

ASSOCIATION CANADIENNE DE LINGUISTIQUE APPLIQUÉE
CANADIAN ASSOCIATION OF APPLIED LINGUISTICS

ACLA / CAAL

Program of the Annual Conference
In conjunction with the
Congress of the Humanities and Social Sciences

May 13-15, 2022



Programme du congrès annuel
dans le cadre du
Congrès des sciences humaines
du 13 au 15 mai 2022

CONFERENCE ORGANIZING COMMITTEE 2022 / COMITÉ ORGANISATEUR 2022

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Julie Byrd Clark, University of Western Ontario & Joël Thibeault, Université d'Ottawa

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Institut de recherche en langues secondes du Canada

L₂RIC's mission is to play a pivotal role in second language education in Canada and abroad including teacher preparation, research, bilingual program evaluation and policy development. For more information on our research and programs, visit <https://www.unb.ca/second-language/> or contact LRIC@unb.ca

La mission de l'IRL₂C est de jouer un rôle clef en didactique des langues secondes au Canada et à l'étranger, y compris la préparation à l'enseignement, la recherche, et la programmation et la politique bilingues. Pour de plus amples informations sur notre recherche et nos programmes, veuillez visiter le site <https://www.unb.ca/second-language/fr/index.html> ou contacter LRIC@unb.ca

**The Canadian
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CMLR

RCLV

**La Revue
canadienne
des langues
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The *Canadian Modern Language Review* publishes peer-reviewed articles on second language learning and teaching. It is a bilingual (French and English) online-only journal of international repute, serving researchers and language teaching professionals interested in the learning and teaching of English and French as second languages (Canada's two official languages), as well as the range of modern, indigenous, heritage, and community languages taught and learned across Canada.

Explore the latest research including the Special Issue on New Materialist Perspectives on Language Education, and our most read research on topics such as indigenous, minority, and heritage language education in Canada.

J-BILD/ R-LIDA

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J-BILD/ R-LIDA is an open access, collaborative peer-review journal. We publish research proposals, literature reviews, research articles, and book reviews related to issues of belonging, identity, language and diversity, particularly as they intersect with the fields of Education, Sociolinguistics, Critical Sociolinguistics, Applied Linguistics, and Linguistic Anthropology.

See bild-lida.ca/journal/ for more.



The Centre for Educational Research on Languages and Literacies (CERLL) at the Ontario Institute for Studies in Education is a hub for national and international research on issues of languages and literacies. CERLL activities and events are a collaboration between OISE faculties, graduate students, and scholars in the field.

Visit our website: <https://www.oise.utoronto.ca/cerll/>

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The Multidisciplinary Approaches in Language Policy and Planning (LPP) conference brings scholars from different disciplines (language education, anthropology, political studies, social sciences, economics, linguistics, and more) whose work centers on language policy and planning at different levels: local, national and/or international.

It will be held from August 25 to August 27, 2022.

Visit our website: <https://lpp2022.weebly.com/>

WELCOME MESSAGE / MOT DE BIENVENUE

JULIE BYRD CLARK, WESTERN UNIVERSITY, & JOËL THIBEAULT, UNIVERSITE D'OTTAWA



JULIE BYRD CLARK



JOËL THIBEAULT

Dear conference participants,

With the Executive Council, we want to warmly welcome you to our annual and first virtual conference of the *Canadian Association of Applied Linguistics*. The past two years have been amongst the most challenging in our careers, and despite all of the turbulence, we are pleased to be able to offer a virtual conference this year. At the same time, we would like to invite you to acknowledge all our relations on the lands where we each find ourselves presently. More specifically, we acknowledge that the Federation office is located on the unceded land of the Algonquin Anishinabe Nation. In acknowledging this land, we honour all of our ancestors and relations, and the ongoing presence of Indigenous peoples as well as their rights and relationship to this land and place. We also pay respect to Indigenous people all across the country.

We would like to thank the Federation and Congress for their support, and a special thanks to Racwi Ahmed, our Congress Virtual Project Liaison. We would also like to thank our sponsors, abstract reviewers and volunteers; this virtual conference could not happen without their support.

Despite the unforeseen challenges brought about by a global pandemic, we received an exceptional number of proposals this year, and are pleased to offer you a stimulating program of more than 90 presentations, two symposia, and three outstanding keynote speakers.

We hope to count on your presence at our general assembly meeting taking place on Sunday afternoon, May 15, 2022 from 12:30-2:30pm (Ottawa time) and to *see* you throughout the conference in our virtual social lounge space which will be opened for members to drop-in and connect during the conference.

Enjoy the conference!

Chers congressistes, chères congressistes,

Notre comité exécutif vous souhaite la bienvenue à sa conférence annuelle, le premier congrès virtuel de l'Association canadienne de linguistique appliquée. Les deux dernières années ont été parmi les plus difficiles de nos carrières ; malgré les turbulences, nous sommes ravis d'offrir un événement en ligne cette année. Nous vous invitons aussi à reconnaître les relations que vous entretenez avec les terres ancestrales sur lesquelles vous vous trouvez. Nous reconnaissons particulièrement que le bureau de la Fédération se situe sur le territoire non cédé de la nation algonquine Anishinabe. En le reconnaissant, nous honorons les ancêtres autochtones et les relations qui nous lient à leurs peuples, ainsi que la présence des personnes autochtones et leurs droits. Nous rendons aussi hommage à toutes les personnes autochtones du pays.

Nous savons gré à la Fédération et au Congrès pour leur appui ; nous remercions Racwi Ahmed, préposée aux projets virtuels nous ayant soutenus au gré de notre préparation. Merci aux commanditaires, aux réviseurs des propositions et aux bénévoles.

Malgré les défis notables liés à la pandémie, nous avons reçu un nombre exceptionnel de propositions. Nous sommes heureux de vous offrir un programme des plus stimulants, lequel comporte plus de 90 communications, deux symposiums et trois conférences plénières.

Nous espérons que vous serez présents à notre assemblée générale annuelle, qui se tiendra dimanche en après-midi, le 15 mai de 12h30 à 14h30 (heure d'Ottawa). Nous vous invitons aussi à vous rendre au salon social virtuel que nous avons ouvert pour nos membres pendant la conférence ; nous pourrions y échanger de façon plus informelle.

Bonne conférence !



CANADIAN ASSOCIATION OF APPLIED LINGUISTICS
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ACLA-CAAL 2022



* The schedule only shows the first authors to improve its readability; all authors are listed with the abstracts.

*L'horaire n'indique que les premiers auteurs pour en faciliter la lecture. Tous les auteurs sont nommés avec les résumés.

** Times mentioned are Ottawa times.

**Les heures mentionnées sont indiquées en fonction de l'heure d'Ottawa.

***Presentations are done synchronously via Zoom; each presenter is given 20 minutes to present their paper. A question period of 10 minutes follows.

***Les présentations se déroulent de façon synchrone via Zoom; chaque présentateur a 20 minutes pour faire sa communication. Une période de questions de 10 minutes suit.

May 13, 2022

13 mai 2022

11 am-12 pm: First plenary – Francis Bangou, University of Ottawa (EN): *Embracing the Wild in Language Teacher Education: A New Materialist Experimentation*

12:30 - 2:30 pm

Rooms/salles	1	2	3	4	5
Chair/président	Roy	Vasilopoulos	Peng	Rodgers	Arnott
12:30 pm – 1 pm	Murray Rapport à l'écrit en français et en anglais	Garrett My dissertation in action: A dual—	Nematizadeh An idiodynamic investigation of	Lasan English Learners' Perception of	Symposium (12:30 pm -3:30 pm)

	d'une étudiante issue de l'immigration et inscrite dans un programme universitaire d'immersion française : une étude de cas	dimensional approach to inclusionary education In the French Immersion setting	willingness to communicate in interaction with utterance and cognitive fluency	Formality in writing: Ratings, Approach, and Confidence	Organizer: Arnott Beyond linguistic surveillance: Demystifying access and support for French language development in Canadian FLS teacher education programs Presenters: Arnott, Culligan, Kristmanson, Masson, Wernicke
1 pm – 1:30 pm	Papin Apprentissage du vocabulaire en L2 : le potentiel des images immersives	Salvato The pragmatics of L2 gestures in Italian classes in Canada and in Italy	Thibert Struggling for legitimacy: Discourses of nativeness and pre-service bi/plurilingual French language educators	Takam Participation and attitudes: an exploratory look into the current Ontario French as second language programme at the secondary school level	
1:30 – 2 pm	Charron-Bigras Effets des particularités graphémiques sur le développement de représentations orthographiques chez des élèves francophones en	Bhowmik Pedagogical approaches and classroom techniques in K-12 ESL writing	Tsedryk Teaching idioms within an intermediate language course based on noticing and dual-code theories: a case study using psycholinguistic	Zeaiter The role of plurilingualism in improving learners' emotionality	

	début de scolarisation		norms for idiomatic expressions		
2 pm – 2:30 pm	Reid Identification des paramètres des situations de communication représentant les plus grands défis pour des personnes immigrantes apprenant le français langue cible (Lx)	Carter Gender-neutral and inclusive language use in the Spanish classroom: a needs analysis in British Columbia and Alberta	Krasovitski Endangered and extinct: the effects of classification on the perception of Judeo-languages <i>*Winner of the Graduate Student Award (MA level)</i>	Payant An exploration of how linguicism manifests itself in students' academic, professional, and social circles	

3 pm – 5 pm

Rooms/salles	1	2	3	4	5
Chair/président	Murray	dela Cruz	Zeaiter	Granger	
3 pm – 3:30 pm	Roy La sociolinguistique pour le changement en immersion française : une synthèse des idéologies des enseignant.e.s à	Michaud Written corrective feedback in real time: what are the possibilities for the classroom?	Kartchava Exploring writing task repetition through learner reflection and output	Choi Understanding students' perception of online language learning	

	travers les prairies canadiennes				
3:30 pm – 4 pm	Deveau Récits rétrospectifs d’usagers experts du français langue seconde : regard sur le développement de la compétence communicative et les stratégies autorégulées	Affes Age effects and language exposure on the acquisition of French pronunciation across different task types: the case of Tunisian learners	Gentil Machine translation and L2 writing: Insights from case studies of biliteracy development	Rehner The (in)formal language learning experiences of adult migrants: Insights from a transnationalism and translanguaging perspective	
4 pm – 4:30 pm	Duchemin Croyances et connaissances d’enseignant(e)s de français langue seconde aux adultes sur la variation sociostylistique	George Perceptions and attitudes of second and heritage language learners toward mixed language classes: A sentiment analysis	Assaf Exploring immigrant and refugee children’s mathematics experiences from a child-centered ethnographic approach	Lira-Gonzales Written corrective feedback (WCF): Teachers’ knowledge, beliefs and practice	
4:30 pm – 5 pm		Vasilopoulos Instructor affect in the material and spatial exigencies of online EAP	Vermeke Fixed and semi- fixed lexical chunks in a children’s spoken language corpus	Spiliotopoulos Emerging research on an English immersion model of support at the university level: Expanding the tradition	

5:30 pm – 7 pm

Rooms/salles	1	2	3	4	5
Chair/président	Kristmanson	Wong	Culligan	Walsh Marr	
5 :30 – 6 pm	Dunn Fostering language teacher leadership and pedagogical innovation in an online community of practice	Podboj 'Hello my friends, welcome back to my channel!' Narrativity, tellership, and authenticity on TikTok	Gerbrandt Mathematics as gatekeeper? Investigating systemic barriers to French immersion through a Bourdieuan Lens	Corcoran Diversity, legitimacy, agency, and precarity: A mixed methods study of Canadian EAP practitioners	
6 pm – 6 :30 pm	Douglas Virtual additional language socialization: Online EAP student reflections	Barrett An analysis of the language needs of social science students at the University of the West Indies, Jamaica	Shank Lauwo “I grew up thinking English was the superior language”: Literacy autobiographies in preservice teacher education	Leu Impact of action research training on language instructors’ reflective practice	
6 :30 pm – 7pm	Hu What are ESL students’ academic integrity challenges and how can universities help?	Herath Identity transformation during mentoring for scholarly publication: A multiethnography	Makarova What international graduate students seek and find in an online Academic English Writing tutorial course.	Zuercher Taking a holistic view of analytic pronunciation evaluation rubrics	

Day Ends at 7:00 pm (Ottawa time)

La journée se termine à 19h (heure d'Ottawa)

May 14, 2022
14 mai 2022

11 am-12 pm: Deuxième plénière – Daphnée Simard, Université du Québec à Montréal (FR) : Caractérisations de productions orales en langues secondes : regard croisé sur des variables linguistiques, cognitives et affectives

12:30-2:30 pm
12h30 – 14h30

Rooms/salles	1	2	3	4	5
Chair/président	Ballinger	Chung	Lira-Gonzales	Michaud	Calman
12:30 pm – 1 pm	Poljak Being immersion: Group identity and accent in British Columbia's French immersion students	Hala Conceptual metaphors in Michif	Hermans-Nymark FSL teacher language proficiency: Research into an innovative approach in New Brunswick	Meighan Technology in relation and for reclamation: Indigenous language revitalization online	Symposium (12:30 pm-3:30 pm) Organizer: Galante Plurilingual pedagogies for empowerment and social justice: Language teachers and learners shifting power dynamics Discussant: Piccardo
1 pm – 1:30 pm	Guo The impact of COVID-19 on the wellness of international	Ilieva Informal leadership in scholarly collaborations of applied linguists and content faculty	Wong Beyond the lens: Remote learning experiences at a K- 12 ballet school	Li Face-to-face and face- to-screen learning: A look into non-English speaking doctoral students' experiences	

	students in Alberta high schools	in support of multilingual students		of learning thesis writing in a hybrid learning environment	Presenters: Lau, Moore, Galante, Marshall, Van Viegen, Snoddon
1:30 – 2 pm	Bourgoin Designing oral language tasks for young language learners in French immersion	Abu-Rabiah Assessing Hebrew as L2 learners' productive vocabulary knowledge	Wiebe Self-taught: What are the successful self-driven language learning practices used by British Columbia's newcomers in the workplace?	Ahn “Too much vague information floating in their heads”: A closer look at EAP learning and teaching	
2 pm – 2:30 pm	Landry Language instructors on their development of digital practices in times of pandemic	Kaya Teaching vocabulary learning strategies to support adolescent native speakers' literacy	Dressler Second language teaching during the COVID-19 pandemic	Riches Missed the multilingual turn? Monolingual resistance by future ESL and FLS/FI teachers	

3 pm – 5 pm

Rooms/salles	1	2	3	4	5
Chair/président	Gentil	Riches	Arnott	Byrd-Clark	
3 pm – 3:30 pm	Bell Plurilingual reading-to-write: Novice academic writers' strategies for	Landry Student perceptions of intercultural communicative	Eamer Pre-Service teachers and Language Learning with Digital Tools	Arora Decolonizing classroom participation: The cultures of silence	

	reading in English to write in French	competence for EAP: A qualitative case study			
3:30 pm – 4 pm	<p>LaFontaine Looking forward: Tools designed specifically for Indigenous language instruction</p> <p><i>*Winner of the Indigenous Graduate Student Award</i></p>	<p>Nikouee Grammar practice at the pretask stage: Is there a better way?</p>	<p>Michalovich Engaging youth from refugee backgrounds in language and literacy learning through digital multimodal composing: Teachers' perspectives</p> <p><i>*Winner of the Graduate Student Award (PhD)</i></p>	<p>dela Cruz Plurilingual strategies for teaching pronunciation in TESOL: A research-based and action-oriented approach</p>	
4 pm – 4:30 pm	<p>Ahmed Shame and interest in post-secondary EAP writing</p>	<p>Yang Interacting with local students: Experience of Chinese EAL students in a Canadian university</p>	<p>Wong Enhancing meaning-based instruction with structured input</p>	<p>Li English academic publishing experience of Chinese plurilingual scholars</p>	
4:30 pm – 5 pm	<p>Chiras Institutional discourses about</p>	<p>Calman Subtle discrimination:</p>	<p>Granger International languages</p>	<p>Peng Teachers' perceptions of a plurilingual</p>	

	multilingual students and language and writing in English-speaking colleges	Plurilingual international students' experiences of raciolinguistic microaggressions at a Canadian university	administrators' understanding of plurilingualism: Expanding theory to develop practice	approach to language teaching	
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Day Ends at 5:00 pm (Ottawa time)
La journée se termine à 17h (Ottawa time)

May 15, 2022
15 mai 2022

11 am-12 pm: Third plenary – Jan Hare, University of British Columbia (EN): *Land, Language, and Learning: Living in Good Relations*

12:30-2:30 pm: Annual General Meeting
12h30-14h30 : Assemblée générale annuelle

3 pm – 5 pm

Rooms/salles	1	2	3	4	5
Chair/président	Douglas	Davis	Kartchava	Hu	
3 pm – 3:30 pm	Fang Faculty instructors' perceptions of and support for international students in academic writing	Liebscher Interaction in the linguistic landscape	Bouchard Translanguaging to support English as an additional language learning in a French medium primary classroom in Quebec.	Chung Plurilingualism in the “second language” classroom: Inclusive pedagogies begin from within	
3:30 pm – 4 pm	Walsh Marr Making sense of noun groups: Applicable linguistics for EAP	Ballinger Building immersion teachers' knowledge base: A comparison of immersion teacher	Magisano What's in a ne? Ne Deletion and Quebec identity in the spoken French of two Canadian	LeBouthillier Using design-based research to develop theories of effective L2 instruction related to	

		education at Canadian universities	politicians: François Legault and Justin Trudeau	oral language acquisition	
4 pm – 4:30 pm	Lam The linguistic insecurities of students in a Hul'q'umi'num' language program	Barise Applying an anti-racist black plurilingual pedagogy in Quebec language education: Towards academic engagement, validation, and empowerment	Diallo “Challenging clitics”: Examining the differential effects of Processing Instruction and Traditional Instruction on the acquisition of French object pronouns	Li Exploring the influence of citation styles on citation practices in two disciplines	
4:30 pm – 5 pm	Charlebois “It’s dangerous to go alone! Take this.”: An exploration of multimodal supports for vocabulary learning through video games				

Day Ends at 5:00 pm (Ottawa time)
La journée se termine à 17h (heure d’Ottawa)

AGENDA GENERAL ASSEMBLY / ORDRE DU JOUR DE L'ASSEMBLÉE GÉNÉRALE

FOR ALL ACLA MEMBERS / POUR TOUS LES MEMBRES DE L'ACLA

Sunday May 15, 2022, horaire : 12h30-14h30 (Ottawa time) / le dimanche, 15 mai, Time: 12 :30-2:30pm
(heure d'Ottawa)

1. Land Acknowledgement/Reconnaissance du territoire
2. Welcome and approval of the agenda / Mot de bienvenue et adoption de l'ordre du jour
3. Approval of the minutes and business arising / Adoption du procès-verbal et affaires qui en découlent
4. President's report / Rapport du président
5. Vice President's report/Rapport du vice-président
6. Communications Officer's report / Rapport de l'agente de communication
7. Journal editors' report (*CJAL*) / Rapport des rédacteur/rices de la revue de l'ACLA
8. Report of the Past President and Nominating Committee / Rapport de l'ancien président et du Comité des nominations
9. ACLA's Executive Committee nominations/Nominations au Bureau de direction de l'ACLA
 - a. Vice-President, vice-président
 - b. Indigenous Languages Advocate, Défenseur/euse des langues autochtones
10. Awards/Bourses :
 - a. Graduate Student Award/Bourse pour les étudiant/es diplômé/es (2 awards)
 - b. Indigenous Graduate Student Award/ Bourse pour les étudiant/es diplômé/es autochtones

- Looking ahead to future Congresses of the Humanities and Social Sciences / Les prochains Congrès des sciences humaines et sociales

2023: York University/ Université York

- Adjournment/ Clôture

First plenary talk

**Embracing the Wild in Language Teacher Education:
A New Materialist Experimentation**

Francis Bangou, University of Ottawa



(This talk will primarily be offered in English)

May 13, 2022 at 11 am (Ottawa time)

The increasing interest in new materialist perspectives in applied linguistics and language education supports the need for wild conceptual, methodological, and pedagogical resources that run against the grain, are future-oriented, and are creative (Bangou & Waterhouse, 2021; Geers & Carsten, 2021; Toohey, 2019). In the same vein, this presentation aims to illustrate what could be produced when new-materialist wild perspectives are put to work in language teacher education. To do so, a map of current new materialist lines of thought will serve as a springboard for illustrating how new materialist unconventional thoughts and concepts contributed to the conception of an online graduate teacher education course in Technology-enhanced Language Education. Moreover, rhizoanalysis will be deployed to map how the intra-workings of multiple material, expressive, and human elements opened and hindered new avenues of potential transformations for language teacher trainees. Then, I will conclude with a discussion of how new materialist thoughts might contribute to an expansion of Language Teacher Education to unexplored territories.

Promouvoir l'inhabituel dans la formation des enseignant.e.s de langues : Une expérimentation néo-matérialiste

Francis Bangou, Université d'Ottawa

(Cette présentation sera réalisée principalement en anglais)

13 mai 2022 à 11h (heure d'Ottawa)

L'intérêt croissant pour les perspectives néo-matérialistes en linguistique appliquée et en didactique des langues témoigne de la nécessité de concevoir des ressources conceptuelles, méthodologiques et pédagogiques à contre-courant, orientées vers l'avenir et créatives (Bangou & Waterhouse, 2020 ; Geers & Carsten, 2021 ; Toohey, 2019). Cette présentation s'inscrit dans cette mouvance et vise à illustrer ce qui pourrait être produit lorsque des pensées néo-matérialistes atypiques sont mises au service de la formation des enseignant.e.s de langues. Pour ce faire, une carte des grands courants de pensée néo-matérialistes servira de tremplin pour illustrer comment les pensées et les concepts non conventionnels du néo-matérialisme ont contribué à la conception d'un cours en ligne en enseignement des langues assisté par la technologie destiné aux enseignant.es stagiaires et expérimenté.e.s. Puis, à l'aide de la rhizoanalyse, nous cartographierons les manières dont de multiples éléments matériels, expressifs et humains ont ouvert ou entravé de nouvelles voies transformatrices pour les enseignant.e.s de langues stagiaires. Enfin, nous discuterons de la manière dont les pensées néo-matérialistes pourraient contribuer à étendre la formation des enseignant.e.s de langues dans des territoires jusque-là inexplorés.

Bio

Francis Bangou is an associate professor in Second Language Education at the Faculty of Education of the University of Ottawa. His research program unfolds in two strands. Drawing from new materialist thoughts and the relational ontology of Deleuze and Guattari, the first strand concentrates on the preparation of pre-service and in-service language teachers to work within ever-changing technologically enhanced language classrooms. The second strand attends to the adaptation of teachers to students' ethnolinguistic diversity within Ontario's Francophone schools. Francis Bangou is also the Chair of the research group Education and Languages (EduLang). This team is currently working on a four-year research project financed by the Social Sciences and Humanities Research Council that aims to explore how specific inclusive practices that integrate digital technologies and students' home languages are being implemented across both Francophone and Anglophone contexts where Allophones are learning one of Canada's official languages. Moreover, he recently co-edited the book *Deterritorializing Language, Teaching, and Learning: Deleuzo-Guattarian Perspectives on Second Language Education* as well as a special issue of the *Canadian Modern Language Review* on New Materialist Perspectives on Language Education. Lastly, Francis Bangou served on the Executive Council of ACLA as Vice-President (2016-2018) and President (2018-2020).

Note biographique

Francis Bangou est professeur agrégé en didactique des langues secondes à la Faculté d'éducation de l'Université d'Ottawa. Son programme de recherche comprend deux volets. S'inspirant de la pensée néo-matérialiste et de l'ontologie relationnelle de Deleuze et Guattari, le premier volet se concentre sur la formation initiale et continue des enseignant.e.s de langues et plus précisément sur leur capacité à travailler dans des classes de langues connectées et en constante évolution. Le second volet porte sur l'adaptation des enseignant.e.s à la diversité ethnolinguistique des élèves dans les écoles francophones de l'Ontario. Francis Bangou est également le président du groupe de recherche Éducation et langues (EduLang). Cette équipe travaille actuellement sur un projet de recherche de quatre ans financé par le Conseil de recherches en sciences humaines qui vise à explorer comment des pratiques inclusives spécifiques intégrant les technologies numériques et les langues d'origine des élèves sont mises en œuvre dans des contextes francophones et anglophones où les allophones apprennent l'une des langues officielles du Canada. De plus, il a récemment coédité le livre *Deterritorializing Language, Teaching, and Learning : Deleuzo-Guattarian Perspectives on Second Language Education* ainsi qu'un numéro spécial de la *Revue canadienne des langues vivantes* intitulé Regards néo-matérialistes sur la didactique des langues. Enfin, Francis Bangou a aussi siégé au conseil exécutif de l'ACLA en tant que vice-président (2016-2018) et président (2018-2020).

