



CCERBAL



# LE BILINGUISME ET AU-DELÀ... BILINGUALISM AND BEYOND...

**SOMMAIRE DES PRÉSENTATIONS : COLLOQUE DU CCERBAL 2021**  
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## PLENARIES | SÉANCES PLÉNIÈRES

### **Bilan critique de 15 années de recherche sur l'éveil aux langues et les approches plurilingues au Québec**

Françoise Armand (Université de Montréal)

Province ouverte à l'immigration, le Québec accueille dans ses écoles un nombre important d'élèves aux profils diversifiés en termes de régions et de langues d'origine. En 2017, sur l'ensemble des élèves du préscolaire, primaire et secondaire du Québec, 29,4% sont issus de l'immigration. Depuis l'adoption de la Charte de la langue française (Loi 101) par le gouvernement du Québec en 1977, les élèves immigrants sont scolarisés, à quelques exceptions près, dans les commissions scolaires francophones, en particulier dans la région du Grand Montréal.

En ce qui concerne la diversité des langues maternelles déclarées par les familles, on observe, sur l'île de Montréal (Comité de gestion de la taxe scolaire, 2018), que la proportion d'élèves du primaire et du secondaire dont la langue maternelle n'est ni le français ni l'anglais (43,1 %) surpasse celle des élèves dont la langue maternelle est le français (37,7 %). Ainsi, selon ces déclarations, le français, langue à laquelle les élèves ont été exposés à des degrés divers (ou non), avant l'entrée à l'école, constitue pour plusieurs d'entre eux une langue seconde (voire tierce) dont ils vont commencer ou poursuivre l'apprentissage à l'école. Afin de favoriser l'intégration de ces élèves bi-plurilingues en devenant dans le système scolaire québécois, la mise en place, selon les besoins, de mesures et de services particuliers, tels que préconisés par les politiques et textes officiels, est déterminante. Également se pose la question de la prise en compte de cette diversité linguistique dans les pratiques pédagogiques des enseignant.e.s. Afin d'apporter des éléments de réponse à cette question, une équipe de chercheuses, étudiantes, conseillères pédagogiques et enseignantes (équipe ELODiL) ont soutenu, depuis 2004, la mise en oeuvre de recherches-actions financées par le CRSH et le FQRSC et de plusieurs projets de formation continue (chantiers Vii), la réalisation de maîtrises et doctorats ainsi que de différentes initiatives dans les milieux scolaires pluriethniques et plurilingues montréalais ou en région. Le principe clef sous-jacent de l'ensemble de ces projets, consiste, au moyen d'activités d'éveil aux langues et d'approches plurilingues, de favoriser, chez les apprenants du préscolaire au secondaire, les apprentissages langagiers à l'oral et à l'écrit, les transferts entre les langues ainsi que l'émergence de représentations positives vis à vis de la diversité linguistique. Cette conférence vise à présenter, après avoir précisé le contexte socio-linguistique du Québec, un bilan critique de l'ensemble de ces recherches et projets.

Présentation en français | Presentation in French

## **Dialogue between Instructional Practice and Theory: Contrasting the Implications of ‘Unitary’ versus ‘Crosslinguistic’ Translanguaging Theory for Educating Multilingual Students**

Jim Cummins (University of Toronto)

During the past decade, the concept of translanguaging has come to dominate discussions of appropriate instructional practice in multilingual school contexts. This had had the positive effect of highlighting both the relevance of multilingual students’ home languages for their academic development and the benefits for all students of building a focus on language awareness across the curriculum. However, a danger in the current academic discourse that centers on translanguaging is that this component gets foregrounded and other components, equally significant in reversing underachievement, fade into the background. These other components include scaffolding meaning, reinforcing knowledge of academic language across the curriculum, promoting sustained literacy engagement, connecting with students’ lives, and affirming identities. The impact of translanguaging is also potentially undermined by ‘extraneous conceptual baggage’ that has become associated with unitary translanguaging theory (UTT). This conceptual baggage includes a variety of counterintuitive claims such as the following:

- Languages have no cognitive or linguistic reality – ‘a language is not something that a person speaks’ (Otheguy et al., 2015: 256).
- ‘Academic language is a raciolinguistic ideology that frames racialized students as linguistically deficient’ (Flores, 2020: 22).
- Additive bilingualism represents a ‘retarding obstacle’ (Otheguy et al., 2019: 648) to bilingual students’ educational success and reflects a ‘dual correspondence theory of bilingualism that ‘has had pernicious effects in educational practices’ (Otheguy et al., 2019: 625).

