project has expanded from one region (Lombardy) to three (Lombardy, Lazio, and Campania) in its second iteration, growing from an initial 12 team leaders and 80 participating teachers to 25 trained leaders and over 200 tri-regional participants. This expanding partnership's previous and emerging data - drawn from pre-and post-intervention surveys, semi-structured interviews, and a series of teacher-produced case studies - confirm the potential of plurilingual and action-oriented tasks to support authentic and inclusive language learning. They also point to the need for accessible and contextualized professional development opportunities that connect educational researchers and practitioners. The presenters will exemplify how diverse researchers, teachers, team leaders, and school directors came together to train themselves and others on the use of plurilingual and action-oriented resources and tools in English, French, German, Spanish, and Italian language classes at primary, middle, and high schools across Italy. The presentation will conclude with a series of implications and recommendations on the use of plurilingual theory (Council of Europe, 2020), action-oriented methodology (Piccardo & North, 2019), and iterative research design (Keressens-van Drongelen, 2001) in comparative contexts.

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Language ideologies and “othering”: A discourse analytic exploration of teacher’s sense of legitimacy in ESL

I will report some initial findings from my ongoing doctoral research, a qualitative case study exploring Pakistani English language teachers’ sense of legitimacy in relation to teaching culture and interculturality in an ESL setting with a focus on native-speakerism ideologies. This presentation particularly focuses on one of my research questions, i.e., what are language teachers’ understandings of the “English language” and “culture”, and how do those understandings affect their sense of legitimacy vis-à-vis native-speakerism ideologies?

Drawing on a sociocultural linguistic approach to discourse analysis (Bucholtz & Hall, 2004, 2010) as a valuable lens to examine the intertwined relationship of language, identity, and broader sociocultural ideologies, I analyze six tertiary level language teachers’ interviews and classroom interactions using the framework of tactics of intersubjectivity (Bucholtz & Hall, 2004). The analysis reveals that teachers employed all three pairs of tactics of intersubjectivity, including adequation/distinction, authentication/denaturalization, and authorization/illegitimation to construct their identities as legitimate English language teachers.

They (a) predominantly aligned themselves with the English “language” as teachers but distanced themselves from its “cultural” dimension by “othering” it frequently; (b) constructed the English language and “culture” as homogenous, but noted down diversity in local languages and cultures, and (c) drew on macro discourses—both institutional and sociopolitical—to highlight the limitations of teaching inter/cultural dimension. Based on these findings, I conclude my presentation by discussing some implications for teacher education and the need to make critical pedagogies and critical intercultural awareness a prerequisite for teacher training programs in Pakistan and other similar contexts.

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Fostering Critical Multilingual Language Awareness and Antiracism in Teacher Education

Race and language function as co-naturalized categories that shape teacher education in ways that privilege Whiteness and reinforce racialized assumptions of monolingualism-as-norm (Rosa & Flores, 2017). This paper responds to calls to foster critical multilingual language awareness (CMLA) (García, 2017) and centre raciolinguicized subjectivities in teacher education (Daniels & Varghese, 2020) as part of a broader project of disrupting Whiteness, normalizing linguistic diversity, and working towards more equitable education institutions. Employing case study methodology (Duff, 2008) embedded within critical action research (Souto-Manning, 2012), this paper examines experiences of three elementary teacher candidates (TCs) representing contrasting raciolinguicized subjectivities as they participate in English language arts coursework and practicum experiences. CMLA (García, 2017) and Bale and Lackner’s (2022) framework of raciolinguistics in teacher education provide theoretical lenses. Drawing on course assignments, written/multimodal reflections, instructor field notes, focus group discussions, and interviews, this paper asks: 1) How do TCs envision and enact their roles as (language) teachers with regards to linguistic diversity, antiracism, and equity? 2) What are relationships between TCs’ positioning of their own raciolinguicized subjectivities, their learning journeys, and their pedagogical practices and vision? Findings demonstrate that racial and linguistic discrimination deeply inform learning journeys and pedagogical aspirations for some racialized multilingual TCs, and that (racialized) power dynamics in practicum impact TCs’ pedagogical engagement with antiracism and multilingualism. Implications centre on the need to better support TCs’ pedagogical enactments of CMLA and antiracism, and to destabilize White institutional listening to make strengths and contributions of racialized multilinguals more visible in teacher education.

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An investigation of the mediating role of working memory in the L1-L2 oral fluency relationship

The present communication reports on a study that investigated the mediating role of working memory (WM)—the limited capacity system responsible for the temporary storage and manipulation of information (Baddeley, 2012)—in the relationship between L1 and L2 fluency, i.e., the rapid, smooth, accurate translation of communicative intention during on-line processing (Lennon, 2000, p. 26; see also Segalowitz, 2010). First, the way individual differences in L1 fluency affect L2 fluency suggests that the phenomena may not be entirely L2-specific, but rather, reflective of the way people speak in general (Derwing & Munro, 2009; Tavakoli et al. 2020). Additionally, while the impactful role of WM in speech production has previously been highlighted (Tavakoli et al. 2020; Wright, 2010), to our knowledge no previous study examined the mediating role of working memory in the L1-L2 fluency relationship. To fill this gap in the knowledge, 35 ESL French-speaking adults were subjected to a picture-based narration task in both their L1 and L2. Fluency was holistically assessed using a flowchart scheme adapted from Turner and Upshur (2002). Three judges independently coded each L1 and L2 production using the same flowchart. An interrater agreement of .89 was obtained. Working memory capacity was measured using the Highest-Number Task (Oakhill et al., 2011), a numerical span test. Results show strong correlations between both L1 and L2 fluency measures and WM. Regression analyses indicate that WM indeed acts as a mediator in the relationship between L1 and L2 fluency. These results are discussed in light of previous studies.

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Supporting Multilingual Students Through Linguistically Responsive Pedagogy: A Case Study

Canadian universities have seen a significant increase in the number of multilingual students, both international and domestic. This trend has prompted key stakeholders to explore new ways of supporting campus linguistic and cultural diversity (Anderson, 2015). One of the ways instructors can support students' language and literacy development is by applying linguistically responsive pedagogy (LRP). This approach considers the cultural and linguistic factors that impact learning, and can be a valuable tool for supporting the academic success of multilingual students (Haan, Gallagher & Varandani, 2017).

This case study highlights the work of educational developers specializing in applied linguistics at a mid-sized comprehensive university, whose primary responsibility is supporting instructors teaching multilingual students. The findings examine two iterations of an instructional series for faculty foregrounding linguistically responsive pedagogy (LRP) - "...[an]...approach taken up by faculty...with the aims of providing well-supported teaching and learning and equitable outcomes for multilingual learners" (Haan & Gallagher, 2021, p.3).

A qualitative research design was applied to investigate how the series transformed participants' beliefs about LRP implementation. Participants included twenty-four instructors representing eight faculties. Findings suggest that for instructors to be receptive to the affordances of LRP, the

series needs to be dynamic and responsive to their individual needs. Furthermore, aligning these supports with the university's equity, diversity, and inclusion (EDI) initiatives proved important in order to ensure institutional and instructor buy-in.