Deuxième conférence plénière

Caractérisations de productions orales en langues secondes : regard croisé sur des variables linguistiques, cognitives et affectives

Daphnée Simard, Université du Québec à Montréal



(Cette présentation sera réalisée principalement en français)

14 mai 2022 à 11h (heure d'Ottawa)

Nul ne conteste le défi que peut représenter la production orale en langue seconde (L2). En effet, s'exprimer en temps réel au moyen d'un système linguistique qui n'est pas nécessairement entièrement maîtrisé constitue une tâche complexe et cognitivement exigeante (Segalowitz, 2010). Et comme si ce n'était pas assez, ce tour de force met en jeu toute une gamme d'émotions (p. ex., Dewaele, 2007; Dewaele & MacIntyre, 2014). Lors de mon exposé, je me propose d'explorer cette tension entre connaissances linguistiques, ressources cognitives et état émotionnel lors de la production orale en L2. Ce regard croisé permet une caractérisation de la production orale encore peu explorée en langue seconde. Pour ce faire, j'aborderai, d'abord, la production orale selon le modèle de Levelt (1983, 1989, 1999) et traiterai plus précisément du mécanisme d'autorégulation de la parole, qu'il postule. L'autorégulation présente cet avantage d'offrir des informations directes sur les mécanismes cognitifs et les processus linguistiques en jeu lors de la production orale (Kormos, 1999). À l'aide de données langagières, j'explorerai, ensuite, de quelle manière les aspects cognitifs et linguistiques révélés dans l'autorégulation interagissent entre eux, et avec les états émotionnels des locuteurs non natifs lors de leurs productions orales en L2. Je tenterai une explication de ces interactions au moyen d'un regard théorique, entre autres, à l'aide de la théorie d'expansion-construction de Fredrickson (p. ex., 2001, 2013), en prédisant des effets distincts des émotions positives et négatives sur le déploiement des ressources cognitives nécessaires à la réalisation de tâches telles que la production orale. Je terminerai en présentant des implications possibles des relations qui existent entre ces variables lors des productions orales en L2.

Characterizations of Oral Productions in Second Languages: An Intersecting Perspective on Linguistic, Cognitive and Affective Variables

Daphnée Simard, Université du Québec à Montréal

(This talk will primarily be offered in French)

May 14, 2022 at 11 am (Ottawa time)

No one disputes the challenge that oral production in the second language (L2) can present. Indeed, expressing oneself in real time using a linguistic system that is not necessarily fully mastered is a complex and cognitively demanding task (Segalowitz, 2010). As if that were not enough, this tour de force involves a range of emotions (e.g., Dewaele, 2007; Dewaele & MacIntyre, 2014). In my presentation, I propose to explore this tension between linguistic knowledge, cognitive resources, and emotional state in L2 oral production. This intersecting outlook allows a characterization of oral production in a second language that has not yet been explored to any great extent. To do so, I will first address oral production according to Levelt's model (1983, 1989, 1999) and will deal more specifically with the self-monitoring mechanism he postulates. Such a self-monitoring has the advantage of providing direct information about the cognitive mechanisms and linguistic processes involved in oral production (Kormos, 1999). Using language data, I will then explore how the cognitive and linguistic aspects revealed in self-monitoring interact within the context of non-native speakers' emotional states during their L2 oral production. I will attempt to explain these interactions using a theoretical perspective, including Fredrickson's expansion-construction theory (e.g., 2001, 2013), by predicting distinct effects of positive and negative emotions on the deployment of cognitive resources needed to perform tasks such as oral production. I will conclude by presenting possible implications of the relationships between these variables in L2 oral production.

Biographie

Daphnée Simard (Ph.D., ULaval, 2001) est professeure titulaire en acquisition des langues secondes au département de linguistique de l'Université du Québec à Montréal (UQAM). Ses intérêts de recherche sont doubles. D'abord, elle étudie le rôle joué par des variables individuelles cognitives telles que la capacité attentionnelle et la mémoire dans l'acquisition d'une langue seconde. Elle travaille également sur la relation entre la conscience linguistique, que ce soit la réflexion sur langue ou encore les habiletés métalinguistiques et l'acquisition linguistique auprès de différentes populations (enfants de langue d'origine, adultes apprenant d'une L2). Elle travaille en ce moment avec son collègue Michael Zuniga (UQAM) sur la production orale en L2, les caractéristiques cognitives des locuteurs et leurs états émotionnels. Ses recherches sont entre autres financées par le CRSH (Savoir). Ses travaux ont été publiés notamment dans les revues *Bilingualism, Language and Cognition* et *Journal of Psycholinguistic Research*. Par ailleurs, elle a été directrice de l'Institut des sciences cognitives de l'UQAM de 2014 à 2017. De plus, après avoir siégé au conseil d'administration de la Revue canadienne des langues vivantes de 2002 à 2008, elle est maintenant corédactrice en chef de la revue, aux côtés de Donna Patrick (UOttawa). Enfin, elle

a également été membre du conseil exécutif de l'Association canadienne de linguistique appliquée de 2005 à 2011.

Bio

Daphnée Simard (Ph.D., ULaval, 2001) is a Full Professor of Second Language Acquisition in the Department of Linguistics at the Université du Québec à Montréal (UQAM). Her research interests are twofold. First, she investigates the role played by individual cognitive variables such as attention and memory spans in second language acquisition. She also works on the relationship between linguistic awareness, whether it be metalinguistic reflection or skills, and language acquisition in different populations (heritage language children, adults learning an L2). She is currently working with her colleague Michael Zuniga (UQAM) on L2 oral production, speakers' individual cognitive characteristics and their emotional states. Her research is funded by a Social Sciences and Humanities Research Council of Canada (SSHRC; Insight programme), among other sources. Her work has been published in journals such as *Bilingualism, Language and Cognition* and *Journal of Psycholinguistic Research*. She was the director of the Institute of Cognitive Science at UQAM from 2014 to 2017. Additionally, after serving on the board of directors of the *Canadian Modern Language Review* from 2002 to 2008, she is now its co-editor-in-chief alongside Donna Patrick (UOttawa). Finally, she was also a member of the Executive Council of the Canadian Association of Applied Linguistics from 2005 to 2011.

Third plenary talk

Land, Language, and Learning: Living in Good Relations

Jan Hare, University of British Columbia



(This talk will primarily be offered in English)

May 15, 2022 at 11 am (Ottawa time)

Indigenous ways of knowing, including ancestral languages, come from Indigenous people's relationship to land and are rooted in their long inhabitation of a particular place (Barnhardt and Kawagley 2005). Land is central to any discussions regarding decolonization, reconciliation, and sovereignty as we contemplate contemporary Indigenous-settler relations. It is a starting point from which language educators can draw awareness of dominant discourses that operate in teaching and learning and challenge embedded issues of colonialism. In this presentation, I consider Land education (Tuck, Mckenzie, & McCoy, 2014) as pedagogy, where Indigenous languages converge with the material, spiritual, and relational dimensions of land and place. In doing so, I provide insights in to how Indigenous languages reverberate within and through land/place to reveal: 1) land-centered knowledge that can create educational space to disrupt settler histories and identities, while at the same time building new knowledge so that we may live in good relations with the land and with each other; and 2) pedagogical approaches that draw from knowledges across human and more-than-human relationships to advance Indigenous language resurgence.

Bio

Dr. Jan Hare is an Anishinaabe-kwe scholar and educator from the M'Chigeeng First Nation, located in northern Ontario. She is Professor and Dean *pro tem* in the Faculty of Education at the University of British Columbia. In addition, she holds a Canada Research Chair (Tier 1) in Indigenous Pedagogy. Her research is concerned with transforming educational institutions from K-12 schooling through to post-secondary education by centering Indigenous knowledges and pedagogies in teaching and learning. This work has

led to the development of the Massive Open Online Course (MOOC), *Reconciliation Through Indigenous Education*, which has been taken by over 70,000 people worldwide.

Symposium #1 (May 13 from 12:30 pm to 3:30 pm [Ottawa time])

Beyond linguistic surveillance: Demystifying access and support for French language development in Canadian FSL Teacher Education programs.

Organizer and chair: **Stephanie Arnott** (University of Ottawa, Canada)

Canadian French as a second language (FSL) teacher preparation programs have focused almost exclusively on measuring French proficiency for the purposes of program admission (Salvatori, 2009). This, despite research showing that FSL teachers' investment in professional practice requires consideration of language development that simultaneously values pedagogical and instructional experiences (Arnott & Vignola, 2018; Wernicke, 2017).

This symposium will report on an ongoing pan-Canadian study aimed at identifying ways to better equip new FSL teachers for success early in their careers. Specifically, we will host four papers, starting with an introduction to the larger project and current issues in Canadian FSL teacher education (including language proficiency development). Then, we will present three regional snapshots showcasing the extent to which purposeful access and support for French language development is part of Canadian FSL teacher preparation and early career professional learning. Findings will be shared from analysis of 44 Canadian Faculty of Education websites, and data from an online survey (n = 253) and focus groups (n = 155) targeting three participant groups: representatives from faculties of education, school districts and FSL teachers. Preliminary findings point to the need to move beyond linguistic surveillance in FSL teacher preparation toward a shared vision of French language support and access as being the collective responsibility of all stakeholder groups in FSL education (and not simply the individual responsibility of teachers). Symposium attendees will be invited to discuss the implications of these findings for FSL teacher education and broader discussions of retention related to the chronic FSL teacher shortage.

Presentations of the Symposium

Rethinking language proficiency through the lens of FSL teacher recruitment and retention: Towards a shared vision.

Stephanie Arnott¹, Paula Kristmanson², Meike Wernicke³

¹University of Ottawa, ²University of New Brunswick, ³University of British Columbia

French language proficiency has been identified as central to the French second language (FSL) teacher shortage, with little consensus about the level of proficiency required, how to best assess FSL applicants for admission to B.Ed. programs, or how to ensure opportunities for FSL teachers to develop/maintain their use of French in language minority contexts (Masson et al., 2019; OPSBA, 2018). Research isolates FSL teacher preparation as key, obscuring an equally major concern not addressed in these studies: the transition from teacher education into the FSL classroom.

This presentation reports findings from a pan-Canadian study examining the preparation of FSL teachers and professional support provided as FSL teachers transition to the workforce. The project sought to identify ways to better equip new FSL teachers for success in early stages of their careers. Qualitative open-ended survey responses were coded and submitted to thematic analysis (Creswell, 2013), pointing to language proficiency as a key factor, which was subsequently explored as a focal theme in focus group sessions. This further exploration highlighted the extent to which collegial support of language is a powerful strategy for retaining teachers. The analysis suggests a need to shift the current deficit view of FSL teachers' language proficiency from a surveillance-based approach to one that values ongoing language development as integrated into pedagogical growth. Ultimately we need to promote advocacy for French language access across Canada as being the collective responsibility of all stakeholders in FSL education – not simply the individual responsibility of teachers/teacher candidates.

Enhancing confidence and competence: Addressing language goals of FSL teachers.

Karla Culligan, Paula Kristmanson

University of New Brunswick

The concept of "language proficiency" is a focus of many teacher education programs and often a concern among pre-service and beginning French as a second language (FSL) teachers. In particular, we have found confidence and competence to be two interwoven factors that FSL teachers navigate with respect to this complex issue (Le Bouthillier et al., 2021). This paper presents themes that emerged from data collected in the Eastern region (i.e., NB, NS, PE, NL, and NU). Topics related to language proficiency were broached by all stakeholders involved in the study: FSL teachers, faculties of education, and district/ministry leaders. Participants took part in surveys (n = 47) and focus groups (n = 16), and a scan of the websites of the faculties of education offering FSL specialties or courses (n = 10) was conducted. Through a qualitative analysis focusing on emergent themes (e.g., Creswell, 2013), we provide examples from focus group data. Our findings suggest that language proficiency is multifaceted and impacts 1) the way FSL teachers view their own professionalism and 2) the way teacher education programs and school districts/ministries envision their role in supporting the linguistic development of pre-service and beginning FSL teachers. While FSL teacher participants expressed their needs related to language proficiency, those in faculties of education and districts/ministries described both challenges and initiatives. In the Eastern region, data show that language proficiency is a preoccupation. However, findings also reveal that there are ideas and initiatives that hold promise to retain and support FSL teachers.

From teacher preparation to teacher induction: Mapping access and support for language development.

Mimi Masson, Amanda Battistuzzi, Cameron Smith, Stephanie Arnott
University of Ottawa

Growing concerns about language proficiency among French as a second language (FSL) teachers seem to center around a competency-based approach towards language learning (Shin, 2013). In addition to placing the burden of success on individual teachers, this perspective limits our understanding of the multiple and complex forces at play throughout the FSL teacher preparation pipeline (Clandinin, et. al., 2015). In this presentation, we use a critical discursive approach (Fairclough, 2013) to examine language proficiency challenges, opportunities, supports, and expectations across the pre-service to in-service teacher preparation timeline. Specifically, we examine participant discourses across the following periods: admission to initial teacher education, during training, the hiring process, and in-service teaching. Data from the Central region (comprised of Saskatchewan, Manitoba, Ontario and Quebec) were collected from FSL teachers, school district representatives, and Faculty of Education teacher educators who participated in surveys (n=111), focus groups (n=49), and website scans of the Faculties of Education offering FSL certification (n=23). Intersectional analyses reveal the aligning, competing, contradicting, nuancing and extending discourses about FSL teacher language proficiency among the different stakeholders and how these evolve over time and nature in the FSL teacher preparation pipeline. Mapping out how these discourses evolve over time and how they intersect with discourses about FSL teacher preparational needs can help foster collective responsibility among stakeholders in the field of FSL, to understand what kinds of systemic challenges (i.e., social, political and institutional) FSL teachers face when it comes to developing their language proficiency.

Illuminating false hopes and misconceptions in French as a second language teacher education.

Meike Wernicke¹, Valia Spiliotopoulous², Liza Navarro¹

¹University of British Columbia, ²University of Ottawa

What we know for certain is that: (1) there is a French teacher shortage across Canada; (2) more than two-thirds of French second language (FSL) teachers are second language users of French themselves; (3) language competency remains a key concern for second language teachers with the dawn of communicative language teaching and emphasis on a monolingual native speaker standard (Kramersch, 2012; Wernicke, 2017). In this paper we consider the implications of this reality in light of emerging findings from this pan-Canadian study with a focus on British Columbia and Alberta. Data analysis of a comparative overview of teacher education programs (n=11) show extensive variability as to what it means to “specialize” in French in Western Canada – not only in terms of purposeful access to French and support for French language development, but also professional learning of second language methodologies and curriculum content. We contextualize these findings with insights from a thematic analysis (Braun & Clarke, 2006) of survey (n=95) and focus group (n=28) accounts, which underscore the need for a coherent approach to French language teacher education that must begin even before future teachers step foot into a teacher education program, and which must continue during and after transitioning into the FSL classroom. The current emphasis on holistic conceptions of language and multilingual and decolonizing teaching approaches encourage us to reconsider “old certainties” in a new light, and to open up potential new understandings of how we might navigate current challenges and opportunities.

Symposium # 2 (May 14 from 12:30 pm to 3:30 pm [Ottawa time])

Plurilingual pedagogies for empowerment and social justice: Language teachers and learners shifting power dynamics

Organizer: **Angelica Galante** (McGill University, Canada)

Chair: **Ben Calman** (McGill University, Canada)

Discussant: **Enrica Piccardo** (OISE/University of Toronto)

Applied Linguistics has seen an exponential increase in research on plurilingualism in the past two decades in response to the urgent calls for more inclusive language education, particularly for linguistically and culturally minoritized populations (Lau & Van Vienen, 2020; Payant & Galante, 2021; Snoddon & Weber, 2021). Plurilingualism as both a theoretical and pedagogical framework challenges persistent monolingual ideologies (Marshall & Moore, 2018; Piccardo, 2019) by supporting the notion of language learners as social agents who draw upon their creative repertoire of languages, cultures, knowledges, and other semiotic resources to mediate learning and enact change (CoE, 2020; Piccardo, 2019; Marshall & Moore, 2018). In this symposium, we share research that questions standard monolingual practices, empowers teachers and learners, and shifts power dynamics. We draw on research with teachers and learners in different language programs (e.g., ASL, French, English, Spanish, and Arabic) and contexts (e.g., higher education in Canada; NGO in Latin America) to show the diversity of plurilingual pedagogy implementation, its bottom-up approaches, and the challenges pertaining to beliefs, policies, and assessment. This symposium showcases six presentations by panellists of their work. As an online symposium, we intend to engage the audience through the use of interactive tools for a lively discussion during the presentations and in the discussion period. The symposium will conclude with remarks from our discussant, Enrica Piccardo and open the discussion to imagine possibilities on enacting plurilingualism in other contexts for social change.

Presentations of the Symposium

Plurilingual Chinese learners of French: Agentive assembling of semiotic resources for learning

Sunny Man Chu Lau, Sarah Théberge, Caroline Dault

Bishop's University

Plurilingualism underscores languages and cultures as a composite repertoire (Castellotti & Moore, 2010). Plurilingual (PL) pedagogies mobilize students' PL and pluricultural resources in learning and teach the target language in relation to other languages to intentionally cultivate meta-linguistic and cultural awareness while developing transferable knowledge, skills, and learning strategies across languages (Piccardo, 2013). PL research studies, however, have been largely with speakers of alphabetic languages while few focus on non-alphabetic languages.

This presentation reports on an interview study with Chinese university students learning French as an additional learning (FAL). The study was part of a larger action research project that explores the use of PL pedagogies to support students' FAL learning. The findings reveal students' creative selection and assemblage of features, be they phonetic, grammatical, semantic or syntactic, from their first languages (L1s) (Chinese and regional varieties) and additional languages (AL - English, Japanese, Korean, etc.) to make sense of their French learning. They also indicated circumstances when their reference to L1s or ALs were preferred. Having less experience with Greco-Latin based cognates, some students mobilized other multimodal means for deep processing (Craik & Lockhart, 2008) of the pronunciation and meaning of French vocabulary (e.g., using art and narratives). These findings pose questions to the relevance of some commonly accepted PL pedagogies for students with a non-alphabetic language background and the importance for teachers to recognize and co-learn these agentive and creative PL strategies students are already using on their own in order to create transformative spaces for learning.

Exploring multimodal creative inquiry in higher education for teachers' plurilingual empowerment

Danièle Moore

Simon Fraser University

In this talk, I discuss the potential of inquiry-based plurilingual, creative and interdisciplinary projects to encourage critical awareness of plurality in the context of higher education and teacher training. Using international participatory and collaborative approaches to teacher-training (Beaumont & Moore, 2020), I examine diversely situated ecologies to explore how the theoretical lens of plurilingualism can contribute to raising awareness of translingual practice as an asset to challenge beliefs and praxis and produce alternative knowledges around teaching, learning, and researching-as-teacher-training. With an emphasis on embodied and sensory experiences (Leigh & Brown, 2021; Mondada, 2021), using multimodal and creative approaches to learning and research (Domp Martin & Thamin, 2018), the contribution explores language biographies, linguistic landscapes, multisensory and sensitive maps to capture innovative visual, sensitive and reflective pedagogical strategies that engage educators in developing plurilingual interdisciplinary pedagogical design more pervasive to learners' social, spatial and lived experiences. As part of PASTEL (Plurilingualism, Art, Science, Technology and Literacies) approaches in (language) education (Moore, 2021), this exploratory study investigates how teachers, with university-based researchers together, can best be supported as legitimate "knowledge-[educators-as-researchers]-generators" (see Cummins, 2020, p. 211). International collaborations (with educators situated in North and South America, Europe and Japan and engaging in dialogues across borders and teaching contexts) supported the creation of a research space where plurilingualism and translanguaging emerged prominently as constitutive features, both as topics of study and in enactment of research, writing, teaching, and teacher-training.

Plurilingual pedagogy for decolonial learning: Lifting the voices of minoritized language users

Angelica Galante

McGill University

While plurilingual pedagogy has been implemented in several contexts (Chen et al., 2021; Piccardo et al., 2021), there is little investigation of its enactment in foreign language classrooms in Latin America and its potential benefits. Drawing on plurilingualism as a theoretical framework (CoE, 2020), the SSHRC-funded PluriDigit (Plurilingual and Digital Pedagogy) project was conducted in an NGO in São Paulo, Brazil. Participants were 12 refugee/immigrant teachers and their students (n = 103). An international researcher-teacher collaborative team co-created language tasks to four foreign language programs: English, Spanish, French and Arabic. These tasks were applied over four months in 19 language courses via VoiceThread. Data collection included students' audio/video posts (n = 450), their answers to the Plurilingual and Pluricultural Identity Questionnaire (PPIQ) (Galante, 2018) at T1 and T2, and semi-structured interviews with a representative sample of 13 students. Content analysis was used to examine VoiceThread data and interviews, and independent samples t-tests to examine PPIQ over time. The main results include students' empowerment to lift their voices in the target language, decolonial and anti-discriminatory learning, and mobilization of semiotic resources (e.g., body, auditory), among others. Results also show that 88% of students reported having a plural identity at T1 and this percentage increased to 100% at T2, indicating students' monolingual biases were challenged over time. This study is significant as it is the first study of its kind in Latin America, contributing novel results that can help inform theory and practice of plurilingualism in other colonial contexts such as Canada.

Plurilingualism in Canadian higher education: A view from students and their instructors

Steve Marshall

Simon Fraser University

A growing body of studies have analyzed Canadian higher education contexts through the lenses of plurilingualism (for example, Chen, 2018, Corcoran, Gagné, & MacIntosh, 2018; Englander & Corcoran, 2019; Galante, 2018, 2019, 2021; Marshall, 2020; Marshall & Moore, 2013, 2018; Marshall, Moore, James, Ning, & Santos, 2019; Van Viegen & Zappa-Hollman, 2020). In this presentation, I provide a critical overview of two key issues related to plurilingualism and plurilingual teaching and learning in Canadian higher education: [i] how and why do students communicate in multiple languages as part of the learning process?, and [ii] how and why do instructors respond in different ways to plurilingual practices in their classes, ranging from proactively embracing plurilingualism to more reactive strategies that attempt to rein it in?

Data from two qualitative-ethnographic studies at institutions in Western Canada are presented, including the following: semi-structured interviews with plurilingual students and their instructors, classroom observations and field notes, and analysis of students' written texts, ranging from notes taken in classes to assessed essays. The findings from these studies show students strategically employing a range of complex plurilingual practices as well as very mixed responses from their instructors, some of whom expressed uncertainty about how best to teach in plurilingual environments. Central to students' and instructors' perceptions and practices lie tensions between the plurilingual learning process and the monolingual assessed product that students' performance and academic competence are ultimately judged on.

Engaging multilingualism in assessment practice – insights from the Ontario education context

Saskia Van Viegen

York University

Addressing multilingualism in assessment is a complex educational issue, with no singular, decontextualized approach. Interest in multilingual (ML) assessment is an emerging area of inquiry in language assessment and education, particularly among teachers who must use monolingual assessments while addressing bi/multilingual students' needs (Arias & Schissel, 2021; Shohamy, 2014). Broadly, ML assessment aligns with current understandings of language as a multilingual construct, reflecting the complex, dynamic language practices of bi/multilingual speakers and communities. ML assessment can include bi/multilingual tests, assessment tasks, resources and strategies. Empirical support for ML assessment indicates positive effect and pedagogic washback, suggesting that for bi/multilingual students, the use of multilingual assessments contributes to better performance and more accurately reflects student knowledge, allowing teachers to make more appropriate inferences about students' teaching and learning needs (de Backer et al., 2017; Heugh, Prinsloo & Makgamatha, 2017). Addressing these considerations, this paper reports emergent findings from an exploratory study engaging multilingualism in assessment to address teaching and learning needs of bi/multilingual students in Ontario schools. The first phase of the project, completed prior to the COVID-19 pandemic, gathered perceptual data from teachers in one school district. The second phase of the project comprises fieldwork conducted with four educator teams, including elementary and secondary ESL and mathematics teachers in two school districts. Sharing initial findings, the paper will contribute insight and empirical support for development and implementation of local, context-specific multilingual approaches and discuss theoretical implications, articulating the complexity and potential of multilingual assessment in education.