In contrast to UTT, crosslinguistic translanguaging theory (CTT) argues that bilinguals do speak languages which are experientially, instructionally, and socially real for students, teachers, policymakers, curriculum designers, politicians, and most researchers. CTT also affirms the legitimacy of constructs such as additive bilingualism, academic language, common underlying proficiency, and teaching for transfer across languages.

The presentation will examine the extent to which each of these versions of translanguaging theory satisfy criteria of empirical adequacy, logical coherence, and consequential validity, and also the extent to which there is any difference in instructional practice implied by these alternative understandings of translanguaging.

Présentation en anglais | Presentation in English

## **Beyond Bilingualism: Indigenous languages' place in the lands now called Kanata<sup>1</sup>**

Dr. Onowa McIvor (Indigenous Education, University of Victoria)

The road to the creation of language policy in Canada doomed Indigenous languages from the beginning, ignored from the time of Confederation in 1867 (Derwing and Munro, 2007). “Canada has been officially bilingual since its founding” notes Gourd (2007, p. 122). Colonial attitudes towards Indigenous people denied their involvement when language policy was being determined in Canada. The Royal Commission on Bilingualism and Biculturalism established in 1963, through both title and intention pre-determined the outcomes in relation to Indigenous languages as its focus was limited to the “two founding races” (Innis, 1973, Foreword). From this basis of cultural and linguistic imperialism, Indigenous languages were treated as if they did not exist. Hague & Patrick (2014) explain, “indigenous language interests continued to be marginalised in policy priorities shaped by the Canadian state's colonialist and racist underpinnings.... [and] little place for indigenous languages was recognised by those with the power to shape Canadian policy” (p. 28). After more than a century of exclusion, following decades of Indigenous advocacy efforts, the Government of Canada passed an Act Respecting Indigenous Languages (Bill C-91, 2019). Now, adequate implementation and long-term, stable funding for Indigenous language education to ensure language survival is needed.

With adequate resources – and efforts of both Indigenous and non-Indigenous people – Indigenous languages could be restored within three generations. A national project led by Indigenous language champions, educators, scholars, and non-Indigenous allies from across Canada came together in 2016 to engage in positive action through a federally-funded, Indigenous-led language revitalization research project, entitled NEȪOLŅEW (one mind-one people). The name signifies the spirit of collaboration and unity towards the goal of Indigenous language revitalization and maintenance, embracing the diversity of languages across distinctive Indigenous communities and cultures. The overall goals of the project are to document successful language programs, strengthen leadership capacity, share knowledge, and create political pressure for federal, provincial and territorial action that provides meaningful support for Indigenous language retention, revitalization and recovery. This collaborative agenda across language groups and communities, together with settler-allies, is critical in the continuation and revival of Indigenous languages. These languages are “part of our shared heritage as Canadians” (FPCC, 2014) and therefore our shared futures and shared responsibility too. Together we must take a stand to restore Indigenous languages, the original of these lands, a place where languages should thrive alongside, not instead of each other.

Présentation en anglais | Presentation in English

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<sup>1</sup> Huron-Iroquois word meaning “village” from which the name Canada was derived.

## **More than Two from the very Beginning—on the Difficulties of Making the European Project a Reality**

Eva Vetter (University of Vienna)

This contribution is dedicated to the longstanding efforts undertaken by transnational, national and regional bodies to realize a multilingual Europe. Insights into the ideological grounding of the transnational project will take up the plurilingualism–multilingualism debate and identify tensions between a holistic and an additive orientation. The emphasis, however, will be on the multilingual individual. How shall the ideal multilingual European look like? Which features are controversial, and which agreeable? Which texts contribute to an understanding of what it means to be multilingual in Europe? Which ideas were marginalised and got lost? Is there a common understanding of the underlying basic concepts? These questions are discussed on the basis of influential texts and their implication for language education. Language policy documents with a certain impact upon language education are mainly produced by the European Union (e.g. Barcelona Council Conclusions and more recent documents) and the Council of Europe (Common European Framework of Reference and its ‘update’). If and how they inspire national and local educational practice is discussed in two particular contexts: the case of minority language education and urban multilingualism. For many decades, so-called autochthonous minorities have been developing (and most commonly also fighting for) models for multilingual schools. Urban multilingualism represents another challenge for language education practice with quite particular constellations. Both have turned into discursive battlefields where the different levels (transnational, national, regional) meet and the main principles of European multilingualism policy are at stake.