The session concludes with recommendations for developing an LRP-centred instructor development model which can be applied in institutions seeking inclusive and meaningful pedagogical change in a linguistically diverse academic environment.

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Exploring the Motivation and Classroom Engagement of EAP Learners in a Canadian College: A Longitudinal Study

Research in the field of L2 motivation has shown that learners benefit from the classroom implementation of strategies that energize their learning behavior (Dörnyei & Ushioda, 2021). However, studies often examine the impact of a few isolated strategies (e.g., visualization or humor) within the short-term duration of the study.

Aiming to address this gap, this study adopted an activist methodology (Participatory Action Research (PAR)) and used varied measurements to examine learner motivation and engagement across multiple timescales (daily, half-semester, full-semester and annual). The researcher formed a classroom community with 18 EAP learners and their teacher in a college in Toronto. Using PAR, the researcher collaborated with the community in the design of classroom tasks and social activities. Moreover, the learners assumed the role of action-researchers, investigating their language learning experiences and the changes of their self-identities. Engagement data was collected through Experience Sampling Forms on 25 different occasions (Hektner et al., 2007) and L2 motivation was examined through three semi-structured interviews.

Quantitative findings (t-tests) showed a significant increase in the learners' classroom engagement after the intervention (despite its per-class fluctuations). Qualitative findings indicated the facilitation of group norms and the development of a social identity among the learners. Moreover, longitudinal findings illustrated the lasting effects of social activities on the learners' sense of self (their self-confidence and self-worth) which promoted their integration into campus community and boosted their long-term motivation. Overall, these findings highlight the value of longitudinal studies that explore the dynamics of learner engagement and motivation over time.

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Plurilingualism under the hegemony of native-speakerism: Three dilemmas of an international teaching assistant in a university business writing course

This autoethnographic study aims to identify and examine dilemmas I experienced with two different yet conjoined identities in a business writing course at a Canadian university: a doctoral student advocating plurilingualism and a language Teaching Assistant (TA) under native-speakerism. While I worked as a TA for the course from the 2020 summer to 2022 summer (7 terms), I complied with and, at the same time, resisted the

hegemony of English language. This ambivalent nature of (plurilingual) language practices is worth investigating because it can inform researchers and teachers of the ways to bridge the gap between theory and practice (or the ideal and the real) in plurilingualism. Mainly drawing on Trent's (2014) integrated framework for investigating teacher identity, in order to identify the dilemmas I underwent, I focus on 1) the knowledge/discourse I promoted and 2) the practices I enacted and negotiated as a plurilingual researcher and a language TA in the course. To do so, the following dataset has been collected and analyzed based on the thematic analysis (Braun & Clarke, 2006): my field notes, journal, and comments on students' writing assignments; the Zoom interview with 11 students, two instructors, and one TA; and course materials and institutional discourses. The result shows three types of dilemmas: 1) Knowledge constructed under native-speakerism (intellectual genealogy), 2) Little room for practicing plurilingualism in the course, and 3) Aligning students' needs and investment with plurilingualism. These dilemmas imply the need for developing sustainable plurilingualism theory and pedagogy across disciplines.

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Parent perspectives on bilingualism and autism: Insights for educators and clinicians

Research demonstrates that autistic children can become bilingual^{1,2,5}. Yet, parents, educators and clinicians have concerns that bilingualism will exacerbate the language-learning challenges experienced by most autistic children^{2,3,4}. Thus, evidence-based recommendations that bridge existing research and these concerns are needed, especially in the Canadian context. Accordingly, we conducted a qualitative study with 31 parents of school-age autistic children who were first-generation immigrants/refugees and spoke a heritage language at home. Semi-structured interview data were analysed thematically using NVivo. Study objectives were to understand parent beliefs about their child's capacity for bilingualism, parent experiences with the language supports provided to their child, and what factors shaped parent decision-making about language use.

We found that parents vary in their beliefs about autistic children's capacity to become bilingual, but most parents highlighted feeling uncertain. This uncertainty was intensified when they received limited or conflicting advice about bilingualism and when the heritage language was overlooked during intervention. The factors influencing parents' language use were complex and included the relative importance of each language in the child's life. In our study, half of the families switched to using English, while half maintained the heritage language. In some instances, families reported providing monolingual input to their autistic child and maintaining bilingual input to their other children. Parents raised concerns about the potential for isolation during family interactions if their autistic child was not bilingual.

Detailed discussion of these results will be followed by a list of recommendations for clinicians and educators for supporting bilingual families with autistic children.

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Quand les générations et les cultures se rencontrent : Étude sur le développement des compétences langagière et numérique

Les projets ou échanges intergénérationnels forment des lieux d'échanges linguistiques, sociaux et culturels permettant, entre autres, d'encourager le développement d'une langue seconde ou étrangère (Huang, 2016; Miller et coll., 2016) et ils impliquent un partage de connaissances, de compétences ou même de valeurs, entre différentes générations (Hoff, 2007, cité dans Leek, 2020).

Les projets intergénérationnels peuvent encourager le développement de connaissances numériques (p. ex. Leek, 2020), faciliter l'acquisition de compétences langagières par les apprenants d'une langue seconde (p. ex. Cordella, 2016; Huang, 2016) et permettre l'enrichissement et le partage de connaissances culturelles entre membres de différentes générations (p. ex. Miller et coll., 2016; Reid et Trofimovich, 2018). À notre connaissance, aucune étude n'a exploré le potentiel des projets intergénérationnels sur le développement des compétences numérique et langagière, des apprenants de langue et des locuteurs de la langue cible.

Lors de cette présentation, nous mettrons en lumière l'influence potentielle des projets intergénérationnels sur le développement des compétences numérique et langagière d'apprenants de langue et de locuteurs de la langue cible. Les résultats des recherches ont été associés à un des trois types d'apprentissages intergénérationnels inspirés de ceux de Brown et Ohsako (2003), soit apprendre grâce à l'autre, apprendre sur l'autre et apprendre avec l'autre. Différents constats faits au cours de l'analyse de la littérature scientifique sur le sujet, les données provenant de publications récentes ainsi que certains défis et conseils liés à l'implémentation des projets intergénérationnels en milieu d'apprentissage seront présentés.

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NETOLNEW_Indigenous Language Learning Atlas (NILLA): Mapmaking challenges and triumphs

The coercive attempts at erasure of Indigenous languages in Canada, and later the colonial exploitation and appropriation of Indigenous inherently owned resources, have resulted in hesitancy within Indigenous communities to share their knowledge freely and openly. As such, supporting communities, organizations, and individuals to connect with one another and share resources in ways that promote Indigenous agency over

traditional knowledge is essential for Indigenous language education support. This presentation outlines the importance of building relationships and promoting agency as exemplified through the NETOLNEW_Indigenous Language Learning Atlas (NILLA).

NILLA is an online portal that features a digital map of Indigenous language education initiatives across Canada. As one of the themes of the NETOLNEW_research partnership, NILLA is a grassroots community tool that locates language initiatives with a special focus on where adult speakers of Indigenous languages are being created. In taking on a leadership role in supporting community ownership over data and knowledge, NILLA acts as an online space for Indigenous communities, researchers, and allies within Canada to come together and share learning strategies and stories.