Conceptualizing the role of mediation in an online American Sign Language teaching model for parents of deaf children

Kristin Snoddon

Ryerson University

This presentation discusses the role of mediation as it arose in developing and teaching two online American Sign Language (ASL) courses for parents of deaf children during the COVID-19 pandemic. Deaf children and their families who are still acquiring ASL have ongoing learning needs that are most often not met in mainstream educational systems, and these inequities have deepened during the pandemic (World Federation of the Deaf, 2021). Combining reception, production, and interaction, mediation is a mode of language activity in the Common

European Framework of Reference for Languages (CEFR) that involves "linguaging" to develop ideas and facilitate understanding and communication (Council of Europe, 2020, p. 35). Coste and Cavalli (2015) write that "In all cases, the aim of the mediation process, defined in the most general terms, is to reduce the gap between two poles that are distant from or in tension with each other" (p. 12). In this nine-month study, intensive parent ASL courses were adapted and developed for rapid implementation of online instruction in order to meet the second or additional language ASL learning needs of parents of deaf children. Online survey, interview, observational, and assessment data were gathered regarding participating parents' learning processes and experiences. As reported in this presentation, a main theme that arose was the role of mediation in terms of alleviating various barriers for participants, reducing otherness, and facilitating the linguistic and cultural dimensions of parents' online ASL learning through cognitive and relational means (Coste & Cavalli, 2015).

PAPER PRESENTATIONS / COMMUNICATIONS

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

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

ID: 153

Single paper

Topics: Assessment and Evaluation/Évaluation, Language Acquisition and Attrition/Acquisition et attrition des langues, Vocabulary and Lexical Studies/Vocabulaire et études lexicales

Keywords: second language acquisition, lexicon development, assessing writing, lexical diversity, lexical density

Assessing Hebrew as L2 learners' productive vocabulary knowledge

Eihab Abu-Rabiah

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This study examines productive vocabulary knowledge development on the Hebrew vocabulary of Arabic-speaking bilinguals in Israel. Arabic speakers constitute 21% of the Israeli population and are constantly exposed to Hebrew, the majority language (Amara, 2017). An analysis of a corpus of 46 Hebrew expository essays written by intermediate Arabic-speaking public high school students (n=23) over one year (11th grade and 12th grade) was analyzed according to two lexical measures: lexical diversity and lexical density. The former quantifies the size or range of the writer's vocabulary (Jarvis, 2002; Yu, 2010) using type-token ratio (TTR) and Herdan's index, while the latter measures the amount of knowledge conveyed in the text (Berman, 2008; Johansson, 2009) by calculating the ratio of content words to total words. These measures are important indicators of textual richness and the learner's ability to swap items according to their lexical knowledge (Berman & Verhoeven, 2002; Berman et al., 2011). These measures analyzed using CATMA software (Gius et al., 2021). No statistically significant increase was found in the two measures, but it was found that over time there is an increase in lexical diversity of morphological complex parts of speech, e.g., adjectives. Results also indicate that the prevalence of different parts of speech (by word-types) in the corpus is equal to the Hebrew language in general: nouns, verbs, adjectives, adverbs and then function words. The most frequent content words (by word-tokens) which assemble 46% of the total running words, were words that reflect the subject of the writing.

ID: 122

Single paper

Topics: French as a Additional Language/français langue additionnelle, Listening and Speaking/Compréhension et production orales, Research Methodology/ Méthodologie de recherche

Keywords: L2 pronunciation, task effects, age effects, L2 exposure

Age effects and language exposure on the acquisition of French pronunciation across different task types: the case of Tunisian learners

Amina Affes^{1,2}, Adel Jebali¹, Walcir Cardoso¹

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Despite considerable progress in research on the impact of age of acquisition (AOA) and language exposure on general second language (L2) learning, pronunciation has received limited attention in the school setting and findings remain inconclusive: A possible explanation for these inconclusive results could be that researchers adopt different measures to assess pronunciation, without considering the effects they can have on learners' performance (Saito & Plonsky, 2019).

To address the effects of AOA, language exposure, and task type on the acquisition of L2 pronunciation, this study examined the oral production of 68 Tunisian learners of French (age 8-12) considering two AOAs (4 and 8 years), two levels of L2 exposure (1000h and 1600h), using four task types: word list reading, sentence reading, picture identification, and storytelling. The analysis focused on the participants' global (accentedness, comprehensibility, and intelligibility) and specific (four vowels and consonants) pronunciation knowledge. For each task, global pronunciation was assessed by three non-native listeners, while specific pronunciation was measured using perceptual auditory analysis.

Preliminary results indicate that older (12-year-old) learners outperformed their younger counterparts in most pronunciation measures, and the group with more exposure (1600h) produced more target-like forms than the group with less exposure (1000h). Significant task effects were observed, with participants producing more target-like forms in more controlled tasks. These findings suggest that exposure to the target language plays a more important role in determining learners' pronunciation abilities in comparison with AOA, and that task type must be taken into consideration in studies examining L2 phonological development.

ID: 174

Single paper

Topics: Critical Applied Linguistics/Perspectives critiques, English as an Additional Language/Anglais langue additionnelle, Language Pedagogy/Pédagogie et didactique des langues, Reading, Writing, and Literacies/Lecture, écriture et littératies

Keywords: Writing, Pedagogy, EAP, Shame, Interest

Shame and Interest in Post-Secondary EAP Writing

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There is shame about shame. People tend to either hide their shame or pretend that it does not exist. Shame is a potentially devastating emotion in educational contexts (Monroe, 2009; Walker, 2017), especially in writing pedagogy (Carr, 2013; Newkirk, 2017). For example, Whitney (2018) observed how shame stops writers. If shame is such a powerful emotion, what should be done about it? In this paper, I present findings about how selected students from Canadian post-secondary institutions experienced shame while writing in English for academic purposes (EAP). My study reveals critical roles of this emotion in the teaching and learning of academic writing. One key finding that I share in this paper is that a critical examination of how shame is socially constructed can be a catalyst for transformation in EAP writing pedagogy. I present interview data to show how participants' shame and interest in writing were interconnected. This interconnection is important because student-writers' interest in writing affects the way they view the whole process of writing (Lipstein & Renninger, 2007). Next, I introduce Probyn's (2004) argument that "Shame is the body's way of registering that it has been interested, and that it seeks to re-establish interest" (p. 329). I discuss how the participants' feeling of shame unveiled their interest in writing. The participants experienced shame when they faced social rejection, ridicule, or a perceived threat to maintaining their interest in writing. I conclude the paper by making three pedagogical recommendations for connecting writing shame and writing interest in EAP contexts.

ID: 167

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Language Pedagogy/Pédagogie et didactique des langues, Reading, Writing, and Literacies/Lecture, écriture et littératies

Keywords: EAP, academic writing, simple English, long-term benefit

“Too Much Vague Information Floating in Their Heads”: A Closer Look at EAP Learning and Teaching

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While academic writing is one of the key areas that many EAP students want to improve, how best to support students' writing in EAP continues to be an unsettled problem (James, 2010). Building on previous studies of EAP (Floyd, 2015; Keefe & Shi, 2017; Storch & Tapper, 2009), this qualitative study explores an ESL student's learning experience and an English teacher's teaching experience in a pre-university EAP program, focusing on academic writing. The data used for the study involves pre-interview activity (PIA) (Ellis, 1998), individual interviews with open-ended questions, a conference with semi-structured questions, and follow-up e-mail communications, which were collected over a two-year period. For data analysis, the principles of interpretive inquiry suggested by Ellis (1998) were adopted. The findings of the study suggest that focusing on the basics of English leads to more meaningful and productive learning for writing academically in pre-university EAP, contributing to long-term benefits. The study discusses the effects of simple English on L2 writing based on the participants' accounts of academic writing, and offers pedagogical implications for EAP.

ID: 173

Single paper

Topics: Critical Applied Linguistics/Perspectives critiques

Keywords: Decoloniality, Classroom participation, Silence

Decolonizing classroom participation: The cultures of silence

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With internationalization of education and mass immigration, classroom oral participation, a Western educational phenomenon and necessity, has gained greater currency. However, the understandings afforded by scholars examining cultures of learning (Jin & Cortazzi, 2017) have allowed 'silence' not to be perceived from a deficit lens. For example, Katherine Schultz (2009) acknowledges silence as a form of participation and equates being a good listener to being a good student. Meaning-making through silence is a reality that needs to be accepted more widely in the Western education system. Yet, in order to 'fit' into the western notion of learning, silence in the classroom is commonly viewed as something to be changed into 'active' /verbal participation.

This presentation will draw on classroom observations and focus group interview data with international students in a graduate course in Education at a university in Western Canada. It examines the changing perceptions of study participants on classroom learning in relation to their own participation in-class activities. Problematizing the notion of active classroom participation, especially in higher education, we would like to analyze 'silence' through a decoloniality lens (Mignolo & Walsh, 2018) and argue that in today's age of 'superdiversity' (Blommaert & Rampton, 2011), we not only need to legitimize (non) oral participation in western classrooms, but also expand understandings of classroom participation for everybody, making cultures of silence visible and accepted. We conclude with recommendations on ways to make silent participation visible and open up a discussion on 'silence' in the context of assessment practices.

ID: 127

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Multi- and plurilingualism/Multi et plurilinguisme, Research Methodology/ Méthodologie de recherche

Keywords: Ethnography, Multilingualism, Language, Mathematics

Exploring Immigrant and Refugee Children's Mathematics Experiences from a Child-Centered Ethnographic Approach

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Ethnography, as a research methodology is recognized as one of the main research methods in exploring children's social worlds (James, 2007; Maguire, 2005). Noteworthy is that some researchers have come to recognize children as "not passive receptors of socialization but are active social agents managing their own experiences and negotiating around adult controls" (Greene & Hogan, 2005, p. 4). Hence to closely monitor the multiple ways in which children see their childhood in particular and the world in general, we must focus on understanding children's voices as they speak about things that concern them (Christensen & James, 2008). Drawing on the work of Bakhtin, researchers Maguire and Graves (2001) conceptualize *voice* as "the speaking personality that is recognized, heard, or valued in an utterance or text in a particular context" (p. 564). Whereas *listening*, refers to "an active process of communication that involves hearing and/ or reading, interpreting and constructing understanding, and the understanding of the child that results from listening to its voice therefore is contextual and interactional" (Tangen, 2008, p. 159). I will consider the use of an ethnographic methodology to gain an understanding of newly arrived immigrant and refugee children's mathematics experiences in a grade 2/3 classroom. Whether the issues or concerns that the students encounter are social, cultural, or political, they are best revealed through their experiences, which will ultimately enable me to describe and to interpret 1) their cultural behaviors and 2) the role of language in relation to learning mathematics in an additional language.

ID: 189

Single paper

Topics: Bilingual, Immersion, Heritage, and Minority Education/Contextes et programmes plurilingues, Language Pedagogy/Pédagogie et didactique des langues, Teacher Education/Formation à l'enseignement, French schooling/scolarisation en français

Keywords: French Immersion Teacher Education, Language Pedagogy, Language Awareness

Building immersion teachers' knowledge base: A comparison of immersion teacher education at Canadian universities

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Approximately 42% of all Canadian schools offering French immersion programs are unable to hire a sufficient number of qualified teachers (ACPI/CASLT, 2021). Considering the unique set of teaching competencies necessary for immersion instruction (Cammarata & Cavanagh, 2018; He & Lin, 2018; Lindahl & Baecher, 2014; Morton, 2018) as well as research demonstrating the many challenges associated with content, language, and literacy integration (CLLI) (Cammarata & Tedick, 2012; Tedick & Lyster, 2020), there is an urgent need for increased and higher quality immersion teacher education offerings from tertiary institutions. The crux of the issue is that few teacher education programs are tailored to prepare teachers for these contexts, and it is unclear whether and how existing programs help teachers acquire immersion-specific competencies and strategic knowledge related to CLLI (Cammarata & Ó Ceallaigh, 2020). Using syllabi analysis, course instructor focus groups, and student focus groups, we compared immersion teacher education (ITE) programs at Canadian universities (N = 21) to determine whether they reflect current research on best practices for CLLI, and to identify what practices effectively impact students' CLLI knowledge base. Findings demonstrated a marked lack of coherency across ITE programs, both in terms of the amount of ITE offered and the degree to which programs focused on CLLI competencies. We argue that these findings underline the need to establish general guidelines, targeted outcomes, and methods to inform content-based teacher education programs.

ID: 193

Single paper

Topics: Bilingual, Immersion, Heritage, and Minority Education/Contextes et programmes plurilingues, Critical Applied Linguistics/Perspectives critiques, Language Pedagogy/Pédagogie et didactique des langues, Multi- and plurilingualism/Multi et plurilinguisme

Keywords: Plurilingualism, Anti-racist Black Language Pedagogy, Raciolinguistics, Black Youth Learners

Applying an Anti-Racist Black Plurilingual Pedagogy in Quebec Language Education: Towards Academic Engagement, Validation, and Empowerment

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Black youth learners (BYL) in Quebec face a wide range of disadvantages and challenges in education such as low achievement rates, delayed graduation rates, high push-out rates, and over-representation in special education classes (Eid et al., 2011; McAndrew et al., 2008; 2013). Some of the research examining the schooling experiences of BYL points to racialization as a source to their academic disengagement (e.g., Briggs, 2017; Shroeter & James, 2015; Howard, 2014). In this paper I extend the documented challenges from the general education literature to language education. As such, I problematize language education in Quebec as engendering raciolinguistic challenges from a *raciolinguistic perspective* (Alim, Rickford, & Ball, 2016; Flores & Rosa, 2015) which seems to be a central underlying cause to some of the academic challenges that BYL experience. I argue that current Second Language and Language Arts education is ineffective for BYL and that applying an ***Anti-Racist Black Plurilingual Pedagogy (ABPP)*** in language education could remedy their academic disengagement. **ABPP** draws from two theoretical frameworks: *plurilingualism* and *anti-racist black linguistic pedagogy* (Baker-Bell, 2020), by (i) centering the diversity of BYL's repertoire, to validate their *black plurilingual* identities and by (ii) dismantling anti-black racism through critical discourse, to empower students and enable them to autonomously navigate and change their world. Some of the main factors underlying this disengagement reported in Celemencki (2020) which ABPP tackles, is an overarching lack of validation, lowered expectation, and experiences of discrimination.

ID: 136

Single paper

Topics: Assessment and Evaluation/Évaluation, Listening and Speaking/Compréhension et production orales, Sociolinguistics/Sociolinguistique

Keywords: communicative competence, language needs analysis, present-situation analysis, target-situation analysis, deficiency analysis

An analysis of the language needs of Social Science students at the University of the West Indies, Jamaica

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This paper presents a study on the language needs of students at the University of the West Indies in Jamaica, where English is the official language, but Jamaican Creole is widely spoken (Patrick, 2007). This mixed-methods study provides insights about assessing the needs of students in diverse higher education contexts from a communicative competence framework. Assessed skills included reading, writing, listening, and speaking.

Participants comprised of 302 students, 5 language teachers, 8 Social Science teachers, and 7 administrators who did questionnaires and interviews. Data was analyzed using Bachman and Palmer's (2010) task characteristics model as well as a needs analysis model which focused on present, target, and gap analysis (Brown, 2016). A MANOVA analysis was carried out using a means analysis of the reported language needs of the students to determine the relationship between students' needs and selected sociolinguistic factors.

The results of the study indicated reading was the most important skill for the students' academic success. Additionally, most students rated their competences as lower than the university's expectations in all language skills. Moreover, the needs of the students varied according to their department with tourism students having the largest gap between their perceived competences and university expectations. Gender, geographical location, and socioeconomic status were also predictors of the students' competence in certain language skills. The findings also showed there was a mismatch between the entrance test and the target situation in terms of its construct validity, and a disparity between the expectations of the language and Social Science teachers.

ID: 164

Single paper

Topics: Multi- and plurilingualism/Multi et plurilinguisme, Reading, Writing, and Literacies/Lecture, écriture et littératies

Keywords: Reading-to-write, plurilingualism, English reading, French writing

Plurilingual reading-to-write: Novice academic writers' strategies for reading in English to write in French

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Complex literacy skills are needed for academic reading-to-write (R2W) tasks as they require high-level processes such as information identification, evaluation and integration (Payant, et al, 2019). Research currently focuses on unilingual R2W, but many students in higher education R2W across languages. In francophone universities in Quebec, for example, French is the language of instruction; however, articles can be in English, the additional language. Students are constantly shuffling between languages while reading bilingually to write in French. These required plurilingual processes have not been studied despite the necessity of reading comprehension for academic success (Gebriel & Plakans, 2013). Furthermore, from a plurilingual lens whose understanding of repertoire holds that learners can draw from their knowledge of languages, cultures and semiotic resources to make meaning, learn and communicate (García & Otheguy, 2015, 2020; Marshall & Moore, 2018), it is vital to understand how learners interact with AL texts for language of instruction writing. To this end, we conducted a case study with four, francophone master's students in a French-medium university whose program frequently requires reading in English. At the outset of the research period, they were interviewed to discuss their plurilingual R2W practices. Then, over an eight-week period, they documented their R2W practices, were interviewed on these practices three times. Finally, they completed a plurilingual R2W task in order to understand the coherence between their documented practices, reported practices (interview), and actual practices. The qualitative results demonstrate the need to support students with their plurilingual R2W from different perspectives.

ID: 112

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Language Pedagogy/Pédagogie et didactique des langues, Reading, Writing, and Literacies/Lecture, écriture et littératies

Keywords: ESL writing, writing literacy, K-12 contexts, teaching L2 writing

Pedagogical Approaches and Classroom Techniques in K-12 ESL Writing

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Although writing is an important literacy skill that ESL students must develop for their academic success (e.g., Reynolds, Uhry & Brunner, 2013), most teachers find it challenging to teach ESL writing in K-12 contexts. Research about K-12 ESL writing suggests that teachers often feel unprepared to adopt pedagogical approaches or classroom techniques that would help to develop ESL students' writing skills (Gebhard, 2015; Larsen, 2013, 2016). The current presentation addresses this gap by reporting on a systematic review of literature of 49 empirical studies published between 2010-2019 and identifying pedagogical approaches and classroom techniques prevalent in ESL writing instruction in K-12 contexts. Using content analysis (e.g., Drisko & Maschi, 2015) of the sources, three pedagogical approaches were identified as follows: (a) focus on teachers, (b) focus on students, and (c) focus on incorporating emerging research and theories into writing instruction. As well, the analysis yielded four classroom techniques as follows: (a) adopting SFL- and genre-based activities, (c) recognizing student writers' characteristics in bilingual settings, (c) incorporating digital technology into writing pedagogy, and (d) adopting innovative instructional practices to address student needs. Critically reflecting on these pedagogical approaches and classroom techniques, the presentation discusses the advantages and potential challenges of implementing them in the classroom. As well, it provides a taxonomy of empirically derived instructional practices that K-12 ESL writing teachers may find useful.

ID: 185

Single paper

Topics: Analysis of Written, Oral, and Multimodal Discourse/Analyse du discours (écrit, oral, multimodal), English as an Additional Language/Anglais langue additionnelle

Keywords: Conversation analysis, translanguaging, primary classroom

Translanguaging to support English as an additional language learning in a French medium primary classroom in Quebec.

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The strict English only rule in the Quebec English as a second language program (Ministère de l'éducation, 2006), impacts how English classes are taught, but when additional English is provided outside of traditional language classes, teachers have more freedom for their language use. Some schools are authorized to run special programs where homeroom teachers are required to devote some of their class time to a language other than the main language of the school. Building on research looking at language alternation in the language classroom (Filipi, 2018; Stoewer, 2018) the present study uses conversation analysis to investigate how one homeroom teacher enhances his students' exposure to English with his use of code switching and translanguaging (Jakonen et al., 2018) in his French medium classroom. He uses the languages as an integrated system (Canagarajah, 2011) where they can be used together. The data in this study comes from audio and video recordings collected during 3 consecutive days. The teacher was found to have a preference for using English (1) in routine requests such as asking a student to give his iPad or when the students ask to go to the bathroom, (2) when uttering appreciation tokens, and (3) for some words used frequently in the classroom such as *school bag*. The teacher also repeated single words and short expressions in the other language for emphasis and for better understanding. These language uses and their effects on the students will be illustrated with transcripts and video recordings of the data.

ID: 116

Single paper

Topics: Bilingual, Immersion, Heritage, and Minority Education/Contextes et programmes plurilingues, Language Acquisition and Attrition/Acquisition et attrition des langues, Language Pedagogy/Pédagogie et didactique des langues, Listening and Speaking/Compréhension et production orales, Research Methodology/ Méthodologie de recherche

Keywords: language tasks, French immersion, young children, play-based learning, instructional model

Designing Oral Language Tasks for Young Language Learners in French Immersion

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Task-based language teaching (TBLT) enables language learners to use the L2 to negotiate and make meaning (Ellis, 2009). Existing TBLT frameworks, derived mostly from research with secondary/university students, describe the role of form, nature of tasks, instructional sequencing/cycles, and teacher/learner expectations (Ellis, 1993; Nunan, 2004; Skehan, 1996; Willis, 1996). The limited TBLT research conducted with young L2 school-aged children found contradictory results. Although positive attributes of TBLT for young learners have been reported (Newton & Bui, 2018), others found TBLT-based interactions deprived of meaning-making, with limited extended output and attention to form (Carless, 2004; Kim, 2013; Lee, 2005). Consequently, there is a need to focus more closely on the types of tasks proposed to young language learners as they learn best through play, active exploration, and experimentation done in meaningful life-like learning situations (Ghosn, 2013). Using a *Design-Based Research* (DBR) methodology, we examined the applications of TBLT principles in primary FI classrooms ($N=8$) and how oral language tasks can be designed and implemented effectively to support young students' unique language needs. Data, collected over a two-year period from eight elementary FI classrooms, included classroom video recordings of students engaged in communicative tasks and teacher interviews. Building on previously developed TBLT frameworks, we propose an instructional model to support oral language instruction in elementary FI learning settings outlining the types of communicative tasks that show promise for young language learners. Conceptual and pedagogical implications of this framework in supporting the language acquisition of young beginning L2 learners will be addressed.

ID: 180

Single paper

Topics: Critical Applied Linguistics/Perspectives critiques, English as an Additional Language/Anglais langue additionnelle, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Multi- and plurilingualism/Multi et plurilinguisme

Keywords: Raciolinguistic microaggressions, plurilingualism, international students, linguistic discrimination, Canadian university

Subtle discrimination: Plurilingual international students' experiences of raciolinguistic microaggressions at a Canadian university

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Research has shown that plurilingual international students may face linguistic discrimination in their time at English-language universities (Dovchin, 2020). Some recent studies have used *raciolinguistic microaggressions* to analyze experiences of discrimination at educational institutions (Corona & Block, 2020; Ramjattan, 2020). Raciolinguistic microaggressions are microaggressions based in *raciolinguistic ideologies* (Flores & Rosa, 2015) which serve to maintain hierarchies of race and language (Ramjattan, 2020). The research question addressed in this paper presentation is: In what ways do plurilingual international students at a Canadian university experience linguistic *discrimination* and linguistic *inclusion* based on their repertoire?