Présentation bilingue | Bilingual presentation

## ROUND TABLES | TABLES RONDES

### **“We have to do this: teach and assess students in one language only!”—Really? Rethinking discourses and alternatives: Problematizing the Recurrent Discourses Regarding Academic Literacies Development and the Medium of Instruction in Higher Education (EN)**

**Organizer:** Angel M. Y. Lin (Simon Fraser University)

**Participants:** Valia Spiliotopoulos (University of British Columbia), Jérémie Séror (University of Ottawa), Qinghua Chen (Simon Fraser University), Bong-Gi Sohn (Simon Fraser University)

As increasingly plurilingual and intercultural spaces, universities face the challenge of redefining traditional approaches used to respond to the presence of language learners on campuses (Dafouz & Smit, 2014; Marshall & Moore, 2013; Lin, forthcoming). The proposed round table brings together a panel of researchers to report on differing insights linked to the core aspects of the challenges, opportunities and actual practices required to foster academic literacies development in higher education for a wider range of language learners. Each presenter will provide examples from various contexts of specific curricular innovations, governance issues and institutional discourses related to language and literacy development in their institutions. These examples underscore the importance of problematizing recurrent discourses surrounding the topic of language education and support in higher education and to shift from a deficit model to an asset-based model of students. These include the need to question attempts to address the increasing linguistic and cultural diversity of campuses as something that can be done through minor adjustments to current practices or by relying on the implementation of a unit or centre to provide all solutions. Insights will also focus on the challenges of leaving for granted and thus unexamined the plurilingual processes that allow language learners to acquire the literacy skills and knowledge required to pursue with success their programs of students, especially when they face the double challenge of familiarizing themselves with not only the content but also the language their courses. Content-based language learning approaches, post-entry assessment practices, critical examinations of classroom and social discourse, as well as the institutional pairing of content and language experts will be offered as elements to consider when designing educational experiences that foster success while fusing core pedagogic and theoretical principles from both content matter and language education and plurilingual approaches for the internationalization of the curriculum. A question and answer session following the presentations will allow audience participation.

## CASLT Round Table on Language and Technology (BL)

**Organizer:** Canadian Association of Second Language Teachers (CASLT)

**Moderator:** Francis Bangou

**Participants:** Marie-Josée Hamel (Université d'Ottawa), Mary Grantham O'Brien (University of Calgary), Bernd Rüschoff (University of Duisburg-Essen), Jim Murphy (CASLT/ACPLS)



### Marie-Josée Hamel (Université d'Ottawa)

Pratiques numériques des enseignants de langues - enquête et recommandations. Elle présentera les résultats d'une enquête qui a interrogé des enseignants de langues (n = 103) sur leurs pratiques numériques. Elle révèle trois niveaux de pratiques numériques: bien ancrées, pour la recherche et la gestion documentaire ; assez ancrées, pour la conception pédagogique ; peu ancrées, pour l'intervention pédagogique. Elle indique aussi que les enseignants s'auto-forment à l'usage du numérique et qu'ils perçoivent la littératie numérique comme une compétence essentielle en apprentissage des langues. Je discuterai de ces résultats et proposerai des recommandations visant le développement de compétences numériques pour l'intervention pédagogique, à savoir pour accompagner et évaluer les apprenants.

### Mary Grantham O'Brien (University of Calgary)

A host of research findings provide evidence that learners enjoy using and can benefit from technology while learning languages. This presentation will focus on the results of a recent literature review, Facilitating Language Learning through Technology, commissioned by the Canadian Association of Second Language Teachers. The discussion of high-level findings will focus on the following: basic principles underlying effective CALL resources; research-informed means of targeting listening, speaking, reading, writing, grammar, vocabulary and pronunciation skills with CALL; effective techniques for engaging learners with target cultures through technology; and an appraisal of systems for assessing learning and providing feedback in CALL.