This research takes stock of the challenges and triumphs of mapmaking for language revitalization, recognizing the intimate relationships between language and the land. Based within this framework—while acknowledging the troubled legacy of colonialism that mapmaking has—we find ways of reimagining maps as genres that bring people together and support the sharing of knowledge and stories across vast spaces.

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Helping students learn phrasal verbs: A comparison of exercise formats

This paper compares the effectiveness of two formats of an exercise found in ESL textbooks on learning and retaining knowledge of phrasal verbs. It has been argued that since the particle is a major source of confusion, exercises that bring into focus the particle will be more effective than exercises that draw attention to the verb. In an experiment, 67 students learned phrasal verbs by guessing the missing verbs (e.g., “Let’s ___ out when you have free time. = to spend time with friends”) or by guessing the missing particles (e.g., “Let’s hang ___ when you have free time. = to spend time with friends”) before receiving feedback (e.g., “Let’s hang out when you have free time. = to spend time with friends”). For half of the phrasal verbs, knowledge was assessed using a cued recall test, while for the other half, knowledge was measured using a multiple-choice test. In the immediate cued-recall posttest, the particle-focused format followed by feedback led to significantly better memory for the phrasal verbs than the verb-focused format. However, this advantage was not maintained one week later. In the multiple-choice test, no difference was found between the two learning methods at two retention intervals. These findings suggest that despite the problems students face in correctly learning the particles of phrasal verbs, the particle-focused format offers no more benefit than the verb-focused format on long-term retention.

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~~*Decolonizing TESL Teacher Training Programs in Canada*~~

~~This study investigated how current TESL training programs in Canada address race and racism in their curricula and how the experiences of ESL/TESL practitioners inform the development of an antiracist TESL curriculum. I conducted a content analysis of three TESL curricula, focus group discussions with ESL teachers, and interviews with TESL trainers, curriculum developers, and program coordinators. The theoretical framework was derived from multiple theories and debates around the issues of race, class, gender, Whiteness/White power, post-coloniality, settler coloniality, neoliberalism, cultural difference, and treatment of culture. Data analysis shed light on how and why individual systemic and epistemological racism are overtly and covertly experienced in various ways based on individuals' racial, linguistic, class, and gender locations, colonial and postcolonial histories, and neoliberal and globalized present. I was also able to identify the strengths, gaps, and challenges of current TESL programs in addressing social exclusions, particularly racism. Most importantly, my findings suggest that racism has now taken on subtler shades, and it is vital that we move our focus beyond the Black and White dichotomy to discuss nuances around the intersectionality of oppression as well as interlocking systems of power. Finally, the pedagogical and theoretical suggestions put forward by ESL teachers, TESL trainers, program coordinators, and curriculum developers provide recommendations for developing an antiracist TESL curriculum that will be pragmatic and effective in explicitly addressing and minimizing existing power hierarchies associated with the process of learning and teaching English as a second language in multicultural Canada.~~

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Interactive videos for the IELTS Listening test: What can test-takers' response processes tell us?

Validation of second language (L2) assessment instruments should entail the analysis of not only the products of L2 learners' performance (e.g., scores), but also the underlying processes (AERA, APA, & NCME, 2014). However, process-oriented validation research remains fairly scarce (Zumbo & Hubley, 2017), especially in L2 listening assessment contexts (Aryadoust, 2019). To address this gap, we will report on a study that utilised a within-participants research design to collect product data (scores) and process data (item response time) from 65 L2 English speakers who completed 40 items embedded in interactive videos in the IELTS Listening test. To investigate the relationship between the participants' response time and item-related characteristics, we used the lmer function in R package lme4 (Bates et al., 2015) to build a mixed-effects model with mean response time as the dependent variable. The independent variables were item difficulty, item discrimination, item type, item length (word count), test version, and testlet. Overall, word count showed a significant positive effect on participants' response time, item difficulty had a negative effect, and item discrimination had a positive non-significant effect. Regarding item types, both multiple-choice items and multiple-choice multiple-answer items were statistically significant and had a negative effect on response time when compared to the time spent on drag-and-drop items. We will conclude our presentation by discussing how the relationship between response time and item characteristics can contribute to a validity argument for video-based L2 listening assessments and how these findings can inform our understanding of the construct measured via interactive videos.

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Transcription and translation of translanguaging interview data: Following or subverting monolingual norms?

In pursuit of decolonizing research and rejecting abyssal thinking, translanguaging scholars have called for research methodologies aligned with the translanguaging theory (Lee, 2022, Li, 2022). Commonly, data generation methods such as interview are approached from a monolingual perspective. One critical methodological issue lies in the transcription and translation of translanguaging interview data, during which researchers tend to follow monolingual norms and constrain translanguaging as a result. This paper's aim is twofold: to discuss the conceptual misalignment of translanguaging with monolingual transcription and translation, and to share my navigation of this methodological issue. To that end, I use the data from a semi-structured interview with a Qazaq teacher educator conducted for a qualitative study on translanguaging beliefs. My presentation will consist of two parts. First, I will address the monolingual constraints of “linear” and “clean” transcription of “multidimensional” and “messy” translanguaging, the untranslatability of translanguaging, and how translation further enforces the rules of standard named languages (Baynham & Lee, 2019; Jones, 2021; Oliver, 2005). Second, I address my positionality as a transcriber and translator who is fluent in the interviewee's languages and culture, and how that contributed to making interpretive and representational choices in negotiating monolingual norms (Ho et al., 2019; Lopez et al., 2008; Temple & Young, 2004). Overall, this paper sheds light on some dilemmas of following and subverting monolingual norms in transcription and translation of translanguaging in interview data. It invites applied linguistic researchers to critically reflect on how they transcribe and translate their multilingual interview data.

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Vers un enseignement critique de la grammaire : description des pratiques d'une enseignante au secondaire québécois

Dans la tradition francophone, la grammaire joue un rôle prépondérant (Chervel, 1977; Lord, 2012). Son enseignement, visant l'étude « des règles du système d'une langue et [d]es normes d'usage de la variété standard de cette langue » (Chartrand, 2012, p. 49), tend à se mettre en œuvre au détriment du répertoire linguistique pluriel des élèves et peut ainsi reproduire certaines iniquités (Larouche, 2018; Vargas, 1996). Cette communication, qui adoptera la forme d'une étude de cas (Schwandt et Gates, 2018), portera sur les pratiques d'une enseignante du secondaire québécois qui aborde la grammaire en amenant ses élèves à réfléchir aux iniquités que son enseignement peut occasionner. Les données que nous présenterons, tirées d'une étude plus large (Maynard et Thibeault, accepté; Thibeault et al., 2022), proviennent de deux entretiens complémentaires réalisés avec l'enseignante : le premier, plus général, brosse un portrait de l'ensemble de ses pratiques en grammaire, alors que le second cible une pratique que l'enseignante a choisie et présentée dans le détail. Ainsi, nous rendrons compte des pratiques de cette enseignante, qui valorise le

plurilinguisme et les variétés de français, déconstruit le statu quo en encourageant ses élèves à être critiques par rapport à certaines normes (p. ex., le masculin l'emporte sur le féminin) et leur montre qu'elles et ils ont souvent un degré de liberté eu égard à l'usage de certaines normes du français standard.