In this paper presentation, I discuss findings from a study conducted with fifteen plurilingual international students at a Canadian University. Data was collected through semi-structured interviews with international students at a Canadian university and analyzed through dual analytic lenses: plurilingualism (Moore & Gajo, 2009) and raciolinguistics. (Flores & Rosa, 2015). This analysis led to the development of a *taxonomy of raciolinguistic microaggressions*. This method of data analysis stems from prior research concerning racial microaggressions (Sue et al. 2007). The taxonomy of raciolinguistic microaggressions is novel in applied linguistics, to my knowledge, and potentially applicable in numerous contexts. Results showed experiences of being excluded, ignored, and linguistically restricted among participants. Simultaneously, participants were able to find a community and forge academic success among other plurilingual international community members through plurilingual practice and pedagogy. This study has significant implications regarding equity and social justice of plurilingual international students, including ways to resist linguistic discrimination through plurilingualism.

ID: 119

Single paper

Topics: Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Language Pedagogy/Pédagogie et didactique des langues, Research Methodology/ Méthodologie de recherche
Keywords: inclusive language, gender-neutral language, Spanish pedagogy, identity

Gender-neutral and inclusive language use in the Spanish classroom: a needs analysis in British Columbia and Alberta

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Our presentation addresses the following research question: How can we create a more inclusive learning experience in our Spanish language classrooms? Nonbinary speakers often struggle to describe themselves within the binary gender system of Spanish. This is even more of a challenge for learners of Spanish who are used to describing themselves in English without having to identify their gender. In spite of the Royal Spanish Academy rejecting this type of inclusive language (Bosque, 2017; RAE, 2020), gender-neutral variants are still being used around the world (e.g. Berger, 2019; Diaz, 2020, 2021). This has included suffixes such as 'x', '@' and 'e' (e.g. chicx, chic@, chique) and the neopronoun *elle*. However, these variants are not currently presented as options in textbooks used in Canada.

To answer our research question, we conducted a needs analysis through the distribution of a 22-question online survey and a series of 20 minute interviews. Through these methods, we determined what many students and teachers of Spanish in Western Canada already know about gender neutral and inclusive language, and what they want or need to know in order to be able to use and teach it. Participants were also given the opportunity to share their opinions and ideas as to how to create a more inclusive learning environment. The findings indicated that, while many of the participants are aware of the idea of gender-inclusive language, they are unaware of all of the options available. Further, these options are not readily included in course content.

ID: 134

Single paper

Topics: Language, Vocabulary, Video games

“It’s dangerous to go alone! Take this!” An exploration of multimodal supports for vocabulary learning through video games

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Engagement with video games by second-language (L2) users has been shown to be a valuable source of input. For example, in the Swedish (Sundqvist & Sylven, 2014), Belgian (Peters, 2018), and broader European (Lindgren & Munoz, 2013) contexts, gaming has been shown to be a substantial source of English-language exposure linked to increased L2 proficiency (Lindgren & Munoz, 2013). One aspect of language proficiency linked to video game exposure is vocabulary learning. Word learning through gaming has been attributed to the affordances of video games (Kuppins, 2010; Peterson, 2011) although few studies have actually investigated how the digital game format presents a favourable learning environment. With this in mind, the present study is an extension of one conducted by Rodgers (2018), which applied the Multimedia Principles (Mayer, 2001) to identify the concurrence of imagery and spoken text in television programs that present favourable conditions for vocabulary acquisition. Expanding on this methodology, the present study applied a multimodal analysis to 10 commercial games (214,493 tokens) to examine how spoken dialogue (296 target words) is supported through multiple means: co-occurrence of imagery, written text and player-game interactions. This was done by conducting a corpus analysis of gameplay video recordings to classify the affordances for the target words present in each game. Results indicate that the imagery in digital games occurs in a similar manner to that of narrative television with the addition of other textual supports and task-like engagement with potentially learnable target words. Implications for pedagogy and future research are discussed.

ID: 161

Single paper

Topics: Analysis of Written, Oral, and Multimodal Discourse/Analyse du discours (écrit, oral, multimodal), Language Acquisition and Attrition/Acquisition et attrition des langues, Language Pedagogy/Pédagogie et didactique des langues, Reading, Writing, and Literacies/Lecture, écriture et littératies, Teacher Education/Formation à l'enseignement, French schooling/scolarisation en français

Keywords: orthographe, compétence orthographique, apprentissage de l'orthographe, représentations orthographiques, particularités graphémiques.

Effets des particularités graphémiques sur le développement de représentations orthographiques chez des élèves francophones en début de scolarisation

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La compétence orthographique joue un rôle essentiel dans le développement de la compétence à écrire (Apel, 2010; Daigle, Montésinos-Gelet et Plisson, 2013). Or, l'orthographe est le domaine de l'écriture le moins réussi chez les élèves francophones du Québec (MELS, 2012). Lorsqu'un élève doit lire ou écrire un mot, il doit recourir aux représentations des mots connus inscrites en mémoire. Plus ces représentations sont précises et connectées entre elles, plus la réussite en lecture et en écriture serait grande (Apel, 2010; Stafura et Perfetti, 2014). Bien que plusieurs études se soient penchées sur le développement des représentations orthographiques et sur l'analyse d'erreurs orthographiques (Daigle et al., 2016; Protopapas et al., 2013), aucune n'a permis de répondre à des questions liées à l'appropriation de phénomènes graphémiques spécifiques.

L'objectif de ce travail est d'étudier les effets du type de graphème, de la complexité graphémique et de la position du graphème sur le développement de représentations orthographiques chez des élèves francophones de 2^e année du primaire (n=108) en contexte réel d'apprentissage et sur une période de six semaines. Pour atteindre notre objectif, les élèves devaient apprendre 24 nouvelles configurations orthographiques. Une analyse graphémique a été menée à partir des productions recueillies chaque semaine.

Les résultats obtenus indiquent que les graphèmes sonores, qu'ils soient vocaliques ou consonantiques, sont plus facilement appris que les graphèmes muets et que les graphèmes simples sont plus rapidement maîtrisés que les graphèmes complexes. Ces résultats sont discutés en fonction de leur apport sur la compréhension des difficultés en orthographe.

ID: 179

Single paper

Topics: Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Language Planning and Policy/Politique et aménagement linguistiques, Language Pedagogy/Pédagogie et didactique des langues, Multi- and plurilingualism/Multi et plurilinguisme

Keywords: Multilingualism, Plurilingualism, Language and Writing Pedagogy, Language Policy Planning

Institutional Discourses about Multilingual Students and Language and Writing in English-speaking Colleges

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Internationally, linguistic diversity is a reality, but this diversity is often overlooked in educational settings (Cummins, 2019; Galante, 2020; García, 2019; Sterzuk & Shin, 2021). This presentation presents findings from a government funded (FRQSC) qualitative study examining institutional and social contexts that shape language education in English college courses, in Montreal, Canada. Three research questions guided the study: 1) How are multilingual students' linguistic practices represented in federal and provincial education policies? 2) How are provincial and federal policies represented in local school policies? and 3) What are English teachers' perceptions of the extent to which local school policies inform language pedagogy? Both policy and teacher ($N = 12$) data was gathered: Quebec and Canadian policies on language education and semi-structured interviews. Policy data was analyzed through a critical discourse analysis (Fairclough, 2003) and teacher data was analyzed through a critical narrative approach (Souto-Manning, 2014).

Results showed that policy documents legislate monolingual standards that systematically exclude and devalue multilingualism and contribute to language-based discrimination. Results of college policies revealed that multilinguals are often associated with deficit discourses that legitimize gatekeeping practices such as categorizing students as remedial or deficient. However, contradicting results were also revealed: despite monolingual discourses on language education, there are areas in the policies that support the integration of multilingual pedagogy; teachers' interviews disclosed contradictions between students' multilingual repertoires and the enforcement of monolingual criteria.

This study contributes to language education and policy reform and provides recommendations for pedagogical practices in multilingual educational environments in national and international contexts.

ID: 121

Single paper

Topics: Language Acquisition and Attrition/Acquisition et attrition des langues, Language Pedagogy/Pédagogie et didactique des langues, Teacher Education/Formation à l'enseignement

Keywords: learners' perception, online language learning, learner's satisfaction, online-only option context

Understanding students' perception of online language learning

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In SLA, research has shown that learning achievement is closely associated with satisfaction (Palmer & Holt, 2009). It is widely believed that learner satisfaction in the learning process, as well as achievement, is important but lower in online courses (Russell & Murphy-Judy, 2021). Little research has investigated online language learning and student satisfaction in an online-only option context. Thus, this study explores learners' perceptions toward online language learning, especially satisfaction, during the recent pandemic which necessitated online courses. Based on prior research, five key constructs contributing to satisfaction were selected: computer skills, motivation, autonomy, anxiety, and teaching presence. (e.g., Bower et al. 2017; Gardner 1985; Garrison et al. 2000) to investigate (i) students' satisfaction with an online language course, (ii) the relationship between satisfaction and the five variables, and (iii) the strongest predictors influencing learners' satisfaction.

A total of 142 students, who had completed a semester or year-long university course in Korean and/or Japanese, participated in the study's online survey that consisted of sixty Likert-type items. Statistical tests including one-sample t-test, Pearson correlations, and multiple regression were utilized to analyze the data. The results suggested that (i) students were satisfied with the online language courses with a statistical significance, (ii) satisfaction was statistically significantly correlated with all five variables, including teaching presence, motivation, autonomy, anxiety, and computer skills, and (iii) teaching presence was the strongest predictor of satisfaction. The results will be discussed in relation to learner perception. Theoretical and pedagogical implications for post-pandemic language education will also be discussed.

ID: 157

Single paper

Topics: Critical Applied Linguistics/Perspectives critiques, English as an Additional Language/Anglais langue additionnelle, Language Pedagogy/Pédagogie et didactique des langues, Multi- and plurilingualism/Multi et plurilinguisme, Teacher Education/Formation à l'enseignement

Keywords: teacher-reflection, teacher education, land as pedagogy, plurilingualism, inclusion

Plurilingualism in the “second language” classroom: Inclusive pedagogies begin from within

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Diverse Indigenous nations have fostered plurilingual practices on North American lands for centuries. After colonial contact, however, Canada's language classrooms overwhelmingly support the learning of colonial languages by discouraging language mixing (García & Otheguy, 2019) and encouraging monolingual approaches to language instruction (Cook, 2016), thus replicating colonial values (Motha, 2020). Plurilingualism, on the other hand, views language learners as possessing powerful communicative repertoires that fully engage their multiple dialectal, linguistic, and sociocultural knowledges (Marshall & Moore, 2018); Implementation of plurilingual pedagogies, however, remains challenging with instructors reporting difficulty confronting the monolingual orientations of their “second” language (L2) classrooms (Galante et al., 2020). To precipitate shifts in instructors' ideologies towards language teaching requires self-reflexive dialogic exercises (Borg & Edmett, 2019).

This case study reports on fourteen pre- and in-service English L2 teachers during two workshops at a Canadian university regarding self-locating questions related to: the history of the land(s) lived on, and the sociocultural and linguistic knowledges learned and taught in their classrooms. Scalar judgements from a Socratic Wheel (Chevalier & Buckley, 2021) elicited attendees' comfort-level answering these questions. Afterwards, participants were introduced to multiple plurilingual teaching strategies, and tasked with redesigning existing L2 teaching materials under a plurilingual lens. Closed and open-ended survey questions elicited reactions to these strategies. Results indicate that participants hold positive attitudes towards including plurilingual pedagogies in their “L2” classroom, despite not having received related teacher training, and towards using self-locating exercises with their students to prompt more land-based awareness of why they are teaching/learning English.

ID: 135

Single paper

Topics: Critical Applied Linguistics/Perspectives critiques, English as an Additional Language/Anglais langue additionnelle, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Teacher Education/Formation à l'enseignement

Keywords: English for academic purposes; TES(O)L; Agency; Language teaching; Higher education

Diversity, Legitimacy, Agency, and Precarity: A Mixed Methods Study of Canadian EAP Practitioners

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The growing trend of internationalization across Canadian colleges and universities has led to growth in culturally and linguistically diverse student populations (McCartney & Metcalfe, 2018; Shin & Park, 2016), leading to pressures on post-secondary institutions to provide academic language support to international students. In Canada, English for academic purposes (EAP) support is often provided as part of a language-focused curriculum aimed at improving the students' English (academic) language proficiency prior to or as students complete their first year(s) of university studies; however, such support is provided across a diverse range of institutions and programs. While there has been a recent uptick in interest surrounding EAP support at Canadian post-secondary institutions (Guo & Guo, 2017; Liu, 2016; MacDonald, 2016; Marshall & Marr, 2018; Van Viegen & Zappa-Hollman, 2020), there has been little work done on EAP practitioner agency. In this article, we present and discuss data gathered through a recent mixed-methods investigation of EAP programs and practitioners. 481 EAP program directors and instructors from across Canadian universities, colleges, and college pathway programs participated in the survey. Grounded analysis of 18 semi-structured interviews with purposefully selected directors and instructors reveal EAP practitioners' differentially perceived professional satisfaction and legitimacy. Drawing on a Bourdieusian theoretical framework, differing levels of perceived professional precarity, (il)legitimacy, and (dis)satisfaction are discussed, concluding with salient, analytically driven questions and suggestions for post-secondary policy makers, language teacher educators, and EAP instructors, including a call for further research highlighting the lived experiences of oft-marginalized professionals in this burgeoning field.

ID: 156

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Listening and Speaking/Compréhension et production orales, Multi- and plurilingualism/Multi et plurilinguisme, Teacher Education/Formation à l'enseignement
Keywords: plurilingualism; intelligibility; TESOL; pronunciation; action-oriented approach

Plurilingual strategies for teaching pronunciation in TESOL: A research-based and action-oriented approach

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With increasing global superdiversity (Blommaert, 2010), multilingualism continues to grow across the world, permeating second language (L2) classrooms that have traditionally taught the target language in a monolingual, L2-only approach. However, this approach no longer provides sufficient support for the learning needs of multilingual students, and teachers, feeling unprepared, may find it challenging to deliver linguistically inclusive and responsive pedagogies (Dault & Collins, 2016; Querrien, 2017), which is the case in Teaching English to Speakers of Other Language (TESOL; Kubota, 2020; Piccardo, 2013)

An emerging alternative is plurilingualism (Coste et al., 1997/2009; Taylor & Snoddon, 2013), which is a theoretical-pedagogical framework for an action-oriented approach to L2 teaching, learning, and assessment that posits that learners' languages are interconnected in a single composite repertoire that they draw from during L2 learning (Marshall & Moore, 2018). However, in TESOL pronunciation teaching, white monolingual native speaker ideologies persist (Cook, 2016), and students are often taught to acquire a native speaker accent instead of developing L2 intelligibility (Derwing & Munro, 2005; Thomson, 2018).

To help address this gap, this paper proposes ways to utilize four plurilingual strategies: (a) translation-for-mediation, (b) cross-linguistic comparisons, (c) translanguaging for meaning-making, and (d) cross-cultural comparisons in classroom tasks that target intelligibility through each stage of Celce-Murcia and colleagues' (2020) framework for L2 pronunciation teaching: (1) description and analysis, (2) listening discrimination, (3) controlled/guided practice, and (4) communicative practice. The paper concludes with recommendations for how TESOL practitioners can tailor these plurilingual strategies to their contexts and classroom needs with L2 intelligibility in mind.

ID: 163

Single paper

Topics: French as a Additional Language/français langue additionnelle, Language and Cognition/Langage et cognition, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation

Keywords: strategies, self-regulation, narratives, language acquisition, communicative competence

Récits rétrospectifs d'usagers experts du français langue seconde : regard sur le développement de la compétence communicative et les stratégies autorégulées

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L'apprentissage des langues secondes (L2) en contexte d'immigration est un phénomène de plus en plus fréquent et observé (Forsberg Lundell et Beaulieu, sous presse). Certains apprenants arrivent à atteindre des niveaux de compétence très élevés (p.ex : Moyer, 2014). Cette compétence se traduit parfois en la capacité de passer pour un locuteur natif (p.ex. : Gnesheva, 2017), performance observée chez des usagers que nous qualifions d'*experts* dans le cadre notre étude

Nous avons étudié le parcours de cinq usagers experts du français L2 avec un regard particulier sur les stratégies autorégulées qu'ils ont déployées (Oxford, 2011) et les dimensions de la compétence communicative visées (Celce-Murcia, 2007). Nos participants ont consigné des anecdotes d'apprentissage dans un journal personnel, nous offrant un point de vue introspectif et rétrospectif sur leur expérience (Pavlenko, 2007). Nous avons ensuite mené une série d'entrevues individuelles pour mieux comprendre leur perception de leur compétence et de leur parcours. Après une analyse thématique des journaux et des transcriptions d'entrevues, nous avons dégagé différents profils d'usagers experts, tant au niveau des dimensions de la compétence ciblées que des stratégies employées pour atteindre leurs objectifs et pour surmonter certains défis.

Les résultats de cette étude ont permis de dresser un portrait des stratégies autorégulées mises de l'avant pour le développement d'une expertise en français L2, en contexte. La grande place de l'agentivité (Muramatsu, 2018) et des différences individuelles (Forsberg Lundell et Arvidsson, 2021) ont été identifiées comme des pistes à explorer dans l'étude des trajectoires développementales.

ID: 194

Single paper

Topics: Language Pedagogy/Pédagogie et didactique des langues

Keywords: Instructed SLA, Processing instruction, traditional instruction, French object pronouns, Qualtrics.

“Challenging clitics”: Examining the differential effects of Processing Instruction and Traditional Instruction on the acquisition of French object pronouns

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French object pronouns are reportedly difficult for L2 learners (e.g., Towell and Hawkins, 1994) due, among other factors, to their redundancy and lack of saliency. Research in second language acquisition (SLA) has shown that an instructional intervention called processing instruction (PI) can effectively assist learners in the acquisition of difficult L2 structures (see Benati, 2016 for a review). PI is expected to yield better results than traditional instruction (TI) because it uses structured input activities to alter the way learners process input, while TI uses production drills to develop automaticity. Although the benefits of PI for the processing of object pronouns in Spanish is well documented (e.g., VanPatten and Cadierno, 1993), very few studies have been conducted on the pronouns in French (e.g., Erlam, 2005) and it is yet unclear whether PI is also efficient on the structure in French.

The present study further explores the effects of PI and TI on the processing of the French object pronouns *le*, *la* and *les* among university level Anglophone learners. Data for the study will be collected remotely using Qualtrics beginning of January 2022. In the experiment, participants will receive training according to PI or TI. Their improvements will be assessed by a sentence-picture matching task measuring both accuracy and reaction time. It is hypothesized that the PI group will be superior to the TI group in both the accuracy and rapidity with which they process the structure. The study has potential implications for researchers in instructed SLA research and language instruction.

ID: 191

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation

Keywords: English for Academic Purposes, Higher Education, Online Teaching and Learning, Additional Language Socialization, English as an Additional Language

Virtual Additional Language Socialization: Online EAP Student Reflections

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At the start of the COVID-19 pandemic, universities across Canada moved their courses online. Caught in this sudden transition were English for academic purposes (EAP) programs that provide pathways to higher education for students learning English as an additional language (EAL). This study identifies the perceptions EAP students had of their online experiences and the role those experiences played in their additional language socialization.

Additional language socialization is a multidirectional process in which learners develop their language skills, general knowledge, sense of identity, interpersonal abilities, and intercultural competence through EAL learning experiences as well as through increasingly meaningful connections to the local community and the local community's knowledge resources (Duff, 2007; Duff, 2012; Duff & Anderson, 2015; Duff, Zappa-Hollman, & Surtees, 2019). At the height of COVID-19, this process took place solely online for many EAP students, leading to a virtual additional language socialization experience.

Within a qualitative approach to data collection and analysis, online EAP students from the previous academic year were invited to complete a questionnaire and take part in an interview. The data were analyzed using a thematic approach, with key extracts coded and those codes gathered together into salient themes (Braun & Clarke, 2006). Themes related to language learning, academic impacts, knowledge development, intercultural understanding, and social interaction inform the virtual additional language socialization process. Overall, this study points to what was beneficial during an enforced period of online learning, and what might be retained to bolster additional language socialization for EAP students in post-secondary contexts.

ID: 158

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, French as a Additional Language/français langue additionnelle, Indigenous Languages/Langues autochtones, Language and Technology/Langue et technologie, Language Pedagogy/Pédagogie et didactique des langues

Keywords: COVID-19, second language teaching, second language learning, online pedagogy

Second Language Teaching during the COVID-19 pandemic

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During the early weeks of the COVID-19 pandemic (i.e. March - June 2020) when many school buildings were closed and instruction in K-12 schools was moved online, many teachers and students around the world found themselves struggling to adapt to different working conditions, new technologies and additional stressors (Judge, 2021; Lomicka, 2020). When second language (L2) teachers and students returned to in-person schooling, instruction was far from "normal," as precautions such as masking and social distancing provided unique challenges for this context. In a study funded by the Canadian Association of Second Language Teachers (CASLT), we investigated Canadian L2 teachers' experiences during the COVID-19 pandemic. Teachers from across the country participated in a survey (n=243) and focus group (n=10) conducted in English and French. In the data collection, we examined the teachers' challenges and innovations during the global pandemic. Our findings revealed that L2 teachers experienced increased workload, varying degrees of administrative support, and, in some cases, abrupt changes in their teaching assignments. Most pivoted to emergency remote teaching, returned to in-person teaching with COVID-19 safety measures, but then had to return to online teaching periodically. Despite the uncertainties, most educators demonstrated resilience and professional commitment, creating strong innovative practices with students in mind, and advocating for L2 learning. These findings demonstrate the affordances and challenges of technology use for online L2 teaching and a need to focus on technology training and mental health resources for teachers and students post-pandemic.

ID: 187

Single paper

Topics: Language and Cognition/Langage et cognition, Language Pedagogy/Pédagogie et didactique des langues, Sociolinguistics/Sociolinguistique

Keywords: Cognition des enseignant(e)s, français langue seconde, enseignement de la variation sociostylistique

Croyances et connaissances d'enseignant(e)s de français langue seconde aux adultes sur la variation sociostylistique

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Bien que la variation soit traditionnellement peu abordée en classe de langue seconde (Beaulieu et Dupont Rochette, 2014), le programme *Francisation : Formation générale des adultes* (MEES, 2015) innove en proposant d'exposer les élèves à des variantes informelles. Leur traitement en classe peut toutefois s'avérer problématique puisqu'elles peuvent entrer en conflit avec l'image que les enseignant(e)s ont de la langue de scolarisation et avec leur rôle de modèle langagier et de gardien(ne) de la langue (Milroy et Milroy, 1991). Une étude exploratoire, selon une adaptation du modèle de Borg (2003), a donc été menée pour explorer la posture des enseignant(e)s face aux prescriptions ministérielles quant à la prise en compte des variantes informelles dans leur enseignement, et ce, dès les niveaux initiaux.

Cette étude mixte a eu lieu auprès d'enseignant(e)s de français L2 aux adultes. Dans le cadre de cette présentation, nous nous pencherons sur les données qualitatives obtenues par l'intermédiaire de quatre scénarios d'apprentissage présentés sous forme de vignettes. L'analyse de contenu thématique a permis d'explorer les connaissances et croyances relatives à quatre variantes propres au français informel. Les résultats préliminaires ont révélé que, dans l'ensemble, les participant(e)s ont une vision positive du français utilisé au Québec et qu'ils(elles) accordent une grande importance aux recommandations ministérielles prescrivant l'intégration de la variation dès les niveaux initiaux, mais qu'ils(elles) ne se sentent pas nécessairement outillé(e)s pour le faire. Cette analyse a permis de mieux comprendre le rôle que les connaissances et croyances jouent dans l'enseignement de la variation.

ID: 118

Single paper

Topics: Teacher Education/Formation à l'enseignement

Keywords: Task-Based Language Teaching (TBLT), Teacher Education, Leadership

Fostering language teacher leadership and pedagogical innovation in an online community of practice

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Pedagogical innovation in second language education is contingent upon effective professional development as well as teacher leadership, both of which can be fostered within communities of practice (CoP). This paper reports on the initial stages in the development of an online CoP for second language teachers. The CoP uses a distributed leadership model (Elmore, 2000; Fullan, 2001) and is intended as a hub for collaborative professional development focusing on task-based language teaching (TBLT). The emphasis on TBLT is significant because there have been numerous barriers to its uptake and implementation despite extensive research supporting its effectiveness (Ellis et al., 2020).