### Bernd Rüschoff (University of Duisburg-Essen)

#### The CEFR and Language Learning in the Digital Plurilingual Era: Challenges and Opportunities

In the digital plurilingual era, the contexts, dimensions, and practices of teaching and learning languages require constant reflection. This includes giving due consideration to the plurilingual realities of present-day societies. Plurilingual and pluricultural contexts together with online interactions and transactions have become social reality and normalized personal as well as professional practices. As a result, there is a need for rethinking existing frameworks and curricula for language learning, as well as materials, methodologies, aims, and outcomes of classroom practices and digitally enhanced learning arrangements. In view of such developments and resulting challenges, the Council of Europe has updated and extended the Common European Framework of Reference in a large-scale international project resulting in the publication of the CEFR Companion Volume with New Descriptors. An additional publication with a first set of case studies exemplifying the practical implementation of the revised and new descriptors is due in early 2020.



Concerning current plurilingual realities, the CEFR has thus reflected and reacted to the growing need to provide frameworks which assist in distinguishing more precisely the key ingredients of plurilingual approaches to classroom practice. Such frameworks are also relevant when considering conceptions of plurilingual, pluricultural repertoires and their impact on language teaching. This includes a clearer modelling of the competences associated with plurilingual & pluricultural dispositions and practices. In addition, descriptors now specifically include skills and competencies needed for online practices. This paper will present an overview of the revised CEFR with a clear focus on aspects mentioned above. In addition, it will be discussed how the revised as well as the additional descriptors together with current paradigms for language teaching and learning might lead to more action-oriented and plurilingual approaches to classroom practice.

Jim Murphy (CASLT/ACPLS)

Mr. Murphy brings nearly three decades of experience in education to this round table and will discuss the issues and best practices of distance and online learning with a special focus on teaching French as a second language.

### **Translanguaging: Continuing the Conversation (EN)**

**Organizer:** Nikolay Slavkov (University of Ottawa)

**Participants:** Jasone Cenoz (University of the Basque Country), Jim Cummins (University of Toronto), Nelson Flores (University of Pennsylvania), Gorter (University of the Basque Country), Angel Lin (Simon Fraser University), Kate Seltzer (Rowan University)

Views on translanguaging theory and pedagogical practices have continued to evolve over recent years, invoking questions about if and when translanguaging is appropriate, what it entails, how it may vary depending on local contexts, and what impacts it may have on individuals, teaching professionals, educational institutions, and communities. This round table aims to continue this conversation by using Jim Cummins' plenary talk as a springboard for discussion and by inviting several researchers from around the world to offer a response, sharing their diverse perspectives.

## THEMATIC SYMPOSIA | COLLOQUES THÉMATIQUES

### **Élèves plurilingues : des exemples de recherches-intervention pour renverser le paradigme déficitaire (FR)**

**Organisatrice :** Catherine Gosselin-Lavoie (Université de Montréal, Département de didactique)

**Participants :** Alexa Ahooja (Université McGill), Hélène Landry (Université de Laval), Marie-Paule Lory (University of Toronto), Catherine Maynard (Université de Laval; Linguistique et Didactique des Langues Étrangères et Maternelles (Université Grenoble Alpes)), Brigitte Rail (Conseil des écoles publiques de l'est de l'Ontario), Françoise Armand (Université de Laval), Catherine Brissaud (Linguistique et Didactique des Langues Étrangères et Maternelles (Université Grenoble Alpes))

Le Québec et l'Ontario sont des provinces fortement marquées par l'immigration. Plusieurs élèves arrivent sur les bancs d'école avec un riche bagage linguistique qui n'est toutefois pas toujours reconnu et valorisé, ce que la première présentation de ce symposium mettra en exergue. En réponse à ce constat, les communications suivantes illustreront des exemples d'approches plurilingues menées en salle de classe, du préscolaire au secondaire, visant à prendre appui sur le bagage linguistique des élèves pour favoriser l'apprentissage de la langue de scolarisation.