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Learners' perceptions of online and in-person language learning environments

Research has indicated concerns regarding students' lower satisfaction with online language learning compared to in-person language learning (Russell & Murphy-Judy, 2021). Considering the close relationship between satisfaction and success in language learning (Palmer & Holt, 2009), it is essential to ensure students' satisfaction with online language learning, particularly in the current context where online learning has become one of the educational options. However, very few studies have compared the same learners' perceptions towards online and in-person language learning experiences. Thus, this study investigates how the same learners perceive online and in-person language learning and identifies factors affecting satisfaction.

Thirty-eight students in Japanese courses at a Canadian university participated in this study. Each course was delivered approximately half online synchronously and half in-person. After receiving the final grade, students completed a survey regarding their perceptions on the online and in-person components of the courses. The survey included items on motivation, autonomy, teaching presence, anxiety, satisfaction, and computer skills. Two focal participants were interviewed.

The results of one-sample t tests, paired-samples t test, and multiple regression analyses indicated that (i) students were satisfied with both online and in-person learning, (ii) students were more satisfied with in-person learning than online learning, and (iii) teaching presence and learner motivation significantly predicted satisfaction with in-person and online learning, while autonomy and anxiety also played significant roles in online learning. The interviews substantiate students' satisfaction with both online and in-person learning, while revealing complex, nonlinear learning trajectories with dynamic mediational resources in both learning contexts.

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Shaking the foundations of language teacher education in 2023: A multiethnography

In this multiethnography, three practitioner-researchers discuss parallels between their language teacher education (LTE) programs, as well as their bottom-up efforts to reform them. The presenters unpack and challenge the prevalent monolingual, neocolonial, neoliberal, neo-national, and raciolinguistic ideologies still prevalent in LTE. The multiethnographers discuss their adaptation of Kumaravadivelu's KARDS (2012) model for LTE and focus on his three operating principles of practicality, possibility, and particularity.

First, in a teaching practicum course, Marlon collaborated with Colombian professors who mentored his Canadian students; therefore, challenging nativespeakerism as the de facto norm in LTE. He also explains how his infusion of visual ethnographic elements allowed him and his teacher-candidates to focus on the practicality of what they observed or planned in their lessons.

Next, Antoinette, introduces 'Me mapping', a multimodal strategy that afforded her teacher-learners a rich ongoing reflection their identities. Me mapping facilitates the creation of a safe critical space where teacher-learners can explore experiences, celebrate accomplishments, acknowledge struggles, and imagine their future teacher selves which aligns with the design principle of possibility.

Last, Sreemali, discusses her use of artistic autobiographical creations to help teacher-candidates unpack and re-construct their multiple identities. These creations allowed teacher-candidates not only to reflect on who they are but also connect to their peers' visuals by highlighting important aspects of their identities. Thus, aligning with Kuamaravadivelu's principle of particularity.

The presenters make a strong case to continue to shake the foundations of LTE to focus on preparing teachers to respond to the diverse learners' needs.

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Les conceptions et les pratiques enseignantes issues du Cadre européen commun de références d'enseignants de FLS en Ontario

Cette communication présentera les résultats d'une étude qui avait pour objectif de comprendre les conceptions de l'enseignement et de l'apprentissage et les pratiques enseignantes issues du Cadre européen commun de référence (CECR; CdE, 2001) d'enseignants de français langue seconde (FSL) en Ontario. Dans le but de favoriser le bilinguisme au Canada et de soutenir l'enseignement et l'apprentissage du FLS, le gouvernement fédéral promeut l'utilisation du CECR (Patrimoine canadien, 2006), tout comme le ministère de l'Éducation de l'Ontario (ministère de l'Éducation de l'Ontario, 2013). Cependant, les recherches antérieures montrent que les enseignants ont de la difficulté à imaginer l'utilisation du cadre dans leurs pratiques. À la suite d'une analyse thématique, huit entrevues semi-dirigées menées auprès d'autant d'enseignants ont permis de

constater, avant tout, que les enseignants estiment que le CECR permet de comprendre clairement la définition du FLS et sa séquence d'enseignement, que les pratiques d'enseignement issues du cadre favorisent le développement de compétences authentiques en FLS chez les élèves, et qu'il existe des liens entre les conceptions (système de croyances) et les pratiques à ce sujet.

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Exploring the Impetus Behind Content Faculty's Participation in CLIL Collaborations Using an Ecological Understanding of Agency

Applied linguistics recognizes the importance of developing multilingual students' language and literacy skills within post-secondary education. This can be achieved through interdisciplinary collaborations between applied linguists (AL) and content faculty (CF), which aim to integrate language and content in disciplinary courses (Jacobs, 2007; Murray, 2016). Research on collaborations for integrating content and language has focused on the characteristics of successful collaborations (Zappa-Hollman, 2018), the identity construction of ALs within collaborative relations (Author et al, 2019), and the role of power (Author et al, 2020). Few studies have, however, investigated the catalyst behind CFs' participation.

This qualitative case study (Duff, 2018) uses an ecological understanding of agency to surface the impetus driving CFs' participation in collaborations with ALs at a comprehensive Canadian university. This lens frames agency as a temporal-relational process where cultural, structural, and material conditions influence decision-making (Priestly et al., 2015). Data were drawn from the transcription of semi-structured interviews of three CFs representing different disciplines. Thematic analysis (Saldana, 2013) using first and second coding and the writing of analytical memos were completed to gain insights into the impetus for CFs' participation. Coding themes were drawn from the three key dimensions of instructor agency in Priestly's model – iterative, practical-evaluative, and projective. Preliminary findings indicate that the CF's life and professional histories and current cultural, material, and social environments within their disciplines prompted their involvement in CLIL collaborations. The session concludes with a discussion of how these findings can contribute to a more nuanced and comprehensive understanding of CLIL collaborations.

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The use of active and passive forms found in narratives of L2 Japanese learners with L1 English

When telling a story, the narrator decides from what viewpoint given events are told, and there are preferred argument structures (e.g., active versus passive) that may differ between two languages (e.g., “Someone stole my car” in English versus “Kuruma o nusumareta—(I) had (my) car stolen” in Japanese). The prototypical construal in English is to take an objective stance, whereas Japanese tends to take a subjective stance in which the narrators immerse themselves into the described scene (Ikegami, 2016). In order to investigate how such viewpoint is reflected in L2 learners' storytelling, this study examined the use of active and passive forms found in the narratives of 25 English-speaking learners of Japanese at the

intermediate level. Participants told stories about cartoon strips that involved multiple characters, first in Japanese, and, after an interval, in English. The subject and verb usage related to each character was analyzed using the data from Japanese native speakers' narratives as the baseline. The results indicated that while native speakers employed passive sentences to stay with the viewpoint of characters that are adversely affected by an event, L2 learners often presented the agent of an action as the subject of a sentence to describe the same event, which made their expressions unnatural. Learners' viewpoints were found to be similar to those in their English narratives. It would benefit learners to be aware of the differences in narrative viewpoint between their L1 and L2, employing related structural devices to effectively describe certain events in the target language.