The research objective is to investigate links between professional development in the online CoP context, teacher leadership, and pedagogical innovation in second language teaching. Data include a needs assessment survey completed by 48 teachers, as well as semi-structured interviews with 6 language curriculum specialists, who provided information about their understanding of leadership, their experiences in leadership roles, and challenges faced by teacher leaders. Thematic analysis of the interviews makes use of categories from the Teacher Leader Model Standards (Teacher Leadership Exploratory Consortium, 2010) used in a previous study by Baecher (2012). The findings are discussed in relation to teachers' agency in directing their professional growth, their potential contributions to the growth of their colleagues, and pathways toward teacher leadership. The discussion includes reflections on the role of the online CoP in facilitating interactions between teachers and researchers, as well as its potential to foster pedagogical innovation in second language teaching.

ID: 166

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Language and Technology/Langue et technologie, Teacher Education/Formation à l'enseignement

Keywords: CALL, teacher education, language apps, self-efficacy, teacher as learner

Pre-Service teachers and Language Learning with Digital Tools

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Sixty-six pre-service English-as-an-Additional-Language teachers were asked to spend 6 hours learning the language of their choice via their preferred digital tool. Language choices reflected a desire to reconnect with heritage, a passion for travel, an intent to pursue professional goals overseas, and an eagerness to communicate with a friend or family member. Digital tools included Duo Lingo, Rosetta Stone, Memrise, Pimsleur, LanguagePod101 and a variety of target language websites and YouTube channels. Students created a video deconstructing their learning experience using second language acquisition (SLA) theory. Students also took a language aptitude test and were required to reflect upon their score relative to their own perceptions (Leisser, 2018). Thematic analysis of the videos was conducted to explore the role of aptitude, feedback, accountability and motivation, as well as the tool's effectiveness in phonology, vocabulary, grammar, and socio-cultural competency instruction. Results indicated that students' growing understanding of SLA theory served to enhance self-determination, enabling them to identify gaps and customize their learning by seeking supplementary tools and/or adjusting settings within the digital tool to accommodate specific needs, objectives or learning styles. Students also completed a pre- and post-course survey of their language learning beliefs, as a means of exploring the role of course content in shaping self-efficacy (Fleming, Bangou & Fellus, 2011; Lightbown & Spada, 2013). Students expressed deep appreciation for the flexibility of self-directed learning through digital tools (Reinhardt, 2020), thereby underscoring the pressing need for language-learning software development to include expert input from language teachers and SLA theorists.

ID: 183

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle

Keywords: Faculty Instructors, Academic Writing Support, International Students

Faculty instructors' perceptions of and support for international students in academic writing

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With the increasing enrollment of international students in Canadian higher education, international students' life and academic experience has become an important consideration. Most studies attempt to determine the discrepancy between the requirements of English-speaking institutions and international students' perspectives or behaviors (Hughes, 2013; Singh, 2017). Especially in academic writing, previous research (Newton & McCunn, 2015; Neumann, Padden & McDonough, 2019) emphasized the importance of modifying students' writing performances in order to better adapt to the new academic environment. However, what writing support that international students can receive also plays an important role to help improve their writing abilities (Sharma, 2018). Even though specific writing courses or service offered by English-speaking institutions can address students' writing techniques, they cannot help students acquire disciplinary conventions and employ those conventions effectively in academic discourse (Leki & Carson, 1997; Wingate, 2018). Therefore, the support from faculty instructors who teach students' academic courses is crucial for international students' success. However, there has been little research investigating the writing support instructors provide for their international students. Thus, this study which deploys focus groups and a survey, is a mixed methods approach to investigate, firstly, the faculty instructors' ($N = 67$) perceptions of international students' writing performance in Canadian universities and, secondly, what they do to support these students' writing. This study identifies the challenges that instructors face, such as a heavy workload and a lack of sufficient time, when providing academic writing support, and thus suggests that institutions should offer appropriate and sufficient support for their instructors.

ID: 105

Single paper

Topics: Bilingual, Immersion, Heritage, and Minority Education/Contextes et programmes plurilingues, Teacher Education/Formation à l'enseignement

Keywords: inclusion, strengths, immersion, relatedness, student-centred

My dissertation in action: A dual—dimensional approach to inclusionary education In the French Immersion setting

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Using a two-dimensional model, this doctoral research investigates the use of strength-based concepts and practices in inclusive school contexts (Keyes, 2007). Currently, the paradigm of inclusion consists within a primarily support-oriented approach, focusing on student challenges, providing targeted supports and accommodations in traditional classrooms to address these areas of concern. Using the first three phases of the Appreciative Inquiry research design (Calabrese, 2006), participants of this study were interviewed individually and then participated in two subsequent focus groups allowing them to describe the observable strength-based practices currently in place, to dream of what the system could look like if these practices were integrated, and finally, to design the structures and processes necessary to encourage this paradigm shift in practice. While this research was being conducted, I was also teaching full time in a Grade 1 French Immersion classroom. As a teacher-researcher, I had the unique opportunity to apply many of the strength-based practices gleaned from my study with second language learners and observe the impact they had on their learning, engagement, confidence, and sense of relatedness. The model which was ultimately developed based on the findings of this research proposes that both strength and support-oriented concepts are needed to promote and sustain the shift towards an integrated two-dimensional approach within inclusive school environments. In this presentation, I will share these findings and link them particularly to the second language learning environment in which I was embedded.

ID: 123

Single paper

Topics: Bilingual, Immersion, Heritage, and Minority Education/Contextes et programmes plurilingues, English as an Additional Language/Anglais langue additionnelle, French as a Additional Language/français langue additionnelle, Language and Technology/Langue et technologie, Reading, Writing, and Literacies/Lecture, écriture et littératies

Keywords: machine translation, writing and language development, academic bi/pluriliteracies, reading and writing across languages

Machine translation and L2 writing: Insights from case studies of biliteracy development

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Despite a growing focus on cross-lingual and multilingual literacies and the importance of supporting students' abilities to draw on and mesh their various linguistic resources (García & Otheguy, 2020; Mazak & Carroll, 2016; Preece & Marshall, 2020), much remains to be learned about the writing strategies and processes deployed by students in bi/plurilingual programs (Gentil, 2018; Manchón, 2020). This presentation reports on an ongoing four-year longitudinal case study (Duff, 2020) of eight multilingual university students committed to developing French and English biliteracy throughout their studies at a large Canadian bilingual university. Bi-semesteral interviews, questionnaires, written assignments, and course materials were triangulated with screen capture recordings of students' composition processes as they wrote in both French and English to generate detailed accounts of each student's bi/pluriliteracy development (Authors, 2020; Hornberger, 2003). The paper will focus on a key emergent finding: the important role of machine translation (MT) tools in both the students' writing processes and their language and writing development. The participants display diverse strategies for and orientations toward MT uses, which variously impact the quality of their L2 writing, the depth of their language processing (Leow & Mercer, 2015), and their ability to exploit and expand multiple linguistic repertoires for planning, composing, and revising texts. Implications include the impact of MT on what it means to write in another language and the ways pedagogy can assist students in developing MT literacy (Bowker, 2020) to enhance their texts, composing processes, and writing development in and across multiple languages.

ID: 126

Single paper

Topics: Language Pedagogy/Pédagogie et didactique des langues

Keywords: heritage language learners, non heritage language learners, mixed language classrooms

Perceptions and attitudes of second and heritage language learners toward mixed language classes: A Sentiment Analysis

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Research on mixed Spanish language classes that contain both heritage speaking learners (HSLs) and second language learners (L2Ls) has shown distinct perceptions by HSLs and L2Ls towards HSLs and L2Ls (e.g., Campanaro, 2013; Edstrom, 2007; Leeman & Serafini, 2020). Research on perceptions of students in mixed classes in languages other than Spanish appears to be limited to Italian (Berardi-Wiltshire, 2012) and critical need languages (primarily Arabic, Chinese, and Russian) (O'Rourke & Zhou, 2018). These studies found that HSLs perceived mixed classes to center around L2Ls and often left out the needs and interests of the HSLs. Understanding how students feel towards having both types of learners in the same language classroom at various levels of learning (novice, intermediate and advanced) adds to the paucity of research on the topic.

The current study examines perceptions towards mixed classes by 59 L2Ls and 7 HSLs completing courses at varying proficiency levels in eight different languages at a large public university in Western Canada. Survey responses indicate that about half (53%) of the L2Ls and all of the HSLs support mixed classes for various reasons. A sentiment analysis about feelings towards mixed classes revealed stronger positive emotions for 61% of the L2Ls who supported mixed classes and 86% of the HSLs. Of the L2Ls who supported separate classes, 67% exhibited strong negative emotions towards having HSLs in their language courses. Reasons for both strong positive and strong negative emotions include mutual benefits for both types of learners, teaching methods employed and comfort level.

ID: 134

Single paper

Topics: Bilingual, Immersion, Heritage, and Minority Education/Contextes et programmes plurilingues, French as a Additional Language/français langue additionnelle, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation

Keywords: French Immersion, Bourdieu, Inclusion, Equity, Mathematics

Mathematics as Gatekeeper? Investigating Systemic Barriers to French Immersion through a Bourdieuan Lens

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There is a classroom composition crisis in New Brunswick (Fraser, 2020), which has manifested in the underrepresentation of marginalized students in French Immersion (FI) classrooms. Canadian studies suggest that some students are left out (Mady 2013; Parekh et al., 2011), pushed out (Wise, 2011), or generally feel like they do not belong in FI (Makropoulos, 2010). Pulling from my experiences as an elementary FI teacher, where parents seemed more likely to remove their children from FI when their children struggled in mathematics, I question how mathematics might serve as a gatekeeper to second language learning in New Brunswick. This doctoral study draws from Bourdieu and Passeron's (1977) work that identified education as the primary tool for social reproduction. I plan to document and analyze the experiences of marginalized students using Bourdieu's concept of cultural capital to explain the disconnect between FI's stated intent of fostering bilingualism and its controversial function of academic streaming. This sequential explanatory mixed methods study will combine survey research and interpretive phenomenology to contribute to a growing body of Canadian FI research examining the experiences of marginalized students (e.g., Barrett Dewiele & Edgerton, 2021; Bourgoin, 2014; LeBouthillier, 2020). In this presentation, I will share the theoretical framework and preliminary literature review of my doctoral work before describing next steps in the study.

ID: 181

Single paper

Topics: Bilingual, Immersion, Heritage, and Minority Education/Contextes et programmes plurilingues, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Language Pedagogy/Pédagogie et didactique des langues, Multi- and plurilingualism/Multi et plurilinguisme, Teacher Education/Formation à l'enseignement

Keywords: plurilingualism, plurilingual pedagogies, international language education, administration, language pedagogy

International Languages administrators' understanding of plurilingualism: Expanding theory to develop practice

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Almost half of Ontario district school boards have Continuing Education administrators dedicated to supporting International Languages (IL) teachers in understanding elements of the revised Ontario IL secondary curriculum, including the notion of plurilingualism as key to improving language learning (Piccardo, 2013), student identity (Gallante, 2018), and overall literacy (Cummins, 2014). Extant research on plurilingualism has focused on teachers and students in various contexts, while little attention has been given to administrators. In response, this study examines administrators' understanding of plurilingualism, and their role in its operationalization in secondary IL classrooms. Through cross-case analysis and a phenomenological lens, administrator perspectives (n = 17) were analyzed in reference to plurilingualism as it relates to the revised Ontario IL secondary curriculum, drawing on Piccardo's analysis of a plurilingual vision in education (2018). This presentation will report on findings using a diagram representing three levels of context that were seen in the data (i.e., society, the classroom, and the individual) and three forms of classroom implementation of plurilingual pedagogy (i.e., metalinguistic awareness, mediation, and an action-oriented approach) (Piccardo, 2018). This visual representation will showcase participating IL administrators' understanding of plurilingualism within the complexity of plurilingual pedagogies and the multidimensional characteristics of their leadership practices. The study advances theory on plurilingualism in minority language contexts by expanding the conceptual framework to reflect how administrators' practices interact across these three contexts, how they are linked to teacher needs and student motivation, and which elements of plurilingualism might need to be included in administrator and teacher training.

ID: 147

Single paper

Topics: Indigenous Languages/Langues autochtones, Language Maintenance and Revitalization/Maintien et revitalisation des langues

Keywords: Michif, Conceptual Metaphor, Documentation, Revitalization

Conceptual Metaphors in Michif

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Michif is an endangered contact language spoken among Metis on the Canadian prairies. While there has been an increasing amount of research on the language in recent years, it remains understudied, especially from a qualitative perspective.

This study explores Michif through the lens of Conceptual Metaphor Theory (CMT), which was first presented as a legitimate area of linguistic research by Lakoff and Johnson in their book *Metaphors We Live By* (1980). CMT seeks to explain and understand how humans rely on physically grounded experiences to explain abstract concepts (e.g., *anger is heat; stress is weight*). The theory has since been greatly expanded upon and is viewed by some as a fundamental aspect of human cognition that is present across all documented human languages, and which can reveal something about the interface between language and culture (Grady, 2005; Kövecses, 2005; Steen, 2010).

Given the pervasive nature of conceptual metaphors in human language, it is worth examining how they are constructed in a language as unique as Michif, which blends French noun phrases and Plains Cree verb phrases (Barkwell, 2017). Not only is this fascinating from a linguistic perspective, but the data can be used to develop teaching/learning materials for use in Michif language classes. This study thus presents an overview of some conceptual metaphors in Michif and the role of lexicon & morphology in producing such constructions.

ID: 139

Single paper

Topics: Critical Applied Linguistics/Perspectives critiques, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Teacher Education/Formation à l'enseignement

Keywords: identity, mentoring, publishing, multiethnography

Identity Transformation during Mentoring for Scholarly Publication: A Multiethnography

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In this presentation we explore identity transformation as inherent in the mentoring for scholarly publication process through the initiation, cultivation, separation and redefinition phases (Kram, 1985). We, Antoinette Gagné, Sreemali Herath and Marlon Valencia have worked together for over 10 years and initially our relationship was as supervisor/supervisees in a doctoral program. Since 2013 we have collaborated on several publications and now, we see each other as peers and friends. We will draw on the research on effective mentoring practices in graduate education (Lundsford et al, 2017; Opengart & Bierema, 2017; Sanyal, 2017) and for scholarly publication (Kamler & Thomson, 2008; Haertling Thein & Beach, 2010; Darwin & Norton, 2019; Casanave, 2019) as well as research focussed on the intersection of identity and mentoring relationships (Cobb-Roberts et al, 2017; Welton et al. 2014). Theoretically grounded in Intersectionality theory (Crenshaw, 1991; Nichols & Stahl, 2019; Byrd, Brunn-Bevel & Ovink, 2019), our multiethnography highlights our identity transformation within socially constructed power relationships in the academy. Multiethnography as a methodology helps us to narrativize our own experiences while dialogically interrogating the various intersecting identities through a conversation. (Sawyer & Norris, 2013). This presentation will contribute to the ACLA community in foregrounding – publishing – a crucial aspect of being an academic. We will provide a more nuanced understanding of mentoring and the identity transformation that takes place in scholarly publication. The significance of this presentation lies in the longitudinal nature of the data that is presented.

ID: 148

Single paper

Topics: Assessment and Evaluation/Évaluation, French as a Additional Language/français langue additionnelle, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Language and Technology/Langue et technologie, Language Planning and Policy/Politique et aménagement linguistiques

Keywords: Teacher language proficiency, CEFR based, online platform, linguistic coaches, teacher language portfolios

FSL teacher language proficiency: Research into an innovative approach in New Brunswick

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Staffing and maintaining FSL programs with teachers who are proficient in French and have high levels of self-efficacy is an issue across Canada. To tackle this challenge in New Brunswick, the Department of Education in collaboration with the anglophone school districts and with funding from Canadian Heritage, has developed a unique hybrid initiative that is aligned with its vision to support language learning and to promote self-efficacy and cultural enhancement for current and future FSL and FAL teachers.

Launched in October 2021, 'Services Linguistiques' offers flexibility and variety for its participants in a highly engaging and professionally developed online platform that enables learners to complete CEFR based modules, track their progress and manage their learning with a teacher language portfolio. Working with a linguistic coach, the teachers develop a learning plan, set realistic goals, and receive feedback and support to assist in their ongoing learning either alone or in groups. A vital component of the program is the cultural aspect where, for example, teachers are invited to participate in a variety of activities such as film festivals, musical performances and book clubs.

To assess the effectiveness of the program, research is underway to understand how teachers benefit from the program in terms of their language learning and feelings of self-efficacy, and what they recommend for further learning and program development. Join us as we present the initial findings from teachers' learning as tracked in their language portfolios, teacher satisfaction survey results, and focus group data from linguistic coaches and teachers.

ID: 201

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle

Keywords: academic integrity; ESL

What are ESL students' academic integrity challenges and how can universities help?

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Research suggests unintentional plagiarism as the most common type of university plagiarism (Löfström & Kupila, 2013), yet researchers differ on the causes (Manucha, 2021). More importantly, given widespread plagiarism, how can we “help students develop their writing in complex intertextual environments” (Pecorari, 2015, p. 96)? To respond to such questions, this paper presents a study examining: ESL student perspectives on academic integrity challenges and successful university strategies to help students tackle the challenges.

The study employed semi-structured individual qualitative interviews with 20 ESL students who had completed an advanced EAP writing course in Canada. The course discussed plagiarism and APA 7th edition extensively. The participants represented ten countries and ten L1's. One 60-minute interview per participant was conducted online. The data were member checked and analyzed qualitatively for recurrent themes.

Research findings indicate that the predominant cause of the participants' challenges was their lack of experience using citations before entering the university. Thus, the participants found APA 7th edition hard to follow and paraphrasing an enormous challenge (see Pecorari, 2015, 2016; Shi, 2012). Based on the findings and related literature, the paper proposes a strategy to implement from semester start comprising: 1) interactive training workshops with explanations, models, templates, resources, and student practice with citations and writing (Cumming et al., 2016; Khoo, 2021; Tilley, 2021), 2) access to self-correction software like *Turnitin* (Lege, 2021; Liang & Maddison, 2021; Mphahlele & McKenna, 2019; Zheng, 2021), and 3) simultaneous oral-written teacher/tutor feedback (Hu, 2019).

Session participants share views and receive resource lists.

ID: 150

Single paper

Topics: Critical Applied Linguistics/Perspectives critiques

Keywords: content and language faculty collaborations, multilingual student support, informal leadership

Informal leadership in scholarly collaborations of applied linguists and content faculty in support of multilingual students

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Canadian universities are attracting an ever increasing number of multilingual students. Thus, an important question to address is how applied linguists can support content faculty in their work with multilingual students (Millar, 2009; Zappa-Hollman, 2018). This presentation will discuss an initiative within a university in Western Canada where disciplinary faculty were invited to take part in a pilot seminar series and grants program. The series included 5 sessions facilitated by an applied linguist to enable participating disciplinary faculty in gaining some background knowledge on working with multilingual students while at the same time crafting an inquiry project to support related changes to teaching and learning in their own classrooms as well as on-going curricular and research assistance throughout project implementation. The data consist of fieldnotes documenting the sessions' activities and discussions, and the participants' reports on their inquiries. Drawing on literature that has focused on informal educational leadership where those who facilitate institutional change may not occupy a position involving formal leadership responsibility (Fields et al., 2019), the presentation will suggest that the series supported participants' capacity and development as informal educational leaders through their participation in an interdisciplinary community, providing access to resources and support to implement a meaningful teaching and learning initiative, and encouraging an identity as an educational leader (Fields et al., 2019). Informal educational leaders can have a significant impact on teaching and learning cultures and this is an important avenue to consider in expanding institutional capacity around supporting multilingual students' academic success.

ID: 120

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Language Acquisition and Attrition/Acquisition et attrition des langues, Language Pedagogy/Pédagogie et didactique des langues
Keywords: task repetition, writing, EAP, feedback, reflection

Exploring writing task repetition through learner reflection and output

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Task repetition (TR) has been one of the most researched variables in TBLT literature, with findings indicating a positive impact for TR on learners' linguistic comprehension and performance (e.g., Bygate, 2018). Tasks can be repeated in exactly the same way or vary in terms of content and/or procedure, but much TR research has prioritized studies of exact repetition (ER) (i.e., same content and procedure) over those investigating identical procedure but different content (i.e., procedural repetition, PR). While this research has shown more benefits for ER in terms of complexity, accuracy, and fluency measures, PR can provide added opportunities for learner engagement in collaborative tasks (Kim, 2013) and feedback use (Mackey et al., 2007), especially over time. The impact of these opportunities, however, is ill-understood, with calls for investigations that probe the underlying processes in general and through writing task repetition, in particular (e.g., Nitta & Baba, 2018).

This study examined the effects of repetition of a writing task that a group of nine EAP learners engaged in over a university term. The students wrote five narrative texts on pre-determined topics, received teacher's feedback on each, and individually reflected on their output; four participants were also interviewed. The texts were rated on eight rubric-determined traits, with the reflections and interviews analyzed using discourse analytic techniques (Schiffrin, 1994). The findings revealed that while PR of this writing task benefitted the whole group, individual reflections pointed to particular nuances (i.e., task engagement and self-regulation) that affected the performance and development of the students' writing.

ID: 186

Single paper

Topics: Vocabulary and Lexical Studies/Vocabulaire et études lexicales

Keywords: adolescent literacy, vocabulary learning strategies, native speakers, language learning

Teaching Vocabulary Learning Strategies to Support Adolescent Native Speakers' Literacy

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In secondary school, adolescents encounter increasingly complex texts rich in academic vocabulary. The size of academic vocabulary impacts students' performance in content areas and overall success (Beck et al., 2013; Fisher & Frey, 2014; Sprenger, 2013). With knowledge of effective vocabulary learning strategies, adolescents are likely to successfully expand their academic vocabulary. The purpose of this presentation is to present the vocabulary practices modeled and encouraged by teachers and used by students. Twenty native speakers of English, all secondary students identified as gifted in the U.S. education context, shared their perspectives on such practices during interviews. The study is informed by an instructional perspective on vocabulary development (e.g., Barclay & Schmitt, 2019; Graves, 2016). It draws upon the four components of effective vocabulary instruction (Graves, 2006): providing rich and varied language experiences, teaching individual words, teaching word-learning strategies, and fostering word consciousness. The findings indicate that extensive reading is the most frequent teacher-modeled, teacher-encouraged, and student-used activity. However, students utilize ineffective vocabulary learning strategies. The study argues for instruction of effective vocabulary learning strategies to support adolescent native speakers' literacy. It discusses effective vocabulary practices that language educators can establish to this effect. The study is beneficial to language teachers in both English as first, second or foreign language contexts as oftentimes teachers are either not tuned in to students' thinking and practices and often make assumptions that do not always reflect reality, or they seek ways to help learners achieve their literacy and linguistic goals.

ID: 199

Single paper

Topics: Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Language Maintenance and Revitalization/Maintien et revitalisation des langues, Sociolinguistics/Sociolinguistique

Keywords: language revitalization, language maintenance, Judeo-languages, sociolinguistics, endangered, culture

Endangered and Extinct: the effects of classification on the perception of Judeo-languages

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There are several linguistic initiatives around the world that aim to protect and document Jewish languages. Some of these Judeo-languages are believed to be extinct, while others still have small communities of speakers. Yet, due to the nature of the Jewish diaspora, where speakers of languages such as Judeo-Tat (native to the Caucasus Mountains) now live in Israel, the United States, and Eastern Europe, it is difficult to accurately grasp the number of speakers a language has and, thus, the community that rallies to preserve it. Drawing upon critical theory, this discourse analytic qualitative study explores how the perceptions surrounding the number of speakers may impact what constitutes an endangered language. A main question guiding this research is: How does having an accepted number of speakers for a language impact the attention and attitude others may hold for this endangered language? I present data from six semi-structured interviews with individuals (e.g. university linguistic professors, endangered-language programmers, and heritage speakers and learners) which reveal that the academic number of speakers for endangered Judeo-languages appear contradictory and as such, misrepresent the vivid diasporic communities which are passing on their heritage tongues to future generations and facilitating sophisticated cultural programming in their respective languages. My analysis infuses sociolinguistic and language revivalist theories (Fishman 1997; Fishman 2012; Jones & Ogilvie 2013; Gertds 2017; Coughlan 2021). As more initiatives to preserve Judeo-languages are established (Krasovitski 2021), it is imperative to understand some of the biases associated with language classification and their effects on community goals.