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Community-Engaged, Participatory Research Exploring Indigenous Language Revitalization: Decolonizing the Curriculum, Pedagogy and Language Assessment Practices in a Cree Immersion Program

In this presentation, drawing on Indigenous anti-colonial scholarship (Rosiek et al., 2020) and critical applied linguistics, we share findings from a community-engaged study that examines the experiences of the students, teachers, parents and Knowledge-Keepers in the Cree-Immersion Program in a First Nation Community in Canada. In this Cree-Immersion Program, the Cree language is used across the curriculum for classroom instruction in all content areas from Nursery to Grade 6.

Indigenous community-engaged research requires reciprocal knowledge sharing and recognizes that “knowledge creation should be considered a shared process” (Kovach, 2009, p. 128). In line with this vision, the university-based non-indigenous researcher collaborated with community members (students, teachers, administrators, knowledge keepers, parents and OEA board members) for over 6 years through all stages of the research, jointly managing the data collection process, analysis, and information management. Data collection included student and teacher surveys, individual interviews with students, teachers, parents and elders and secondary data.

One of the most significant findings from the study was that the students in the Cree-Immersion Program performed better than their peers in the English Program on both the Provincial English Literacy and the Provincial Numeracy Tests. Another key finding was the need for Indigenous language immersion initiatives to integrate Indigenous epistemologies and ontologies, land-based pedagogies, and decolonizing practices in curriculum, teaching and assessment. The results from this study also have the potential to significantly contribute to the knowledge-base about what it might look like to decolonize curriculum, pedagogy and assessment in other Indigenous and non-Indigenous K-6 schools.

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Differences and Diversity of the Identity Trajectories among Heritage Language Learners: A Multiple Case Study of Adolescent Chinese Heritage Learners in Canada

Heritage language education for Chinese heritage language learners (CHL learners) has been vigorously debated recently. CHL learners in Canada, who experience life and education in English and learn Chinese as their ancestral, community, or home language, have various countries of origin and linguistic backgrounds in speaking Chinese language varieties (e.g., Wiley, 2008; Wong & Xiao, 2010). However, Chinese language programs provided by after-school Chinese heritage language schools and mainstream schools often neglect identity issues generally, and CHL learners from non-Mandarin-speaking backgrounds are the first to be explicitly affected. Yet, research that attends to such linguistic and cultural diversity among CHL learners and CHL learners' experiences is still rare. Moreover, the existing CHL research often focuses on CHL education at the postsecondary level among adult CHL learners, which results in a lack of attention to adolescent CHL learners (e.g., He, 2008; Li & Duff, 2008; Xu & Moloney, 2014). This study employs a theoretical framework of Bourdieu's (1977a, 1977b, 1986, 1990a, 1990b & 1991) theories, as well as examines the identity issues among six adolescent CHL learners in Toronto and Vancouver from non-Mandarin-speaking backgrounds in Canada through qualitative research with a maximum variation sampling method and narrative inquiries. The analysis reveals the changes in identities and motivations for learning Mandarin Chinese and the varieties of Chinese their families speak over time. It also uncovers the maintenance and loss of Chinese varieties outside China. This research will ultimately improve the teaching and learning of diverse CHL learners.

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Do they like me? Why some L2 international students are reluctant to interact with L1 speakers

First examined by Boothby et al. (2018) in first language (L1) conversations, the liking gap refers to people's tendency to systematically underestimate how much others like them. This can be particularly relevant to international students who may feel that they are not well-liked by their L1 peers because of their negative self-assessment of second language (L2) proficiencies (Wang et al., 2017). This may lead to negative consequences, including academic failure and social isolation. Hence, extending the liking gap concept to L1–L2 interaction, this study explores whether L2 and L1 English speakers over- or underestimate how much they like each other due to language proficiency, and whether this influences their future interactions.

Forty L1–L2 English speaker pairs had a 10-minute discussion on an academic topic. Afterwards, they completed three questionnaires about likability, language proficiency, and future interactions with that student (e.g., sharing notes, studying together). Participants provided ratings on 100-point scales regarding how they felt about their partner and how they perceived their partner felt about them. The “gap” was calculated as the difference between the actual rating given by their partner and the rating of how they thought their partner perceived them. Based on a pilot study, preliminary results suggest that whereas liking gaps exist for both L1 and L2 speakers, L2 speakers tend to particularly undervalue how L1 speakers

like them, and these judgments are linked to their perceived future interactions with L1 speakers. Implications are discussed in terms of L2 education and intercultural competence development.

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BHOWMIK, Subrata (University of Calgary, Canada) <sbhowmik@ucalgary.ca>

Genre-based approach to ESL writing instruction in elementary contexts: A critical examination.

A genre-based approach to the second language (L2) writing instruction has received traction due to its impact on helping L2 students improve their writing skills (Tardy, 2011, 2019; Gebhard & Harman, 2011). This approach helps young learners to write purposefully and succeed in their academic careers. Despite this, the genre-based approach has been criticized for its apparent prescriptiveness. In this paper, we make the case that a genre approach to writing instruction is a boon rather than a barrier, especially to ESL students in elementary contexts. Drawing on the scholarship in early childhood literacy and L2 writing, we posit that a genre approach to writing instruction is helpful to elementary ESL writers for the following reasons: (a) it is a phased approach, (b) it provides experiential learning opportunities, (c) it is goal-oriented, and (d) it helps make students self-efficacious and autonomous. Using these reasons as reference points, we also discuss implications for teaching and learning.

Poster sessions –Présentations par affiches : résumés/ description

*Abstracts are listed alphabetically according to the first writers' last name.

* Les résumés sont présentés par ordre alphabétique selon le nom du premier auteur ou de la première autrice.

ATTIA, Shaden (University of Western Ontario, Canada) <sattia2@uwo.ca>

Challenges and Opportunities in the TESOL Job market: Stories and Reflections by Instructors and Administrators

Discrimination that English instructors face in the TESOL field is one of the topics that several researchers examined (Jeon & Lee, 2006; Mahboob & Golden, 2013; & Tatar, 2019). In the UAE and Canada, there is a continuous need for English instructors due to the heavy reliance on foreign workers, in the first context, and immigration, in the second, which necessitates investigating the job market in both contexts to understand the possible challenges instructors encounter.

This presentation is based on a study investigating hiring criteria and employability of ESL/EFL instructors in the UAE and Canada. The study utilizes a mixed-methods approach and a critical theoretical framework based on Critical Race Theory and Intersectionality to explore challenges

faced by instructors focusing on speakers of English as an Additional Language. The study explores four research questions with an aim to offer instructors and program administrators with the opportunity to tell their stories and share their experiences in the TESOL job market.

One of the main goals of the study is bridging any possible gaps between instructors' and program administrators' perspectives of the required hiring criteria to facilitate instructors' employability. In addition, the study highlights the effects of Covid-19 on the job market and changes in the hiring criteria over the past 5-10 years.

The presentation will provide the audience with a general overview of the study and suggestions to improve instructors' employment prospects will be shared. The talk should be of benefit to ESL/EFL instructors, recruiters, and program administrators in higher education.

BHUSAL, Durga raj (Kathmandu University, United States of America) <rajdurga88@gmail.com>

Living Alongside as a Practitioner of Narrative Researcher in Multicultural Landscapes: Discourses and Challenges

This presentation explores narratives as an effective means of capturing multiple identities of research participants in a multicultural context. The study revealed that the researcher faced the challenges of living in tension-filled midst, contextual complexities and researchers' positionality in narrative analysis. Implications for constructing pertinent narrative techniques are discussed. In this presentation, I discuss narratives as an effective means of capturing multiple identities of research participants in a multicultural landscape, especially in educational research in the Nepalese context. I have adapted four challenging areas in narrative analysis: living in a tension-filled midst, the participant's voice, contextual complexities and the researcher's positionality and how I, as a narrative inquirer, respond to these challenges through construction and co-construction of the narratives. Based on the narrated lived experiences, this study further proposes how narrative inquiry effectively shapes the role and strategies of inquirers; where I have been working on this issue to address these challenging areas concerning the role of the researcher in narrative inquiry. I further explore the dynamic relationship between personal and theoretical autobiographical stories that I, as a narrative inquirer, bring observational and interpretative tasks and the diversely expressed stories of the community. It suggests that the narration of interviewed texts and transformation from field notes to narratives enable other researchers to mirror the participants' stories, allowing them to recognize them as a narrator and transform their own stories into research texts

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Multimodal Critical Discourse Analysis of the Music Video "The Man" by Taylor Swift

The digital age has had a profound impact on our societies, and "almost every aspect of our life, how we live, work, learn, play" ..., has been transformed in this new semiotic space (Lim in Lui & Lin, 2021, p. 242). The music video "The Man", created by popular American singer-songwriter Taylor Swift (2020), is located within this space, which allows text producers' ideas, norms, and cultural values to be audienced across fluid borders by a diverse, multicultural group of text consumers. Therefore, the following study performs a multimodal critical discourse analysis of the music video "The Man" (2020) since this widely viewed video exposes current gender-based discrimination that women are commonly subjected to in society. The study draws on Halliday and Matthiessen's (2013; 2014) SFL and Kress and van Leeuwen's (2006) Visual Grammar in order to fully understand the intended meanings of the verbal and visual resources in this video and how they are employed to highlight current social issues related to gender-based discrimination. The findings suggest that the co-deployment of multiple modes of meaning making is a strategy integrated

into the design of the music video to effectively critique social issues including gender-based double standards, gender inequality, gender-based violence, sexual violence and behavioral prejudices.

HIROMORI, Tomohito (Meiji University, Japan) <hiromori@meiji.ac.jp>

The effects of grouping strategy on the engagement in and attitudes toward group work in an English reading course

Group work has long been used in language teaching. Theoretical and pedagogical support for the effects of group work on language acquisition is strong. However, in a real classroom context, just dividing learners into groups does not mean the group activity will work. Among the factors affecting the success or failure of group activities, this study focuses on the mode of implementation (i.e., fixed group or random group). The participants were 100 undergraduate English language learners who were enrolled in a required reading course. Participants in the fixed groups (n = 52) worked on the group activity with the same members for the entire 10-week class period, whereas participants in the random groups (n = 48) worked on the same activity with randomly changing members each week. Learners' engagement in group activities was comprehensively analyzed based on the results of weekly preparation time for class, weekly quizzes conducted at the end of each week's class, and questionnaire surveys (e.g., task interest, interpersonal relations, group work attitudes) administered during Weeks 1st, 5th, and 10th of class. The results showed that learners' perceptions of and engagement in group work varied depending on the combination of conditions (fixed, random) and time (Weeks 1st, 5th, 10th); namely, the form of group work had different effects on learners over time. Based on the results, pedagogical implications are given on how to incorporate group work activities in the language classroom effectively.

OMIDIAN SIJANI, Nasim (Carleton University, Canada) <nasimomidiansijani@cmail.carleton.ca>

A corpus-assisted discourse analysis of the representation of Syrian refugees in Canadian newspapers

This paper examines the representation of Syrian refugees in the Canadian press, from December 2015 to December 2017, in four English-language major newspapers. Using methods of Corpus Linguistics (CL) and Critical Discourse Analysis (CDA), this study found three prominent themes, namely intake, integration, and concern, through which Syrian refugees are depicted across the political spectrum. The results indicate that adopting a more inclusive immigration policy did not totally negate the biased and discriminatory representations entrenched in the media coverage of refugees, but it can set the stage for more empowering and sympathetic treatment of refugees in the media. This analysis speaks to the importance of media discourse in producing and maintaining particular depictions of refugees among the Canadian public, highlighting the role of ideological and political stances in the portrayals of refugees across news outlets.

SHARMIN, Nishat (McGill University, Canada) <snishat.a@gmail.com>

Bangladeshi Adult Male Female Conversation on Facebook

As documented by Gray (1992), Tannen (1990,1991) and Lakoff (2004), men and women differ fundamentally in the way they use language to communicate. However, in her book, 'The Myth of Mars and Venus' (2007) Deborah Cameron, questions this myth and reinforces to study the language in contexts where men and women regularly interact. In the study by Leaper & Ayres (2007), according to the meta-analysis of adults'

language use in the criteria as ‘talkativeness’, ‘affiliative speech’ and ‘assertive speech’, men are observed using more assertive speech while women used more affiliative speech. In the recent research and review of communication by Plug et al. (2021), speech differences between men and women in the use of linguistic variables are observed across contexts. Therefore, to study the present condition, this paper reports on Bangladeshi adult male female conversation pattern as occurred under specific posts on Facebook. The four recent Facebook posts (October-November 2022) are randomly selected ranging 50-200 words each. Written ethical consent is taken from all the participants, ageing 30 to 35 years. The collected data is transcribed and analyzed to explore the salient features of male and female communication style in the setting of Facebook and its implication in the study of sociolinguistics and second language education.

TSEDRYK, Alexandra (Mount Saint Vincent University, Canada) <alexandra.tsedryk@msvu.ca>

DidLoc Project: Native Speakers of French as Informants about their Usage of Idioms

Idioms are multiword units whose figurative meanings are distinct from their component words. Investigations of the processing of idiomatic expressions have important implications for teaching. Normative studies in psycholinguistics investigated Subjective Frequency, Familiarity, Objective Knowledge, Transparency, and other variables. This study, named DidLoc (Didactique de locutions) focuses on figurative idioms in French (e.g., NE PAS AVOIR FROID AUX YEUX, literally, ‘to not be cold in the eyes’, meaning ‘to be brave’). DidLoc project aims to identify phraseological units which are frequently used and well-known by native speakers of French of various regions. Based on normative data provided in three French psycholinguistic studies (Bonin et al. 2013; Bonin et al. 2018; Caillies 2009) for 760 expressions, a list of 100 “most known” by native speakers and frequently used in various authentic French resources was created. Eureka.cc was used to investigate frequency of usage of expressions in contemporary media sources in Europe and North America. Francophone participants of various backgrounds (n=100) (Canada, France, Belgium) rated Subjective Knowledge (degree to which participant notes to encounter an expression in oral and written discourse), Familiarity (how well the expression is known by the participant and other people) and Usage (how often the participant is using the expression in everyday life) and completed multiple-choice questions on the definitions of proposed 100 lexical units divided into 3 lists. Preliminary results will be discussed along with their implications for teaching.