ID: 168

Single paper

Topics: Indigenous Languages/Langues autochtones, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Language Maintenance and Revitalization/Maintien et revitalisation des langues, Language and Technology/Langue et technologie, Language Pedagogy/Pédagogie et didactique des langues

Keywords: revitalization, technology, Indigenous, Endangered, digital

Looking Forward: Tools Designed Specifically for Indigenous Language Instruction

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Many of the world's Indigenous languages are endangered, including 75% of Indigenous languages in Canada. This reality is directly related to the effects of colonization such as residential school and the 60's scoop. These language communities are often left with very little resources to reclaim their ancestral languages, and existing tools for the world's more spoken languages are often incompatible, or insufficient for the needs of the Indigenous language classroom. This paper explores the research that was done in collaboration with Kahnawà:ke, an Indigenous community in Canada, as part of a master's thesis. The research was centered around the community's needs and a workshop was provided for 26 Indigenous language instructors, where several digital tools were showcased, as well as discussion on how they could be used for Indigenous language instruction. Post-workshop, teachers filled out a questionnaire, reflecting on the various tools shown, including what they felt was missing from the aforementioned tools, and what they would like to see in the future for digital language resources. From this data, there are a number of suggestions and recommendations that can be drawn, in order to produce tools that are catered to the Indigenous language classroom and address the needs of instructors, many of which will be applicable across Indigenous communities in Canada, and worldwide. The results of this research demonstrate the unique pedagogical needs of Indigenous language revitalization and will help move the vitality of our ancestral languages forward.

ID: 192

Single paper

Topics: Indigenous Languages/Langues autochtones, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Language Maintenance and Revitalization/Maintien et revitalisation des langues

Keywords: indigenous languages, linguistic insecurity, speakerhood, language sustainability, motivation

The linguistic insecurities of students in a Hul'q'umi'num' language program

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This study examines the feelings of linguistic insecurity expressed by students in a Hul'q'umi'num' language program on Vancouver Island, Canada. Linguistic insecurity (Calvet 1996), or a lack of confidence in the way one speaks, can lead speakers to question whether they are legitimate members of their identity group. In the case of First Nations and indigenous languages, such self-doubts are particularly troubling because there is already an insufficient number of speakers, so the marginalization of potential speakers can be detrimental to the long-term sustainability of the language (cf. Goodfellow 2003; Albury & Carter 2018).

Two focus group discussions were held at the Hul'q'umi'num' Language Centre in Duncan, Canada. The 11 participants shared their language portraits (Singer & Harris 2016) and talked about who they considered to be a speaker of their language. Thematic coding of their comments revealed a strong sense of identity with the Hul'q'umi'num' language, which occupied a central position in their language portraits. However, they were hesitant to describe themselves as speakers of their language. For them, a legitimate speaker is able to understand and use their language in all contexts, with no errors. While such high expectations are laudable, they are inconsistent with the students' currently limited abilities to communicate, leading them to perceive a sizeable gap between their actual self and their ideal/ought-to selves (Dörnyei 2009). Language programs must address these linguistic insecurities so that students do not become discouraged and give up speaking the language altogether.

ID: 142

Single paper

Topics: French as a Additional Language/français langue additionnelle, Language Acquisition and Attrition/Acquisition et attrition des langues, Language and Technology/Langue et technologie, Language Pedagogy/Pédagogie et didactique des langues, Teacher Education/Formation à l'enseignement

Keywords: pandemic, online, technology, language, teaching

Language instructors on their development of digital practices in times of pandemic

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Language instructors with varying degrees of experience, training, or support were faced with adapting their classes to an online environment virtually overnight in March 2020. This paper will consider how ten French language instructors from seven universities coped with the sudden shift to online teaching, and how they developed their digital competencies as classes continued online over the subsequent 18 months. Building on research done at the University of Ottawa a few years before the pandemic, which involved language instructors who shifted to hybrid models of teaching (Hamel, 2017), this project collected data in semi-guided interviews that were held in October 2021. The results are mapped to the SAMR model framework developed by Ruben Puentedura (Hamilton et al., 2016), and the results will be discussed in the light of themes that emerged from the interviews. By presenting case studies, we will see to what extent instructors have integrated technologies in their teaching, and how they have developed their professional practice (Pastré, 1999) during the pandemic. Finally, the paper will highlight what digital affordances (Gibson, 1979) instructors have identified that they would like to retain in their teaching practice when they have the option to safely return to giving language classes in person on university campuses.

ID: 165

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Language and Technology/Langue et technologie, Sociolinguistics/Sociolinguistique

Keywords: Higher Education, Intercultural Communication, Online Instruction, Additional Language Socialization

Student Perceptions of Intercultural Communicative Competence for EAP: A Qualitative Case Study

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In March 2020, many EAP programs at universities in Canada had to completely shift to online teaching due to the Covid-19 pandemic. This shift inspired many programs to consider how best to leverage a multi-modal approach to maximize course content and delivery while also meeting the current educational needs of students (Baron Cadloff, 2020), particularly skills the OECD (2019) has labelled as important 21st-century skills such as intercultural communication. Expanding on Byram's (1997) concept of intercultural communicative competence (ICC), this session examines the relationship between ICC learning outcomes delivered via an online asynchronous module on the sociocultural, academic, and linguistic development of undergraduate plurilingual learners in an EAP program in a post-secondary setting in Canada. Informed by an additional language socialization framework (Duff, 2007), the study employed qualitative case study methods (Duff, 2012; Yin, 2003) to illuminate students' perceived impact of the ICC module learning outcomes on their additional language socialization and the development of overall EAL communicative competence in a post-secondary EAP program, as well as more broadly within a new academic setting and community. Data were collected and thematically analyzed from a qualitative questionnaire, document analysis of students' e-Portfolios, focus group interviews, and individual interviews. Evidence of impact was presented in the form of the most salient themes and illustrated by representative quotes. Key ICC learning outcomes included in the module and student impressions of how these outcomes helped them to leverage their current ICC and impacted their experiences on campus and in the local community are presented.

ID: 107

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Language Acquisition and Attrition/Acquisition et attrition des langues, Sociolinguistics/Sociolinguistique

Keywords: stylistic variation, formality, perception, EFL, language learners, pragmatic competence

English Learners' Perception of Formality in Writing: Ratings, Approach, and Confidence

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The degree of formality expressed in writing can be determined by the proportion, salience, and consistency in the use of (in)formal lexical, morphosyntactic, and orthographic variants (e.g., Moreno, 2011; Podesva, 2011), and its perception is influenced by contextual factors, such as the writer-reader relationship, topic, and purpose. Therefore, mastering perception of formality requires (pragmalinguistic) knowledge of (in)formal stylistic variants and (sociopragmatic) knowledge of (in)formal situations. Acquiring such knowledge is challenging for classroom-instructed language learners (e.g., Blondeau & Lemée, 2020; French & Beaulieu, 2020), which may impact their use of the target language in authentic communication. Without instructional intervention, do English-dominant speakers and English learners perceive formality differently? Specifically, do they perceive the same formality degrees, which stylistic variants do they focus on, and how confident do they feel about their perceptions?

To answer these questions, this study draws on questionnaire data collected from 30 English-dominant individuals in Canada (EDIs), 30 individuals learning English while embedded in the Canadian context (EEIs), and 30 individuals learning English as a foreign language in Slovakia (EFIs). Participants rated the formality of 18 e-mail messages, indicated features they based their ratings on, and reported their level of confidence about each rating. The groups perceived different degrees of formality in half of the messages, focused on different categories of stylistic variants, and the EEIs and EFIs felt less confident than did the EDIs about their formality ratings. This study concludes that language learners would benefit from explicit, targeted instruction that increases their pragmalinguistic and sociopragmatic knowledge.

ID: 117

Single paper

Topics: Bilingual, Immersion, Heritage, and Minority Education/Contextes et programmes plurilingues, Reading, Writing, and Literacies/Lecture, écriture et littératies

Keywords: French immersion program, young beginning L2 learners, oral language teaching and learning

Using Design-Based Research to Develop Theories of Effective L2 Instruction Related to Oral Language Acquisition

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This study examined the use of a Design-Based Research (DBR) methodology in studying classroom-based literacy instruction for young learners in French immersion (FI). Grounded in the notion that the object under investigation (SLA) cannot be detached from the context in language classrooms, we experimented with the use of DBR. This allowed us to theorise on instructional principles needed for extended and meaningful L2 oral output for young FI learners (ages 5-9) working on collaborative language tasks. Along with existing research in Instructed-SLA contexts (e.g., Lyster & Ranta, 1997; Norris & Ortega, 2000; Sato & Lowen, 2019), DBR shows promise as it intends to enhance instructional practices and theories about learning and teaching (Wang & Hannafin, 2005). In FI, students learn the L2 in a formal education setting. DRB is beneficial as contextual factors such as classrooms variables cannot be ignored. Working with teachers, we followed a DBR cycle of theorization, conceptualization, implementation, and evaluation to support the development of oral language skills of young FI learners (ages 5-8). Data were collected over a two-year period from eight elementary FI classrooms. Data, analysed qualitatively, included classroom video recordings of FI students engaged in communicative tasks, teacher ($N=8$) interviews, and classroom observations ($N=40$) to identify promising instructional practices for language acquisition. Findings related to promising instructional strategies for L2 acquisition of elementary learners will be discussed as will our processes of theorizing within classroom-based SLA contexts. Implications for use of DBR as a research methodology for Instructed-SLA research will be discussed.

ID: 138

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Research Methodology/ Méthodologie de recherche, Teacher Education/Formation à l'enseignement

Keywords: action research, reflective practice, language teaching, teacher education

Impact of Action Research Training on Language Instructors' Reflective Practice

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The purpose of this study is to examine how learning about and conducting action research impacts language instructors' attitudes, beliefs, and teaching practices. Ten teachers of ESL in a university setting participated in a blended (synchronous and asynchronous) online course that introduced them to the theory and practice of action research, including qualitative and quantitative research methods, the importance of "critical friends," and data analysis. The researcher-trainees had the support of a community of inquirers as they drew upon their teaching experience and applied concepts learned in the course to create action research plans and implement those plans in their own classrooms. The project culminated in a symposium in which the participants shared their research and findings with each other immediately following the semester in which the research had been carried out.

One year later, we revisited the teacher-researchers to explore how this experience had (or had not) had a lasting impact. They were invited to participate in open-ended interviews to reflect on their current attitudes, beliefs, and practices through the lens of the actions-research experience.

In this proposed presentation, we will present the action research training course, share themes that arose from the interviews with the teacher-researchers, and draw implications from this study for teacher education.

ID: 178

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Reading, Writing, and Literacies/Lecture, écriture et littératies

Keywords: International Publishing, Academic Writing, EAL, EAP

English Academic Publishing Experience of Chinese Plurilingual Scholars

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In order to demonstrate academic productivity, English as Additional Language (EAL) scholars are under increasing pressure to publish their research findings in English in prestigious international journals with high impact factor (Hyland, 2016; Luo & Hyland, 2021; Mu & Zhang, 2018; Swales, 2004).

Emergent studies show that EAL scholars are more likely to experience editorial prejudice or language/discourse-related challenges than Anglophone scholars (Clavero, 2010; Flowerdew, 1999, 2008; Hryniuk, 2019). The factors that contribute to publication success are complex, which include language proficiency, as well as meeting journal requirements, research design quality, and author-editor communication (Mu, 2020). However, some studies focus exclusively on the deficiencies of EAL authors and neglect possible solutions to improve their prospects of publication (Hyland, 2016; McDowell & Liardét, 2019). This qualitative study is designed to answer two questions: **What challenges do Chinese EAL scholars experience in the process of publishing papers in English? What strategies have they employed to be successful in publishing English academic papers?**

Social-Cultural theory (Vygotsky, 1978) and Intercultural Rhetorical Theory (Connor et al, 2008; Kaplan, 1966) guide this study. This research will be conducted at a University in southwest China. The primary data will be collected through questionnaires, semi-structured interviews, focus group discussions, and research reflective journals. The potential findings will provide concrete suggestions for EAL-speaking researchers on succeeding in publishing research papers in English. Some pedagogical recommendations will be made to help English as Academic Purposes education better meet the EAL Chinese scholars' publishing need.

ID: 152

Single paper

Topics: Critical Applied Linguistics/Perspectives critiques, English as an Additional Language/Anglais langue additionnelle, Language Pedagogy/Pédagogie et didactique des langues

Keywords: Learning experiences, identity (re-)construction, thesis writing, postgraduate students

Face-to-face and face-to-screen learning: A look into non-English speaking doctoral students' experiences of learning thesis writing in a hybrid learning environment

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Thesis writing often poses considerable challenges to non-English speaking doctoral students as they need to write their thesis in English as their second language. This is a narrative inquiry into the learning experiences of three ESL postgraduate students (one from Korea and two from Mainland China) in a hybrid thesis writing course at an English-medium university in Hong Kong. The hybrid writing course allows students to attend the class in person or online. Theoretically informed by Norton's (2013) work on identity and language learning, seen from a sociocultural lens (Pavlenko & Lantolf, 2000), this study examines the meanings that the student participants attached to their learning experiences and their identity (re-)construction in the hybrid thesis writing course. A narrative of each student's learning experiences was constructed based on the data collected from questionnaires and interviews with the student participants. A thematic analysis was also conducted to highlight the common and idiosyncratic features of their learning experiences. The narratives in this study reveal the challenges doctoral students can encounter when they are learning how to write a thesis in a hybrid class. The three student participants' prior knowledge and learning experiences seemed to influence their engagement in the course and their interaction with their peers and teachers. Additionally, the narratives also show that their identities were constantly negotiated and (re-)constructed during their hybrid learning. This study sheds light on the importance of acknowledging and valorising students' prior learning experiences and educational backgrounds when developing a hybrid course for second language learners.

ID: 196

Single paper

Topics: Analysis of Written, Oral, and Multimodal Discourse/Analyse du discours (écrit, oral, multimodal), Corpus Linguistics/Linguistique de corpus

Keywords: citation practices, citation style, stance, English for academic purposes, corpus

Exploring the influence of citation styles on citation practices in two disciplines

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The studies on English for research purposes have established that citation practices may exhibit disciplinary differences in terms of citation types (e.g., integral vs. non-integral citations), reporting constructions, and writer stances expressed through reporting verbs (Charles, 2006; Hyland, 1999). Nevertheless, what is less known is the possible influence of citation styles (e.g., numbered system as in IEEE style vs. author-date system as in APA style) on writers' citation practices (Nesi, 2021). This study aims to fill in this gap by comparing the use of reporting verbs, boosters, and hedges in the citation instances from the research articles that follow one of the citation styles in two board disciplines, namely, Engineering and Humanities & Social Sciences (HS). The corpus consists of 172 research articles in Engineering with 111 in numbered style and 208 in HS with 34 in numbered style (Markewich et al., 2020). Python scripts were prepared to identify and extract citation instances, together with the reporting verbs, boosters, and hedges in them. Three two-way ANOVA analyses revealed statistically significant interaction effects of (discipline by citation style) for all three features. More specifically, the papers in Engineering use more reporting verbs but fewer boosters and hedges than the papers in HS. The citation instances in the papers using the numbered citation style have fewer reporting verbs than those with author-date style while showing little impact on the use of boosters and hedges. The most frequent reporting verbs, boosters, and hedges are also analyzed qualitatively. Pedagogical implications will be discussed.

ID: 184

Single paper

Topics: Analysis of Written, Oral, and Multimodal Discourse/Analyse du discours (écrit, oral, multimodal), Research Methodology/ Méthodologie de recherche, Sociolinguistics/Sociolinguistique

Keywords: linguistic landscape, interaction, discourse analysis, signs, German

Interaction in the linguistic landscape

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This paper is situated within the growing field of linguistic landscape research that is concerned with the analysis of publicly visible written language (e.g. Blommaert 2013). Within this field, our research focuses on signs that were modified after they were placed in a certain location. We refer to this modification as “interaction,” since it corresponds to a theoretical framework of interactional discourse analysis (cf. Jaspers 2012), in which language users post a linguistic item and others respond. Previously, only graffiti has been analyzed as exposing such interactive features (Blommaert 2016), including “bathroom graffiti” (Escudero 2013). Our analysis will go beyond graffiti by drawing on several kinds of signs collected in several Canadian and German cities. The main research question we are addressing is: How does the interaction affect the semiotics of the signs? This question requires considering the way in which different signs (e.g. stickers) or different writing (e.g. by different authors) are placed in relation to each other. We will further analyze how original messages are modified, adapted, challenged, reversed etc.

From a larger corpus of several hundred publicly visible signs, partly collected for a LL project funded by SSHRC, those with interactive features are selected and analyzed for this paper. From this subsection of about 50 photographs, some selected signs will provide representative examples for this presentation. This paper will contribute to both a better understanding of the semiotics of the linguistic landscape as well as furthering the LL methodology through an approach inspired by interactional discourse analysis.

ID: 128

Single paper

Topics: Assessment and Evaluation/Évaluation, Language Pedagogy/Pédagogie et didactique des langues

Keywords: Written Corrective Feedback, Beliefs, Practice, French as a Foreign Language, Writing

Written Corrective Feedback (WCF): Teachers' Knowledge, Beliefs and Practice

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Despite ample research examining second (L2) and foreign language (FL) teacher feedback, research situated in French as a foreign language (FFL) contexts is scarce, in particular studies that examine the beliefs and practices of corrective written feedback (WCF) among FFL teachers. The present study seeks to address this gap by investigating the WCF beliefs and practices of FFL teachers in an undergraduate program in Costa Rica. The participants in this study were five teachers teaching in an FFL program in the Modern Languages School at a large university in Costa Rica. Data were gathered using an online questionnaire, a semi-structured interview, and samples of students' writing with teacher feedback. The findings revealed that the participants held common beliefs concerning writing, teaching writing, feedback provision in an FL, and the interdependent relationship among teaching, learning, and feedback in an FFL writing class. The results also showed that participants' beliefs and practices regarding various aspects of written corrective feedback (CF) tended to be aligned, specifically in terms of the use of comprehensive indirect error-coded WCF and the use of evaluation grids. Implications and future research avenues are discussed.

ID: 131

Single paper

Topics: Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation

Keywords: student wellness, adolescent international students, COVID-19 impact, intersectionality, marginalized learners

The Impact of COVID-19 on the Wellness of International Students in Alberta High Schools

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The COVID-19 pandemic has wreaked the worst havoc on the most vulnerable in our society (Schleicher, 2020). The adolescent international students, uprooted from their social support network, were among the hardest hit by the school closures and other public health measures. Limited extant research on these students revealed that they underwent more challenges than their peers and required targeted social and emotional support (Wu, 2019). Our study investigates the impact of COVID-19 on the wellness of adolescent international students within and beyond school settings and provides suggestions to stakeholders to offer targeted support to these vulnerable students. This study is informed by the theoretical framework of student 'voice' that offers a way of exploring school improvement from the student's perspective (Cook-Sather, 2020) and the theory of intersectionality that explores how race, gender, and class interact to influence students' experiences (Crenshaw, 1991; Cho et al., 2013). We choose narrative inquiry and storytelling as our methodological approach (Clandinin et al., 2016; Kovach, 2018) and the three commonplaces of narrative inquiry—*temporality*, *sociality*, and *place*—set dimensions for our inquiry (Clandinin & Huber, 2010). Our data collection methods include artefacts, interviews with 30 adolescent international students in various high schools in a metropolitan school board in Alberta, and focus group interviews with international student coordinators. Our study will foreground the voices of the marginalized group of students, and the findings will be instrumental in developing educational strategies, resources and policies that might best meet the needs of these students and future international students.

ID: 190

Single paper

Topics: Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation

Keywords: Canadian French, Quebecois, ne deletion, sociostylistic variation, morphosyntax

What's in a ne? Ne Deletion and Quebec identity in the spoken French of two Canadian politicians: François Legault and Justin Trudeau

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This study examined how the variable deletion of the negation particle *ne* in Quebec French (*Quebecois*; e.g., “je *ne* parle pas”) relates to sociostylistic contexts (i.e., formal vs. informal) and the Quebec identity. To examine this phenomenon, the analysis compared *ne* deletion in the speech of two prominent Canadian political figures: Justin Trudeau and François Legault. They were selected based on their respective French-Canadian backgrounds and prominence in Canada and Quebec.

The corpus used for this analysis was collected and transcribed from a selection of each politician's political addresses regarding Covid-19. It was hypothesized that Legault would be more likely to delete *ne* than Trudeau, and that Legault would be more likely to delete *ne* in less formal settings. Following a variationist perspective for examining variable phenomena, an inter-speaker analysis compared *ne* deletion between speakers (Legault and Trudeau), while an intra-speaker analysis compared *ne* deletion between sociostylistic contexts. (i.e., *formal* public addresses and *informal* question-and-answer periods).

Statistical results (Goldvarb Z; Sankoff et al., 2018) revealed that Legault was significantly more likely to delete *ne* than Trudeau. Additionally, Legault showed no significant difference in the likelihood of *ne* deletion in either of the two sociostylistic contexts. Legault's patterns reflect the almost categorical deletion of *ne* found in Quebec French (Poplack & St-Amand, 2007), solidifying his *Quebecois* identity. Contrastively, Trudeau's patterns differ from that norm, perhaps to reinforce his position as a *Canadian* leader.

ID: 140

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Language Pedagogy/Pédagogie et didactique des langues, Reading, Writing, and Literacies/Lecture, écriture et littératies

Keywords: online academic writing tutorial, literature review writing, EAL-speaking international graduate students, academic writing skills development, difficulties experienced by EAL international students with academic writing

What international graduate students seek and find in an online Academic English Writing tutorial course.

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While the growing number of international graduate students (IGSs) benefits Canadian economy, it also poses a challenge for Canadian universities in providing sufficient academic writing support to IGS who speak English as an Additional language (EAL) (Huang, 2010; Okuda & Anderson, 2018). As earlier research shows, EAL speaking IGSs face various problems with English academic writing (Andrade, 2008; Singh, 2015), and particularly with Literature Review genre which is highly common across different graduate programs (Shi & Dong, 2015). Based on the theoretical frameworks of Systemic Functional Linguistics (e.g., Halliday & Matthiessen, 2004) and Collaborative Learning (e.g., Kessler et al, 2012), the authors developed an online academic online tutorial course with a focus on LR aimed at assisting IGSs with academic writing. The tutorial is based on Moodlecloud and includes h5p interactive content and practice e-book, quizzes, discussion, and writing activities. Twenty-five EAL-speaking IGSs from five Canadian universities participated in the tutorial. The participants were required to fill in surveys addressing their writing difficulties before and throughout the tutorial and complete a LR on a given topic for each of the 5 tutorial units. The goals of this presentation are to analyze the difficulties with academic writing reflected by the participants in the tutorial surveys and to establish the participants' perceived progress with writing during the tutorial. The results demonstrate that most participants experienced difficulties with grammar and logic of presentation, and that they reported progress with writing in these rubrics as a learning outcome of the online LR tutorial.

ID: 149

Single paper

Topics: Indigenous Languages/Langues autochtones, Language and Technology/Langue et technologie

Keywords: relational, technology, online, Indigenous languages, language reclamation

Technology in relation and for reclamation: Indigenous language revitalization online

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Due to colonization and imperialism, Indigenous languages and cultures continue to be threatened, oppressed, and endangered (Truth and Reconciliation Commission, 2015; United Nations Forum on Indigenous Issues, 2018). There is considerable strain on the relatively few Elders, knowledge keepers, and speakers of Indigenous languages to address colonial imbalances and injustices (Littlebear, 2017; Nolan, 2021). Resources, such as funding to support the reclamation, learning, and teaching of Indigenous languages forcefully taken away by colonization, are often severely limited and unnecessarily difficult to access (Chiblow & Meighan, 2021). Materials which follow external and colonial accreditation "standards", or western (Euro-North American, binary, ethnocentric) pedagogies may not meet the socio-cultural, -linguistic, and emotional needs of local Indigenous communities (Leonard, 2017). One common goal for Indigenous language revitalization (ILR) initiatives is to promote intergenerational language transmission and use in multiple domains, such as in the home (Hinton, 2013; Pitawanakwat, 2018). How could the use of technology assist ILR and support Elders and knowledge keepers in intergenerational language and knowledge transmission? And what would be its role? This presentation synthesizes some key takeaways on the role of digital and online technologies in ILR over the past three decades since the foundation of the World Wide Web in 1989. The presentation will highlight how Indigenous communities, content creators, scholars and visionaries have contributed to an ongoing decolonization of the digital landscape and more self-determined, relational technology use in ILR. Implications for the future of decolonizing technology for dominant languages, such as English, will also be discussed.