WANG, Sitong (McGill University, Canada) <sitong.wang@mail.mcgill.ca>

Discovering the “Reading Subject” in the Writingworld: A Perspective on Challenges Encountered by English-as-an-additional-language Writers

Writing, as one literacy regime, gathers, classifies, and transforms information in ways that conform to the dominating systems it caters to, such as modern political-economic organizations (De Certeau, 1986). For example, in most academic fields, the Anglo-American language community shapes the writing structure by wielding overwhelming discursive authority. Although writers who use English as an additional language (EAL) share linguistic differences, prescriptive language ideologies still “dictate that there is one correct way of using languages and arbitrarily privilege particular linguistic practices while stigmatizing others” (Flores & Rosa, 2015, p.150).

Inspired by the Writingworld theory, this paper insists that the dominant populations impose judgment and discrimination on writing to “define and control the oppressed, the marginalized, and the minoritized” (Kalan, 2021, p.104). And the “reading subject”, as an ideological mode of perception, continues to read from imaginary authorial voices rather than authentic written texts.

I would begin this paper by exploring how the reading process of EAL academic writing is situated paradigmatically to develop a context for my research. Then I will discuss how concepts and theories in the context have evolved, and how they influence my theoretical standpoint. Finally, I plan to analyze how the “reading subject” has been addressed within EAL academic writing. This paper is hoped to empower EAL writers “by revealing that some challenges they face are a result of systemic problems in the field and are not a result of the scholars’ own deficiencies” (Politzer-Ahles et al., 2020, p.10).

WHITTAKER, Garfield O'Neil (Simon Fraser University, Canada) <gary_whittaker@sfu.ca>

Deracializing Canada's Eurocentric English Language Literature Curricula/ Pedagogies: A Plurilingual Caribbean Creole English Language Perspective

The migratory forces of contemporary globalization have caused public-school classrooms in Toronto, Canada, to become ethnically super diverse, and less white/culturally Eurocentric. In spite of such multiethnic demographic change, the city's grade 11 pre-university public-school based Canadian English Language Literature (CELL) curricula in predominantly non-white public schools remain distinctly white and Eurocentric in its cultural/linguistic construction (See Appendix A). This reality has served to culturally disenfranchise Toronto's racially marginalized Afrocentric Caribbean Creole English (CCE) speaking adolescent students, ones wishing to access and develop their CCE language-based Funds of Identities via the given CELL curricula.

My research, positioned within the fluid domain of poststructuralism, brings a critical perspective to the equity discourse in Multicultural/Global Citizenship Education. In so doing, I employ Ledesma & Calderón (2015) Critical Race Theory to inform my application of Wodak & Meyer (2001) theory of Critical Content Discourse Analysis in the investigation of Toronto's CELL curricula, the objective being to glean the degree to which its CCE students are empowered to invest their CCE language-based Funds of Knowledge to effectively consume the cultural capital afforded by the given CELL curriculum towards deepening their CCE identities.

My research findings reveal Eurocentric/CCE excluded linguistic ideologies within the respective Toronto public school CELL curricula's Student Learning Objective. This reality reinforces the concern of Kubota (2015) and May (1999) that racialized non-formal CCE linguistic Funds of Identity continue to be marginalized to harm the cultural language rights of students in contravention of the Ontario College of Teacher's 2021 Anti-Black Racism mandate.

XIE, Yunjia (McGill University, Canada) <yunjia.xie@mail.mcgill.ca>

Is it possible to implement plurilingual approaches in second language classrooms in China: how do Chinese EFL teachers consider teaching EFL with the help of Mandarin and other Chinese dialects?

Plurilingual approaches in the second language (L2) classroom emphasize developing students' language competence, in which all the languages and cultures they know can play a role. Through language learning, students might also gain profound insight into language and cultural diversity. This study focuses on the fact that there are not many studies about plurilingual approaches in L2 classrooms in mainland China at the secondary school level and aims to investigate how Chinese EFL (English as a foreign language) teachers perceive them. The research questions are as follows: 1. To what extent do EFL teachers in public secondary schools in China use Mandarin or other Chinese dialects/languages in the EFL class? 2. To what extent do EFL teachers in public secondary schools in China allow students to use Mandarin or other Chinese dialects/languages in the EFL class? 3. To what extent do EFL teachers in public secondary schools in China see plurilingual approaches as effective teaching and learning methods? Data is gathered using three methods: an online survey, semi-structured interviews, and classroom observations. At this conference, I will

present the outcomes of the survey and interviews, to demonstrate the frequency of and attitudes toward the use of other languages by Chinese EFL teachers. This study aims to give Chinese EFL teachers a forum to voice their opinions regarding certain teaching strategies which might encourage them to re-evaluate their methods and practice. Additionally, this research might also contribute to the research literature regarding teaching approaches in non-Western contexts.

ZHAO, Shuya (McGill University, Canada) <shuya.zhao@mail.mcgill.ca>

Translanguaging and teacher identity in teaching Chinese as a second language classroom

Influenced by increasing mobility and globalization, landscapes nowadays in China have become linguistically more diverse, especially in teaching Chinese as a second language (TCSL) classroom, where students are adults with different spoken languages, they often draw on their whole repertoire to communicate (Wang, 2019). To deal with increasingly diverse in SLE, concepts such as bilingualism (Baker, 2011), multilingualism (Cenoz, 2013), and translanguaging (García & Wei, 2014) hinting at teachers' creative use of languages for teaching. However, there has been little discussion about this teaching in TCSL classroom. Therefore, my research focuses on the emergent translanguaging pedagogy in the TCSL classroom, focusing on Chinese teachers' teaching strategies in the multilingual setting. My research was grounded in a pedagogical framework of translanguaging and a theoretical framework of language teacher identity (Yazan, 2018). I demonstrate using qualitative research from three different data collection methods undertaken with four Chinese in-serve teachers: semi-structured narrative interviews, identity portraits, and teaching materials analysis.

Findings support that translanguaging pedagogy is widely used in the multilingual TCSL classroom, however, most Chinese teachers do not realize it. Findings also suggest that Chinese language teachers' national identity, learning-teaching experiences, cultural background and life experiences play significant roles in their identity negotiations and teaching, while the policy is less important. To reduce the dissonance between translanguaging and Chinese teaching, it is recommended that ongoing teacher training in the multilingual setting is embedded within the core training curriculum for Chinese teachers.

About the Theme

The theme for Congress 2023 will be *Reckonings and Re-Imaginations*.

Drawing on the lessons of Black Lives Matter, Idle No More, the Truth and Reconciliation Commission and the Inquiry into Missing and Murdered Indigenous Women and Girls, Congress 2023 will focus on new reckonings for how to live in non-hierarchical relationships that respect our human differences, while protecting the environment we depend on.

This theme also reflects the vision of Associate Professor Andrea Davis, Academic Convenor for Congress 2023, and her collaboration with members of the York University community.

Under the theme *Reckonings and Re-Imaginations*, Congress will honour Black and Indigenous knowledges and cultures, and centre the diverse voices and ideas of scholars, graduate students, policymakers and community members in vital conversations about the most pressing issues facing our world.

Seed for Tomorrow

The logo, "Seed for Tomorrow" illustrates the Congress theme's focus on the intersections of racial and climate justice and the invitation to work collaboratively to care for each other and the environment.

The colours purple and red in the logo align powerfully with Anishinabek and Haudenosaunee traditions. For Haudenosaunee peoples, purple is the colour that comes from the quahog shells that are used to make Wampum Belts (including the Dish with One Spoon). Purple is, therefore, associated with Haudenosaunee confederacy as governance, commitment, memory and relationships, as that is what Wampum Belts do. This allusion supports York's land acknowledgement and its reference to the Dish with One Spoon treaty. Red in the Anishinabek tradition (depending on the teachings and where someone is located geographically) refers to "love" and the "future." This idea of love for future generations is a particularly powerful rendering of the Congress theme.

The rendering of the hands in purple further centers the theme's focus on our human diversity and relationality, displacing whiteness while making space for Black, Indigenous, Brown and other scholars and thinkers across their racial, cultural, linguistic, and gender differences. The timeliness of the reference to spring/summer (as the period when Congress is hosted) and the emphasis on hands as nurturing, with the plant linking and growing out of the hands as earth and source, work powerfully together. The cupping of hands also suggests a posture of supplication and humility. In inviting us to care deeply for the earth and for each other, the logo refers back to the theme's call for "active and meaningful co-engagement, and a commitment to exercising patience and care in doing the hard work of changing belief systems and the world."

The strawberry—as the first berry of the season and often referred to as a heart berry because of its shape—is an important source of food and medicine in many Indigenous cultures on Turtle Island. As a heart berry, it repeats the idea of love and shared humanity. As a berry with "seeds" growing on the outside, the strawberry also powerfully connects to the logo's creative focus, "Seed for Tomorrow." The gray in the flowers and the

veins of the leaves challenges normative assumptions and signifies the middle ground between the absolute of black and white, and a refusal of colonial models of binary thinking.

À propos du thème

Le thème du Congrès 2023 sera *Confronter le passé, réimaginer l'avenir*.

Le Congrès 2023 s'appuiera sur les leçons provenant des mouvements *Black Lives Matter* et *Idle No More*, de la Commission de vérité et réconciliation et de l'Enquête nationale sur les femmes et les filles autochtones disparues et assassinées. Il nous amènera à renouveler notre réflexion pour cultiver des relations non hiérarchiques dans le respect des différences humaines, tout en protégeant l'environnement duquel nous dépendons.

Ce thème s'inspire également de la vision d'Andrea Davis, professeure agrégée et responsable universitaire du Congrès 2023, et de sa collaboration avec les membres de la communauté de l'Université York.

Sur le thème *Confronter le passé, réimaginer l'avenir*, le Congrès mettra en valeur les connaissances et les cultures noires et autochtones. Il offrira également aux chercheur.euse.s, aux étudiant.e.s aux cycles supérieurs, aux décideur.euse.s et aux membres du milieu un cadre où échanger sur leurs différents points de vue et diverses idées afin de discuter des enjeux cruciaux et urgents auxquels le monde est confronté.

Seed for Tomorrow (Semences pour l'avenir)

Le logo « Seed for Tomorrow » (Semences pour l'avenir) illustre le thème du Congrès qui aborde la justice raciale et climatique, ainsi que l'invitation à travailler en collaboration afin de nous soucier des autres et de l'environnement.

Les couleurs pourpre et rouge du logo représentent de façon édifiante les traditions des peuples Anishinabek et Haudenosaunee. Pour les peuples Haudenosaunee, le violet représente la couleur qui provient des coquilles de palourdes quahog utilisées pour fabriquer les ceintures Wampum (notamment celle qui fait référence au Traité du bol à une seule cuillère). Le violet est donc associé à la Confédération Haudenosaunee et représente la gouvernance, la mobilisation, la mémoire et les relations, comme c'est le cas des ceintures Wampum. Cette allusion appuie la reconnaissance des territoires par l'Université York et sa référence au Traité du bol à une seule cuillère. Dans la tradition Anishinabek, le rouge fait référence à l'« amour » et à l'« avenir » (en fonction des enseignements et de l'emplacement géographique de la personne). Cette idée de l'amour pour les générations futures représente le thème du Congrès de façon particulièrement édifiante.

La représentation des mains en violet renforce l'accent mis sur la diversité humaine et le relationnel, en mettant la blancheur de côté pour faire la place aux chercheur.euse.s et aux penseur.euse.s noir.e.s, autochtones, de couleur et autres, au-delà de leurs différences raciales, culturelles, linguistiques et de genre. Le caractère opportun de la référence au printemps et à l'été (période où se tient le Congrès) et l'accent mis sur les mains en tant qu'élément nourricier, ainsi que la plante qui les relie et qui y croît comme si elle y prenait ses racines, représentent ensemble un symbole édifiant. Le placement des mains en forme de coupe suggère une position de supplication et d'humilité. En nous invitant à nous soucier sincèrement de la terre et des autres, le logo renvoie à l'appel du thème qui est le suivant : « une co-mobilisation active et significative et un engagement à faire

preuve de patience et de bienveillance dans le processus difficile qui accompagne le changement des systèmes de croyances et du monde qui nous entoure ».

La fraise, première baie de la saison, souvent appelée baie du cœur en raison de sa forme, est une source importante de nourriture et de médicaments dans de nombreuses cultures autochtones de l'île de la Tortue. En tant que baie du cœur, elle reflète l'idée d'amour et un sens d'humanité commune. En tant que baie dont les « graines » poussent à l'extérieur, la fraise représente également l'objectif créatif du logo « Seed for Tomorrow » (Semences pour l'avenir) de manière édifiante. La couleur grise des fleurs et des nervures des feuilles remet en question les hypothèses normatives et représente le juste milieu entre l'absolu du noir et du blanc, ainsi que le refus des modèles coloniaux de pensée binaire.

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Sunday, May 28 Dimanche 28 mai	Monday, May 29 Lundi 29 mai	Tuesday, May 30 Mardi 30 mai	Wednesday, May 31 Mercredi 31 mai
12:15 – 1:15 pm ET 12h15 à 13h15	12:15 – 1:15 pm ET 12h15 à 13h15	12:15 – 1:15 pm ET 12h15 à 13h15	12:15 – 1:15 pm ET 12h15 à 13h15
<u>Panel</u> Thinking across differences: Decolonial, anti-racism and feminist perspectives	<u>Keynote</u> Climate justice, racial justice, and Indigenous resurgence	<u>Panel</u> Thinking across differences: Queer, two-spirit, and critical disability perspectives	<u>Keynote</u> Re-imagining Black Futures

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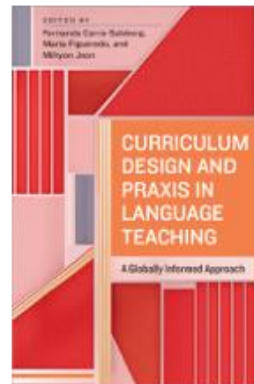
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