ID: 172

Single paper

Topics: Reading, Writing, and Literacies/Lecture, écriture et littératies

Keywords: refugee-background youth, multimodal literacies, digital multimodal composing, English learners; identity

Engaging Youth from Refugee Backgrounds in Language and Literacy Learning through Digital Multimodal Composing: Teachers' Perspectives

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This paper empirically explores teachers' perspectives on the affordances and challenges of employing 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), to engage youth from refugee backgrounds in language and literacy learning at school in their settlement context. Studies suggest that DMC can enhance refugee-background learners' communication practices in language and beyond and increase their visibility and sense of belonging (e.g., Author, 2021). However, few studies explored the crucial perspectives of teachers on employing DMC in such contexts. This is especially important to explore as Canada is increasingly committing to refugee resettlement (UNHCR, 2017). This qualitative case study, guided by sociocultural and multiliteracies approaches to literacy (Street, 1984; New London Group, 1996), begins to address this gap. It involved interviews and focus groups with six English Language Learning teachers in a Western Canadian secondary school, three of whom collaborated with the author on a study of DMC projects with their refugee-background learners across two years. Reflexive thematic analysis (Braun & Clarke, 2021) was conducted, highlighting that while teachers claimed that the carefully-scaffolded DMC projects afforded youth low-stakes, playful, and identity-affirming opportunities for engaging in authentic language and literacy learning, they also expressed hesitance around the unique vulnerabilities that such practices entailed for students. The implications of these findings will be discussed to help researchers and educators better understand the possibilities of in-school DMC for language and literacy learning among youth from refugee backgrounds.

ID: 197

Single paper

Topics: French as a Additional Language/français langue additionnelle, Language Pedagogy/Pédagogie et didactique des langues, Reading, Writing, and Literacies/Lecture, écriture et littératies

Keywords: written corrective feedback; french as a second language; second language writing;

Written Corrective Feedback in real time: what are the possibilities for the classroom?

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The advent of online collaborative editing software opens the door to new teaching practices, such as providing synchronous written corrective feedback (SWCF) while learners are engaged in a writing task. Recent studies have found that immediate oral corrective feedback (CF) seems more effective than delayed CF (Arroyo & Yilmaz, 2018; Fu & Li, 2020). However, SWCF was only studied in small-scale studies in a lab setting (Shintani, 2016; Shintani & Aubrey, 2016), and the implications for classroom practices are limited. This study attempts to fill that gap by exploring the potential of SWCF for L2 learning and the perceptions of students and teachers regarding this practice in classroom settings.

Participants were learners from three intact groups from B1 to C1 level ($N = 75$) taking a university level French L2 course. They took part in two remote collaborative writing tasks in small groups (3-4/groups) while teachers ($N = 3$) provided them with CF in real time using *Google Docs*. Screens from the students and teachers were recorded as were the interactions between the students. Teachers and students participated in distinct focus groups to share their experiences.

We will present and discuss the number, type, and target of CF provided, delays between CF and students' reactions, percentage of correct uptakes, and language-related episodes occurring after SWFC. Results show that students and teachers had a positive attitude towards the experience, underlying the felt benefits for L2 learning and willingness to engage in this type of practice in the future.

ID: 109

Single paper

Topics: Bilingual, Immersion, Heritage, and Minority Education/Contextes et programmes plurilingues

Keywords: rapport à l'écrit, français, anglais, programme d'immersion française, étudiante issue de l'immigration

Rapport à l'écrit en français et en anglais d'une étudiante issue de l'immigration et inscrite dans un programme universitaire d'immersion française : une étude de cas

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En matière d'enseignement du français langue seconde, les programmes d'immersion française connaissent un grand succès au Canada. Que ce soit aux paliers élémentaire, secondaire ou universitaire (ACPI, 2017), ils attirent un nombre croissant d'élèves (Hayday, 2015), que ces derniers soient d'origine canadienne ou issus de l'immigration (Yamutuale, 2020). En effet, de plus en plus de parents dont les enfants fréquentent des conseils scolaires de langue anglaise désirent que leurs enfants bénéficient d'un programme d'immersion française pour bien maîtriser les deux langues officielles du Canada (Fraser, 2016). Si les conditions – notamment géographiques, administratives et politiques – le permettent, un élève dont la langue première est une langue autre que le français peut faire toute sa scolarité obligatoire et ses études universitaires de premier cycle en immersion française (Knoerr, Weinberg et Gohard-Radenkovic, 2016). La présente communication porte sur une recherche que nous menons actuellement auprès d'étudiants anglophones inscrits dans un programme universitaire d'immersion française. L'une des participantes est issue de l'immigration. Notre objectif consiste à brosser le portrait global du rapport à l'écrit en français et en anglais de cette participante issue de l'immigration et de le comparer avec les résultats obtenus par les autres participants, d'origine canadienne. Le rapport à l'écrit correspond à la relation qu'une personne entretient avec la lecture et l'écriture ainsi qu'avec leur processus (Chartrand et Blaser, 2008). Dans le cadre de cette communication, nous présenterons la problématique, le cadre conceptuel, la méthodologie et les résultats de la recherche. Nous concluons avec la discussion des résultats obtenus.

ID: 106

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Language and Cognition/Langage et cognition, Listening and Speaking/Compréhension et production orales

Keywords: WTC, L2 fluency, idiodynamic method

An idiodynamic investigation of willingness to communicate in interaction with utterance and cognitive fluency

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There has been a growing interest in the application of dynamically informed research methods when investigating individual difference variables such as willingness to communicate (WTC). Fewer studies of this kind have targeted L2 performance variables, such as speech fluency. Since both WTC and L2 fluency influence communications in a second language (L2) and retain cognitive and affective bases (Nematizadeh & Wood, 2019), they are likely to interact and influence each other during L2 communications. However, little has been done to address such interactions. To bridge this gap, the present study employed an idiodynamic method (MacIntyre, 2012) to monitor WTC changes in interaction with the temporal measures of speech. 20 participants completed four three-minute, mainly monologic speaking tasks, self-rated their WTC, and attended stimulated recall interviews. An investigation of 882.5 instances of co-occurrence between WTC changes and fluent/dysfluent speech samples revealed an existing interaction, which took on four different forms: 1) high WTC and fluent speech, 2) low WTC and dysfluent speech, 3) high WTC but dysfluent speech, and 4) low WTC but fluent speech. Results also indicated that the interaction is dynamic and complex, and may be described as mostly two-way, direct and indirect, unpredictable, and interdependently multi-layered. A provisional model is presented at the end to better illustrate the factors that affected WTC and fluency.

ID: 171

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Language and Cognition/Langage et cognition, Listening and Speaking/Compréhension et production orales

Keywords: transfer-appropriate practice, fluency, accuracy, pre-task grammar practice

Grammar practice at the pretask stage: Is there a better way?

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In our TBLT context, teachers are advised to include grammar practice at the pretask stage to prepare learners for performing a communicative task. This typically takes the form of written grammar exercises. An important question is whether this type of practice, which elicits production under highly scaffolded conditions, actually enables learners to use the target grammar later during fluency-oriented speaking tasks. Our study compared the effect of such pretask grammar practice to what we refer to as *transfer-appropriate practice* (TAPRA) because the cognitive processes involved in practice were designed to be similar to those involved in real-world communication (Segalowitz & Lightbown, 1999). The target structure was the English past tense and participants were 20 native speakers of Mandarin enrolled in an EAP program. The participants were randomly assigned to either TAPRA or Traditional practice. Oral elicited imitation and written error correction tests confirmed that participants had similar levels of implicit and explicit knowledge of the past tense prior to the intervention. After reviewing the past tense rules, the TAPRA group engaged in form-focused aural/oral activities over three consecutive days whereas the Traditional group completed written grammar exercises. Both groups then performed a communication task where the past tense was elicited. The results revealed that the groups were not different in overall accuracy or in accurate use of the past tense, but the TAPRA group was significantly more fluent in their oral production. These findings are interpreted with respect to the trade-off hypothesis (Skehan, 1998) and Levelt's (1989) speech production model.

ID: 159

Single paper

Topics: French as a Additional Language/français langue additionnelle, Language and Technology/Langue et technologie, Vocabulary and Lexical Studies/Vocabulaire et études lexicales

Keywords: vocabulaire, annotation, images 360 degrés

Apprentissage du vocabulaire en L2 : le potentiel des images immersives

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La recherche sur l'apprentissage le vocabulaire en langue seconde (L2) a connu un essor constant au cours des dernières décennies (Nation et Webb, 2011). Afin de favoriser la mémorisation de nouveaux mots, il a traditionnellement été suggéré d'avoir recours à un double encodage (Paivio, 1971) en associant des mots et des images. L'annotation d'images avec des mots peut se faire en utilisant des supports multimédias (Chun et Plass, 1996). Au vu des avancées technologiques récentes, de nouvelles possibilités d'annotations s'offrent toutefois aux enseignant.e.s de L2. Ainsi, plutôt que d'utiliser des images 2D (p. ex. cartes éclairés), il est désormais possible d'annoter des images 360 degrés immersives, permettant aux apprenant.e.s d'explorer des scènes dans leur intégralité, dans toutes les directions (Papin et Kaplan-Rakowski, 2020).

Cette présentation fait la synthèse de deux études s'intéressant au potentiel de l'annotation d'images 360 degrés pour l'apprentissage du vocabulaire en français L2, réalisées auprès d'apprenant.e.s de niveau débutant ($N = 75$). Ces études s'appuient sur une méthodologie mixte (prétests/posttests, sondages, groupes de discussion). La première étude vise d'une part à comparer les gains d'apprentissage à la suite de l'utilisation d'images 2D et d'images 360 degrés annotées. Quant à la deuxième, elle a pour but de déterminer si l'ajout d'annotations audios (en plus des annotations textuelles) dans des images 360 degrés est susceptible de soutenir davantage l'apprentissage du vocabulaire. Les perceptions des apprenants quant aux deux expériences sont également présentées. Enfin, les implications pédagogiques et didactiques concrètes pour la classe de L2 sont discutées.

ID: 129

Single paper

Topics: Bilingual, Immersion, Heritage, and Minority Education/Contextes et programmes plurilingues, Critical Applied Linguistics/Perspectives critiques, Language Pedagogy/Pédagogie et didactique des langues

Keywords: Linguicism, Micro-agressions, Case study, Minority languages

An exploration of how linguicism manifests itself in students' academic, professional, and social circles

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The teaching of second and additional language (AL) learning is increasingly approached from a plurilingual lens (Payant & Galante, in press). From this lens, the aim is to propose pedagogies that challenge monolingual approaches which have ignored AL learners' home languages and cultures. While this scholarship highlights the affordances of focusing on learners' repertoire and celebrates how multilinguals have the agency to draw on their multiple languages to create meaning (Busch, 2018; Dault & Collins, 2016; Galante, 2020), this research agenda has seldom examined how minority language users may experience linguicism (Skutnabb-Kangas, 2015) or micro-aggressions based on their languages, communication styles, or perceived value of their languages (Dovchin, 2019, 2020). Therefore, this case study examined whether and how linguicism manifests itself in academic, professional, and social spheres.

Three focal participants, native speakers of Arabic, enrolled at a francophone university, kept a personal journal during a 3-month period documenting critical moments, operationalized as any event, positive or negative, that provoked an emotional reaction. We engaged in two follow-up discussions (75 minutes each) to expand on these moments. Still in the data analysis phase, preliminary results suggest that linguicism is very present in the focal participants' daily interactions. They tended to experience greater struggles when joining a new community of practice (e.g., new teaching contract). Participants explained the need to regularly reassert their worth, often feeling that their contributions are being scrutinized. Directions for new research programs and strategies for identifying and addressing linguicism in teacher education programs will be discussed.

ID: 182

Single paper

Topics: Multi- and plurilingualism/Multi et plurilinguisme

Keywords: plurilingual approach, plurilingualism, teacher perception, language teaching

Teachers' Perceptions of a Plurilingual Approach to Language Teaching

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Multi/plurilingual approaches that engage learners' entire linguistic and cultural repertoires have recently gained much attention in language teaching (Lau & Van Viegen, 2020; Kubota, 2020) and advanced theoretically (Piccardo, 2019). Yet, implementation is still seen as a challenge among teachers, who often resort to one-language-only approaches (Cañado, 2016; Cenoz & Gorter, 2013); for example, English-only in TESL. Previous literature shows that teachers who lack training in plurilingual pedagogies may not fully understand plurilingual theory (Galante et al., 2020; Wang, 2019), which may limit its potential benefits in implementation. Well-trained pre- and in-service teachers or those with solid plurilingual knowledge may still be hesitant about implementing plurilingual approaches given the monolingual discourse and assessment practices often required by educational institutions (Prece & Marshall, 2020). Thus, it is urgent to investigate both pre- and in-service teachers' perceptions of plurilingual practices, including affordances and how they overcome potential challenges. Following a mixed methods approach, I collected data from demographic questionnaires, the PPC Scale (Galante, 2020), and semi-structured interviews with 15 pre- and 15 in-service language teachers ($N = 30$). Preliminary analysis of interview data shows that both groups of teachers have a high interest in plurilingual pedagogies but one of the main challenges faced goes beyond pedagogical training, such as power dynamics with stakeholders who are unaware of the importance of plurilingual approach. This study is important as it unpacks the power dimensions in institutions, which may limit the implementation of plurilingual pedagogies despite pre- and in-service teachers' willingness to do so.

ID: 133

Single paper

Topics: Analysis of Written, Oral, and Multimodal Discourse/Analyse du discours (écrit, oral, multimodal), Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Sociolinguistics/Sociolinguistique

Keywords: narrative analysis, online storytelling, multimodal discourse, social networks, TikTok

'Hello my Friends, Welcome Back to My Channel!' Narrativity, Tellership, and Authenticity on TikTok

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Narrative analysis within sociolinguistics and discourse-oriented approaches to language has seen significant turns over the last several decades. Its focus shifted from the linguistic structure of narrative seen as text-type towards recognising narrative as performance, a type of social practice, and a prominent locus of identity construction (De Fina & Perrino 2017). Recently, narrative analysis has turned towards heterogeneous storytelling contexts and genres that depart from the canonical single, linear (usually textual) sequences told by a single active teller (Georgakopoulou 2015, 2017). The contemporary landscape of narrative analysis is oriented towards narrativity and sharing stories in various online and digital contexts that people inhabit through their everyday practices (Page & Bronwen 2011, Giaxoglu 2020). The ways in which people engage in contemporary communicative practices to construct and share stories are multi-semiotic, multimodal, and greatly prompted by the affordances of social media platforms. This invites researchers in the field to re-think once again how they define narrative and to respond to consequent methodological challenges. To illustrate this, I use the example of TikTok, a popular video-focused social network. I analyse posts by user Pinky Patel, a comedian of South-Asian heritage living in suburban Chicago, who is known for her humorous videos containing recounts of everyday situations and social commentary laced with a distinct Gujarati accent. My aim is to analyse strategies that Pinky uses to engage in "formatted storytelling" (Georgakopoulou, forthcoming), and to investigate how traditional notions such as narration, tellership, tellability, linearity, and positioning surface in this social networking context.

ID: 130

Single paper

Topics: Bilingual, Immersion, Heritage, and Minority Education/Contextes et programmes plurilingues, French as a Additional Language/français langue additionnelle, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, French schooling/scolarisation en français

Keywords: French immersion, identity, FSL, second language identity, Francophone

Being Immersion: Group Identity and Accent in British Columbia's French Immersion Students

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This on-going doctoral study focuses on the identities and accents formed in BC's French immersion program. Inspired by the recent shifts in SLA research towards a more pluri/multilingual, learner-centric approach (Marshall & Moore, 2018), and Tajfel's Social Identity Theory (Turner et al., 1996), this study goes beyond the oft-conducted French immersion research, which mostly emphasises 'correctness' (Bullock et al., 2020) in comparison to 'native' French speakers (Nadasdi et al. 2017; Lyster, 1987). At the same time, French identity and accent research in Canada almost exclusively targets native Francophones. As such, by centering immersion students as perpetual learners of French, such studies question their very legitimacy as speakers of French (Bourdieu, 1991), while ignoring that in provinces west of Ontario, it is immersion students, rather than Francophones, who are helping to maintain Canada's second official language. In answer, this research delves into the rarely studied field of French immersion identity (Roy, 2020), and focuses on accent as a salient marker of that identity (Baratta, 2018). Data consists of the survey results of 141 FSL and immersion students in grades 10, 11 and 12, all from BC's North, Interior and Lower Mainland. A portion of the results suggest that in BC, French immersion participants seem to develop a sense of group belonging within the program, while also appearing to have an interest in the local BC Francophone community, rather than those of Quebec or Eastern Canada.

ID: 124

Single paper

Topics: Critical Applied Linguistics/Perspectives critiques, English as an Additional Language/Anglais langue additionnelle, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Multi- and plurilingualism/Multi et plurilinguisme

Keywords: language learning, migration, transnationalism, translanguaging, social integration

The (In)formal Language Learning Experiences of Adult Migrants: Insights from a Transnationalism and Translanguaging Perspective

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This talk reports on the preliminary stages of a multi-year, multi-site comparative study of the (in)formal language learning experiences of adult migrants. The rationale for the study is rooted in the intensity of contemporary global migration, where unprecedented numbers of adult migrants are forced into linguistically alien terrains and are often isolated and disadvantaged by language barriers preventing full participation in host societies (Burns & Roberts, 2010). Conceptually, the study draws on a hybrid theoretical framework linking *transnationalism* (Glick Schiller, Basch, & Szanton Blanc, 1995) and *translanguaging* (Otheguy, García, & Reid, 2015), enabling a fluid and multidirectional analysis of first person experiences of language use in linguistically diverse contexts. Methodologically, the study draws on 102 surveys and interviews with migrants, service providers, and academics in Canada, Italy, and the United States—three transit or destination settings characterized by an influx of newcomers. Data gathered in the project are treated qualitatively and the perspective is “migrant-centric” (McAuliffe, Kitimbo, Goossens, & Ullah, 2017, p. 175). Insights are offered into the study’s theoretical framework, methodological design, and data collection challenges during the COVID-19 pandemic, sharing initial data on the migrants’ priorities for their language learning, their agency in choosing language-learning opportunities, the extent to which language learning serves their needs, and their efforts to stay connected ‘back home’. The aim of the study is to provide evidence-based recommendations for “sensitively designed and socially and culturally responsible educational and language programs for adult immigrants, migrants, and refugees” (Burns & Roberts, 2010, p. 409).

ID: 162

Single paper

Topics: French as a Additional Language/français langue additionnelle, Language Pedagogy/Pédagogie et didactique des langues

Keywords: expressions conventionnelles, intentions de communication, pragmatique, français Lx, contextes interactionnels

Identification des paramètres des situations de communication représentant les plus grands défis pour des personnes immigrantes apprenant le français langue cible (Lx)

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La recherche en pragmatique a relevé l'importance des expressions conventionnelles (expressions employées par les locuteur(-trice)s d'une même communauté linguistique dans certaines situations sociales (Bardovi-Harlig, 2009)) pour la réussite des interactions quotidiennes dans la Lx (Bardovi-Harlig, 2018). Toutefois, ces expressions répertoriées en français (Edmonds, 2010 ; Beaulieu et al., soumis) ne sont pas arrimées à des situations de communication vécues par des nouveaux(-velles) arrivant(e)s s'établissant au Québec. Pour combler cette lacune, cette étude vise à identifier les intentions de communication devant être maîtrisées pour atteindre le niveau 4, permettant l'accès à la citoyenneté (MIFI, 2011), perçues comme étant les plus difficiles à réaliser.

Un questionnaire présentant les intentions de communication à maîtriser à l'oral au niveau 4 (MEES, 2015) a été créé. Chaque item du questionnaire présentait une intention pragmatique (p.ex. décrire un problème de santé) à réaliser dans divers contextes interactionnels (p.ex. à la pharmacie, à info-santé, etc.). Des apprenant(e)s ayant terminé le niveau 4 d'un centre de formation générale aux adultes à Québec ont été recruté(e)s pour le compléter. Ils(elles) devaient encercler le chiffre correspondant au niveau de difficulté qu'ils(elles) éprouvent pour réaliser ces intentions en français (1=très facile et 4=très difficile).

L'analyse des données permettra d'identifier les paramètres contextuels et pragmatiques des interactions quotidiennes qui représentent les plus grands défis communicatifs pour ces apprenant(e)s. La discussion traitera de la portée de ces résultats pour la conception d'un outil qui recueillera, sous forme de répertoire, les expressions conventionnelles utilisées par des usager(-ère)s compétent(e)s dans les situations jugées problématiques.

ID: 160

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Language Pedagogy/Pédagogie et didactique des langues, Multi- and plurilingualism/Multi et plurilinguisme, Teacher Education/Formation à l'enseignement

Keywords: multilingual approaches, ESL, TESL, teacher education, monolingual approaches, pre-service teachers

Missed the multilingual turn? Monolingual resistance by future ESL and FLS/FI teachers

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For well over a decade, researchers and educators have been promoting multilingual approaches in L2 education (Cummins, 2007; May, 2014; García, 2009), where students can draw upon their full linguistic repertoire - countering the long-standing monolingual approach which espouses the exclusive use of the target language in the L2 classroom. Nevertheless, despite theoretical and empirical evidence supporting multilingual principles (e.g., Ballinger et al., 2020), in many L2 teaching contexts monolingual practices persist (Cummins, 2016). Perhaps due to tradition, habit or dated ministerial directives (e.g., MELLS, 2006), there is a pervasive belief that English Second Language (ESL) or French Second Language / French Immersion (FSL/FI) classes must be *English only* or *French only* spaces respectively.

Drawing on survey and interview data gathered from ESL and FSL/FI pre-service teachers (PST)s at three different institutions, we investigate this dilemma. Our analysis reveals that while PSTs might be instructed to adopt English-only or French-only practices, they discover and develop their own multilingual strategies while on practicum. These strategies allow them to connect with struggling or diverse students, build relationships and trust, and draw on students' L1 knowledge to make sense of the L2. Despite feelings of conflict, or even fear of reprisal for abandoning monolingual dictates, the benefits of incorporating multilingual practices provided the PSTs with clear supporting evidence for their choices. With this presentation we hope to provoke discussions about the origins and staying power of these monolingual beliefs and how to better align our teacher education programs to validate PSTs' intuitions.

ID: 170

Single paper

Topics: Bilingual, Immersion, Heritage, and Minority Education/Contextes et programmes plurilingues, French as a Additional Language/français langue additionnelle, Sociolinguistics/Sociolinguistique

Keywords: immersion française, éducation, sociolinguistique pour le changement, formation des enseignant.e.s, idéologies langagières

La sociolinguistique pour le changement en immersion française : une synthèse des idéologies des enseignant.e.s à travers les prairies canadiennes

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L'immersion française représente une approche pédagogique reconnue depuis plusieurs années en apprentissage du français comme langue additionnelle pour les élèves au Canada. Plusieurs élèves développent de fortes compétences langagières en français et en anglais en immersion, ainsi qu'une maîtrise du contenu. Cependant, il existe plusieurs idéologies linguistiques qui sont problématiques chez les enseignant.e.s en immersion. Celles-ci risquent de nuire à l'inclusion et au succès de certains élèves, surtout dans la région anglo-dominante des prairies canadiennes (XX et al., 2019; XX, 2021). Dans le cadre de cette présentation, nous adopterons un regard critique afin d'examiner les discours et les idéologies des enseignant.e.s et des enseignant.e.s en formation par rapport à l'immersion française. Les idéologies abordées incluront les variétés linguistiques, la sécurité linguistique des enseignant.e.s et des élèves, la pertinence de l'immersion pour les populations d'élèves diversifiées et les rôles des répertoires linguistiques des élèves dans l'apprentissage en immersion. Nous allons présenter les résultats de plusieurs études effectuées en immersion à travers les prairies canadiennes, discuter des thèmes majeurs de nos recherches et proposer la sociolinguistique pour le changement (Auger et al., 2007; XX, 2020) comme cadre théorique afin d'apporter un regard critique sur ces programmes pour devenir plus inclusifs et équitables.

ID: 108

Single paper

Topics: Analysis of Written, Oral, and Multimodal Discourse/Analyse du discours (écrit, oral, multimodal), Language Pedagogy/Pédagogie et didactique des langues, Multi- and plurilingualism/Multi et plurilinguisme

Keywords: L2 gestures, pragmatics, multimodality, Italian as L2, multilinguals

The pragmatics of L2 gestures in Italian classes in Canada and in Italy

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In recent SLA research, scholars are paying more attention to the body in explaining language development but also language use (Abner, Cooperrider and Goldin-Meadow 2015; Goldin-Meadow and Alibali 2013), where the latter area of work can contribute advancements in the field of L2 pragmatics teaching (Bardovi-Harlig 2001; Taguchi 2011, 2015). Knowing that pragmatic competence ensures the ability to use a language effectively and appropriately in different contexts (Bardovi-Harlig 2013; Glaser 2020; Hymes 1972; Leech 1983), scholars inquire about the contribution of the body to the formulation of the speakers' intended meanings and their understanding (Cooperrider 2014; Holler and Beattie 2003; Kendon 2004, 2017).

This presentation offers a qualitative analysis of the responses that two groups of beginners of Italian in Canada (n=30) and in Italy (n=30) contributed to a multimodal exercise, where six culturally-based Italian gestures were presented alone and in combination with mini-dialogues. The goal of this study was to encourage Italian L2 pedagogy to become more oriented towards the teaching of the pragmatics of body movements occurring during interactions. This work advocates that it is important to promote awareness of the pragmatic roles of the body from the early stages of language development to better prepare L2 learners in the recognition of the nonverbal contents communicated in a target language. One of the main results of this study suggests that combining target gestures with speech is a necessary pedagogical approach to enable the understanding of the semantics and the pragmatics of multimodal messages in L2 communication.

ID: 137

Single paper

Topics: Teacher Education/Formation à l'enseignement

Keywords: Literacy, teacher education, antiracism, equity, beliefs

“I grew up thinking English was the superior language”: Literacy autobiographies in preservice teacher education

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Teachers' beliefs and ideologies surrounding literacy have significant implications for how they navigate systemic barriers to equity and inclusion in their classrooms. This study examines the role of a three-part multimodal literacy autobiography assignment in supporting preservice teachers (PSTs) to reconceptualize literacy while considering possibilities for equity-oriented antiracist literacies pedagogy. It builds on findings demonstrating the power of autobiographical work in supporting PSTs' critical negotiation of beliefs, ideologies, and identities (e.g., McTavish & Filipenko, 2016; Valencia et al., 2020; Yazan, 2019). Employing action research methodology, this study took place in a 4-month literacy methods course for elementary PSTs at a university in Western Canada. The literacy autobiographies were nested within pedagogical explorations of culturally sustaining pedagogies (Paris & Alim, 2017), Indigenous perspectives (Hare, 2005), and critical literacies (Freire, 2007). Drawing on multiliteracies (NLG, 1996) and raciolinguistics (Flores & Rosa, 2015) as theoretical lenses, this study asks: (1) To what extent can a multiliteracies autobiography project shift PSTs' conceptions of literacy? and (2) What are the implications for PSTs' development of critical orientations towards equity, linguistic diversity, and antiracism? Findings from an analysis of PSTs' assignments, coursework, and field notes demonstrate PSTs' emerging awareness of ways dominant conceptions of literacy privilege Whiteness, and their increased commitments to centring learners' full linguistic repertoires and funds of knowledge. Literacy autobiographies also supported PSTs to develop concrete pedagogical ideas for more equitably supporting racialized multilingual learners. Implications centre on the importance of critical reflexive work in teachers' professional development surrounding antiracism, diversity, and equity.

ID: 200

Single paper

Topics: Bilingual, Immersion, Heritage, and Minority Education/Contextes et programmes plurilingues, English as an Additional Language/Anglais langue additionnelle

Keywords: Immersion, English as an additional language

Emerging research on an English immersion model of support at the university level: Expanding the tradition

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Drawing on the literature in French immersion at the university level (Knoerr et al., 2018, Seror & Weinberg, 2021), as well as theory and research on CLIL/CBI at the post-secondary level (Cammarata, 2016; Smit and Davouz, 2012), this session will share preliminary findings in implementing an English immersion program within the higher education context. Although previous research has proposed a range of language and literacy support models within Anglo-dominant institutional contexts (Fenton-Smith & Humphries, 2015; Murray, 2016), this study shares findings of an 'adjunct strong' model of content and language integration within a bilingual (French-English) and highly multicultural context to teach English disciplinary language and literacy within the first year of undergraduate studies. Data was gathered through surveys and interviews with students and faculty engaged with this new program. Preliminary findings point to the perceived direct benefits to students as they learn and use the language and rhetorical styles of the discipline both in language and content courses. Findings also highlight the opportunities and challenges faced by faculty who engage in this innovative model of advanced English language and literacy development. This study will also discuss the potential implications on policy and practice when implementing an immersion or content-based model support in the Canadian university context given broader equity, diversity, and inclusion goals. To that end, the session will also share the opportunities afforded for cross-linguistic pedagogy (Seror & Gentil, 2020) and biliteracy practices within these rich linguistic and cultural learning spaces.

ID: 111

Single paper

Topics: French as a Additional Language/français langue additionnelle, Language Acquisition and Attrition/Acquisition et attrition des langues, Language Planning and Policy/Politique et aménagement linguistiques, Language Pedagogy/Pédagogie et didactique des langues, Sociolinguistics/Sociolinguistique

Keywords: French as second language (FSL); Perceptions and attitudes; Participation; Ontario secondary schools; French education

Participation and attitudes: an exploratory look into the current Ontario French as second language programme at the secondary school level

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The purpose of this paper is to investigate the perceptions and attitudes of such key stakeholders as students, parents, and teachers in Ontario's FSL programme, and what potential impacts such attitudes could have on future participation in FSL learning in secondary schools in the province. It also examines some prevailing teaching and learning practices as they relate to the development of FSL programmes in Ontario. More precisely, this paper tries to answer the following threefold questions: How is Ontario's current FSL programme perceived by some key stakeholders, what may influence these perceptions, and what are some of the possible implications for the future of FSL in Ontario, especially as regards participation? Responses of students, parents and teachers to questionnaires provided data for the paper. The fieldwork of this study was carried out in six secondary schools in three Ontario school boards, two of which were catholic and the other, public.

ID: 125

Single paper

Topics: Bilingual, Immersion, Heritage, and Minority Education/Contextes et programmes plurilingues, Critical Applied Linguistics/Perspectives critiques, French as a Additional Language/français langue additionnelle, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Multi- and plurilingualism/Multi et plurilinguisme, Teacher Education/Formation à l'enseignement

Keywords: Native speakerism, Preservice language educators; Linguistic ideologies; Raciolinguistic perspective; Identity

Struggling for legitimacy: Discourses of nativeness and pre-service bi/plurilingual French language educators

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'Native-speakerism' (Holliday, 2006) reinforces depictions of native speaker educators as the most appropriate and legitimate source of linguistic and cultural resources to model and teach language learners. These depictions noted both in the fields of English and French language education (Chevalier, 2012; Wernicke, 2018) have increasingly been rejected as rooted in the 'native speaker fallacy' (Phillipson, 1992) and patterns of prejudice and discrimination through their representations of non-native educators as linguistically or culturally deficient (Porto et al., 2018). However, their essentializing and reductive oppositions remain to be overcome in teacher education programs (Derivry-Plard, 2013).

This paper explores this phenomenon as experienced by preservice bi/plurilingual French language educators at a large Canadian university. Data stemming from a four-year longitudinal case study of undergraduate students and a corpus of bi-semester interviews and supporting textual and video data illustrate how an 'ideology of nativeness' (Shuck, 2006) was discursively reinforced within peer interactions experienced by preservice French language educators. Building on a raciolinguistic perspective (Rosa & Flores, 2017) the analysis highlights how an ideology of nativeness was (re)produced at an individual and institutional level (Shuck, 2006) and the negative and lasting impact of these processes on future French language educators' sense of identity and legitimacy. Implications focus on the growing need to disrupt early in second language teacher training programs ideologies of nativeness by promoting an inclusive view of who is a qualified, competent and legitimate language educator and preparing bi/plurilingual preservice educators to consciously resist the constraints of native speakerism.

ID: 113

Single paper

Topics: French as a Additional Language/français langue additionnelle, Language Pedagogy/Pédagogie et didactique des langues, Vocabulary and Lexical Studies/Vocabulaire et études lexicales

Keywords: French L2, idioms, intermediate learner, phraseodidactics

Teaching idioms within an intermediate language course based on noticing and dual-code theories: a case study using psycholinguistic norms for idiomatic expressions

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This study focuses on figurative idioms in French (eg. Fr. *être aux anges*, [lit. 'be around angels', meaning 'to be very happy']). Formal, cultural, and metalinguistic difficulties are added to the often opaque semantics of idioms. Therefore, the explicit teaching of idioms is crucial. We have created a multimodal method of teaching idioms at the intermediate level with the aim to improve teaching methods by making a clear choice of idioms to teach and by using techniques based on the *noticing* and the *dual-code* theories. At the first stage of the study, 30 frequent idioms were chosen according to psycholinguistic norms. Twenty native speakers from Québec rated them according to their knowledge, subjective frequency, and familiarity. At the second stage of the project, the 18 most frequent and most familiar to L1 speakers' idioms were chosen for the intermediate French university course. Teaching methodology includes exploration of contemporary authentic sources (press articles, examples proposed by L1 speakers, and songs) and learner-generated oral and written production aiming to improve reuse of the idioms. Nine learners wrote pre-tests and post-tests with delayed post-tests two weeks after the end of each teaching module. Finally, they completed a questionnaire evaluating different components of teaching method. Qualitative analyses of learners' production show solid gains in idioms' recall, while linguistic deficiency in L2 seems to slow down the process of acquisition for some participants. By the end of the course, students had learned most of the idioms and could use them correctly in production.

ID: 145

Single paper

Topics: Critical Applied Linguistics/Perspectives critiques, English as an Additional Language/Anglais langue additionnelle, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Language and Technology/Langue et technologie, Research Methodology/ Méthodologie de recherche

Keywords: assemblage, affect, materiality, EAP, online

Instructor Affect in the Material and Spatial Exigencies of Online EAP

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Online delivery in pre-university English for Academic Purposes (EAP) for international students is particularly complex because of the nature of EAP programming where: (1) student interaction is necessary for the development of communicative competence (Lightbown & Spada, 1990), (2) authenticity in written production is central to valid assessment (Huang, 2018), and (3) academic socialization is perceived as experiential and lived (Kobayashi et al. 2017). The absence of the physical classroom, body-to-body interaction, and a shared geographic community transforms the way in which teaching/learning occurs online (Dussel, 2017).

This study explores EAP instructors' experience with the shift to online delivery through the concept of 'assemblage' (Deleuze & Guattari, 1987), which can be understood as a system operating in unpredictable ways around actions and events. At the end of the Fall 2020 semester, twelve instructors participated in semi-structured interviews regarding their transition to online delivery and their current experience teaching online. Data is analyzed through rhizoanalysis (Masny, 2013) to reveal linkages between elements in the EAP instructor assemblage, namely the contingency between the materiality and spatiality of online instruction and the affective dimension of teaching/learning from a distance. Data vignettes highlight the centrality of interaction, trust, and accountability as elements absent in online delivery and instructor (non)agency in mediating teaching and assessment therein. Findings add to the importance of understanding online language instructors' affective responses to material and spatial exigencies.

ID: 146

Single paper

Topics: Bilingual, Immersion, Heritage, and Minority Education/Contextes et programmes plurilingues, Corpus Linguistics/Linguistique de corpus, Language Maintenance and Revitalization/Maintien et revitalisation des langues
Keywords: heritage language, children spoken language, corpus linguistics, Hungarian teaching

Fixed and Semi-Fixed Lexical Chunks in a Children's Spoken Language Corpus

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The research this paper presents concentrates on the usage of *lexical chunks*, which are groups of words that often occur together in the company of each other, in Hungarian children's spoken language. Several studies found that competent language users apply fixed, prefabricated lexical units in most of their speech (cf. Altenberg 1998, Erman & Warren 2000); Lewis concluded that "language consists of chunks which, when combined, produce continuous coherent text" (Lewis, 1997: 7). Chunks can be fixed or semi-fixed, which means parts are variable; it gives them high value in communication. Some examples from the KorSzak Children Language Corpus:

1. (1) *őszintén szólva* ('frankly saying') – example of a fixed lexical chunk in Hungarian
2. (2) *jó emlékem van a **sporttal** kapcsolatban* ('I have a good memory of the sport') – example of a semi-fixed lexical chunk in Hungarian, where the word 'sport' can be changed to other nouns such as *camping*, *school*, *Peter*, and so on, as a variation of the expression.

Consequently, if language learners learn such lexical chunks, it may be beneficial for them in multiple ways. When students actively use these units, we have the impression of a more natural speech production and fluency.

The project's main objective is to create a Hungarian language book for children who are heritage language speakers learning in Sunday schools all over the world. Therefore, the paper provides samples of how the research results are used in the book writing process.

ID: 188

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle

Keywords: EAP, nominalization, academic literacy, SFL, noun groups

Making sense of noun groups: Applicable linguistics for EAP

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This presentation takes up Priven's (2020) work with Complex Noun Phrases (CNP) in EAP, paralleling CNPs with Halliday's discussion of *nominalization*. The presentation shares strategies and resources developed to teach this key feature of academic discourse (Halliday & Matthiessen, 2004; Irwin & Liu, 2019; Liardét, 2016) to multilingual international students in their first year of undergraduate study, taking linguistics as *applicable* to language teaching and learning.

Drawing from simplified metalanguage from Systemic Functional Linguistics (SFL), teaching materials cover both the rationale and process of nominalization (making nouns). We look at their frequency in written academic texts, their role in abstracting phenomena to make academic writing more 'objective' (Liardét, 2018), and their function in summarizing processes in argumentation (Pessoa et al., 2017). To recognize and rework these noun groups, we employ strategies to establish their boundaries, identify the head noun, decipher the modifications built in, unpack their meanings, and reconstruct them in the service of paraphrasing (Walsh Marr, 2019). Originally created for synchronous, face-to-face instruction, these strategies and tasks were successfully reconfigured for asynchronous remote delivery and practice during COVID. Strategies included practice tasks for mastery and discussion boards for strategy and community building. Bespoke resources were built with authentic text excerpts drawn from first year assigned readings and Open Educational Resources (OERs) across several Arts disciplines.

ID: 154

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Language Acquisition and Attrition/Acquisition et attrition des langues, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation

Keywords: English as an Additional Language, Newcomers, Workplace, Self-Driven Learning, Additional Language Socialization

Self-taught: What are the successful self-driven language learning practices used by British Columbia's newcomers in the workplace?

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In recent years, British Columbia has welcomed more newcomers than ever before (Mendicino, 2019). British Columbia's newcomers, many of whom speak English as an additional language (EAL), bring valuable skills, training, and experience to the Canadian workplace. These workspaces become places of ad lib, self driven EAL learning. The new EAL skills acquired within the workplace, in turn complement and build on the resources newcomers already bring, to the benefit of coworkers, employers, and the community. Understanding and supporting self-driven EAL learning facilitates newcomers realizing their potential in a new place.

This qualitative case study (Duff & Anderson, 2015) uses a series of interviews and a focus group to look at the successful self driven language learning strategies, practices, and tools used by newcomers as they learn EAL in the workplace. Data are analyzed using a thematic approach (Braun & Clarke, 2006), with extracts coded and gathered into meaningful themes.

Following an additional language socialization framework (Duff, 2007; Duff & Talmy, 2011), preliminary research indicates sympathetic interlocutors play a key role in workplace language learning through direct and indirect support, correction, and language learning synthesis. Further, interlocutors initially communicate existing language around workplace rules and policies, then eventually participate as co-constructors along with newcomers in the new workplace social group that fosters language learning. Findings also indicate workplace and personal technologies become repurposed for language learning. Thus, a nuanced understanding of workplace additional language socialization is emerging, with implications for supporting newcomers as they participate in the Canadian workforce.

ID: 151

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation, Language and Technology/Langue et technologie, Reading, Writing, and Literacies/Lecture, écriture et littératies

Keywords: K-12, Language Socialization, Remote Learning

Beyond the Lens: Remote Learning Experiences at a K-12 Ballet School

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Prior research has documented how Kindergarten to Grade 12 (K-12) use digital technologies in various learning environments (e.g., Abrams, 2016; Ito et al, 2013; Lotherington & Paige, 2017). Studies such as these have become increasingly important during times of global crises. Due to fluctuating COVID-19 numbers, technology-enhanced environments, in particular remote learning environments, have become prevalent. These remote learning environments have posed challenging in non-conventional school-sanctioned learning spaces, such as a ballet school, where the focus is on embodied learning. Therefore, this digital terrain has forced these schools to (re)imagine learning. There is a notable research gap with regards to our knowledge of the learning experiences in these unique settings and the implications for teaching in post-pandemic and global crises. Using a language socialization (Ochs, 2002) theoretical lens, the following ethnographic case study (Heath & Street, 2008; Duff, 2008) explores the learning experiences of Grade 11 English Language Learner students at a ballet school during remote learning. Data is analyzed using narrative inquiry (Clandinin & Connelly, 2000). Remote classroom observations, artifact collection, participant reflection journals and interviews were a part of the data collection. Results indicated the crucial role that the expert plays in both socializing the novices and constructing a virtual learning space. These results also highlight the role of a laptop camera during Zoom classes (both in academic and dance learning spaces) where students use this technology to present a particular “self.” These students were socialized to present “self” in different ways depending on the social context.

ID: 177

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, French as a Additional Language/français langue additionnelle, Language Pedagogy/Pédagogie et didactique des langues

Keywords: Meaning-based approaches, form-focused instruction, task-based instruction, structured input, individual differences

Enhancing Meaning-Based Instruction with Structured Input

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It is unequivocally accepted that input is critical for second language acquisition, but research also supports that second language (L2) learners can benefit from form-focused instruction (e.g., Norris & Ortega, 2000). Tedick and Lyster (2020) advocate a "counterbalanced" approach that entails a systematic shift between input-rich content and language since processing L2 input solely for meaning may cause learners to skip over morphosyntactic forms important for language development.

This presentation will demonstrate that an intervention called structured input (SI) is a viable option to help learners focus on language in meaning-based programs such as the Québec Education Program (QEP). SI activities are informed by VanPatten's theory of input processing (VanPatten, 1996; 2020) which attempts to explain why L2 learners process certain features of L2 input before others. SI activities teaches learners to use better processing strategies to process input correctly and deliver intake to their developing linguistic systems.

The effectiveness of SI activities is well documented (e.g., Lee & Doherty, 2019). Recent research has revealed that these activities are effective even when the training is very brief (e.g., Ito & Wong, 2021). This means SI can be incorporated into meaning-based curriculums without taking time away from content or task-based learning. Furthermore, these activities appear to be effective regardless of individual differences (e.g., Lee et al., 2013) which makes them suitable for different types of learners.

This presentation will discuss this empirical data and offer examples to show how SI can complement meaning-based approaches such as those advocated by the QEP.

ID: 175

Single paper

Topics: English as an Additional Language/Anglais langue additionnelle, Language, Culture, Identity, Socialization/Langue, culture, identité, socialisation

Keywords: intercultural communication; English as an Additional language

Interacting with Local Students: Experience of Chinese EAL Students in a Canadian University

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In the trend of internationalization of higher education, Canadian post-secondary institutions are hosting increasing number of international students from diverse cultural and linguistic backgrounds (Statistics Canada, 2021). However, studies report that meaningful intercultural contact between English as an Additional Language (EAL)-speaking students and local students is limited and difficult (Gareis, 2012; White & Rosado, 2014). It has been widely acknowledged that social interaction opportunities may affect EAL students' language development (Jackson, 2020; Larsen-Freeman & Long, 1991; Norton, 2013).

This study explores how Chinese international students who have completed EAL program communicate with local students in their academic programs in an English-medium Canadian university. The goal is to figure out possible ways of better supporting EAL-speaking students who confront challenges when communicating with their Canadian counterparts. This qualitative study answers two questions: 1. How the Chinese EAL students perceive their experience of communicating with local students in a Canadian university? 2. What are the negative and positive factors that may influence EAL students' openness to engaging with local students?

A theoretical framework integrating sociocultural theory (Vygotsky, 1978), language investment (Norton, 2013) and critical multiculturalism (Kubota, 2010) will guide this study. The qualitative data will be collected through semi-structured interviews, focus-group discussions, and observation notes. This research will contribute to the literature of sociocultural dimension in adult EAL education and will provide some concrete suggestions to inform the future work of EAL academics, instructors, and curriculum designers as well as internationalization in Canadian higher education.

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Single paper

Topics: Language Pedagogy/Pédagogie et didactique des langues, Multi- and plurilingualism/Multi et plurilinguisme

Keywords: Emotionality, Plurilingualism, Multilingualism, TESL, Pedagogical Tasks

The Role of Plurilingualism in Improving Learners' Emotionality

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The impact of emotions on language learning on one hand has been documented (Richards, 2020; White, 2018); similarly, there is evidence on the positive impact of plurilingualism on language acquisition among learners (Busse, 2017; Piccardo, 2019). However, there is little knowledge on the role of plurilingualism in improving learners' emotional well-being, and the consequent impact on language acquisition. Since emotions are closely tied to language, overlooking or misunderstanding students' emotionality can result in stunted learning (Arnold, 2021; Dewaele, 2021). Current TESL practices are often anchored in monolingual ideologies in a way that promotes English as a dominant language. Such practices can disregard learners' emotional needs (Dewaele & Li, 2020), as well as their diverse linguistic backgrounds (Paterson, 2020). Additionally, the focus on the cognitive dimension of language can neglect the important role of students' emotions in the language learning process (Richards, 2020). Learners, unaware of the term plurilingualism, may nevertheless resort to plurilingual strategies to express different kinds of emotions and navigate language differences. This paper explains how plurilingual pedagogy can be implemented in TESL classes while addressing learners' emotional well-being. The points raised in this paper are based on tasks that I developed and applied in three undergraduate English language classes in a university in Lebanon, with a total of 95 students. Major outcomes included (1) increased student motivation to learn English, (2) increased confidence using English, and (3) improvement of vocabulary. Although these TESL tasks were implemented in a Lebanese context, they could be used in any other multilingual context.

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Taking a holistic view of analytic pronunciation evaluation rubrics

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This presentation discusses the results of a project that aimed to improve upon an existing holistic pronunciation evaluation rubric for English course placement. In revising the rubric, we faced the challenge of balancing reliability and validity with usability (Fulcher, 1997; Harding, 2017; Knoch, 2017), particularly for students from various L1 backgrounds (Isaacs et al., 2018). The original version of the rubric required raters to assign a global score corresponding to the speaker's pronunciation level. This holistic evaluation did not require the raters to consider the contribution of each pronunciation component in a uniform manner and thus posed a risk for interrater reliability. To address this issue, we created an analytic rubric based on an examination of both test-external sources, e.g., course objectives and content, and test-internal sources, e.g., within-level comparisons of previously scored speakers (Knoch et al., 2021). Using this new analytic rubric, experienced raters evaluated 100 speech samples that had been previously rated holistically. These two sets of assessments were compared, and adjustments were made to the new rubric to ensure accuracy, consistency, and rater time-efficiency. As suggested by Knoch (2017), our analytic rubric targeted distinct pronunciation sub-components. We included five independent categories: comprehensibility, phonemes, connected speech, word stress and rhythm, sentence stress and intonation (see Isaacs & Trofimovich, 2012; Saito et al., 2017), each associated with its own 5-point scale, with descriptors for each value. Findings from the project support specific uses for both the analytic and holistic versions of the rubric in the evaluation process.