#### Présentation 1 : La socialisation langagière d'élèves issus de l'immigration au Québec : Expériences invisibles et voix inaudibles

Alexa Ahooja

Les écoles francophones québécoises accueillent une proportion grandissante d'élèves dont la langue maternelle (LM) n'est pas le français. Ceux-ci se concentrent principalement dans la grande région de Montréal (OLF, 2017), où la présente étude se situe. Malgré les données probantes de la recherche liées aux bienfaits de l'intégration des LM de ces élèves dans le curriculum aux plans de leur participation en classe, de leur développement langagier en français, de leur réussite académique (Armand, 2011; Cummins, Hu, Markus et Montero, 2015; Gosselin-Lavoie et Armand, 2015; Lory et Armand, 2016; Prasad et Van Viegen, 2019) et de la construction identitaire positive (Cummins, 2001; Norton, 2016), la prise en compte des langues de ces élèves demeure contre-intuitive pour plusieurs enseignants. Certains chercheurs affirment qu'une vision déficitaire des ressources linguistiques de ces élèves peut affecter leur réussite académique et engendrer un sentiment d'exclusion (Bakshaei, Georgiou et Mc Andrew, 2016; Allen, 2006). Dans la présente étude de cas, j'examine la socialisation langagière de huit élèves issus de l'immigration de première et deuxième génération dans deux classes régulières de troisième et cinquième année d'une école primaire de la région de Montréal. Plus précisément, j'examine leurs expériences d'apprentissage du et à travers le français ainsi que l'impact de leur connaissance d'autres langues sur leurs expériences académiques. Les perspectives, croyances et expériences d'enseignants sont aussi analysées afin de cerner les besoins et défis des participants dans ce contexte. La collecte de donnée comprend des observations en classe, six entrevues semi-structurées auprès de quatre enseignants, deux entrevues de groupe avec les élèves et deux entrevues avec des parents. Les résultats de cette étude

démontrent que les apprenants sont socialisés pour devenir locuteurs francophones, mais sont considérés comme locuteurs francophones déficitaires. De plus, leur bagage linguistique n'est pas mis en valeur ni perçu comme une ressource, bien que les élèves y aient secrètement recours pour soutenir leurs apprentissages.

### Présentation 2 : Description d'une intervention de lecture d'albums plurilingues et effets sur la production narrative d'enfants du préscolaire

Catherine Gosselin-Lavoie et Françoise Armand

Au Québec, dans certaines régions comme le Grand Montréal, les classes de maternelle du secteur francophone accueillent des élèves présentant un éventail de profils langagiers. Certains ont été exposés seulement au français depuis leur naissance alors que d'autres ont connu des degrés d'exposition variables à cette langue au moment de leur entrée à l'école. Parmi ces derniers, en apprentissage du français langue seconde (voire tierce ou plus), certains sont identifiés comme devant recevoir des services de soutien à l'apprentissage du français (DILEI, 2019). Tel contexte représente un défi, considérant que les enseignant-e-s du préscolaire ne sont pas nécessairement formés pour soutenir le développement langagier d'élèves en apprentissage d'une langue seconde (Thamin, Combes et Armand, 2013). Dans le cadre d'une recherche-action (Armand et al., 2017-2020), 10 enseignant-e-s ont été formés aux principes de la lecture partagée en milieu pluriethnique et plurilingue, une pratique reconnue pour favoriser le développement de la production orale (Cunningham et Zibulsky, 2011). Pendant 5 mois, 7 albums plurilingues, soit des albums francophones traduits dans 22 langues à l'écrit et 10 langues à l'audio, ont été mis en ligne via un site web (Armand, Gosselin-Lavoie et Maynard, 2018) et exploités de façon répétée en classe et à la maison au moyen d'approches plurilingues (Moore, 2006). Des activités d'éveil aux langues ainsi que visant à favoriser le développement langagier oral (vocabulaire, compréhension en lecture, production narrative) ont entouré les lectures en classe. Dans le cadre de notre recherche doctorale, nous nous penchons sur le développement de la production narrative des enfants. Ainsi, dans cette présentation, l'intervention et les activités qui ont porté sur cette dimension seront décrites. Certains de leurs effets sur le développement de la production narrative en français des enfants seront également présentés, lesquels ont été mesurés au moyen d'un prétest et d'un posttest et comparés à ceux d'un groupe contrôle.

### Présentation 3 : Le kamishibai plurilingue : une pratique pédagogique artistique pour valoriser la diversité linguistique et culturelle en classe.

Marie-Paule Lory et Brigitte Rail

Dans cette présentation nous découvrirons l'intérêt d'exploiter les kamishibai plurilingues en salle de classe afin de valoriser, au côté du français, la diversité linguistique et culturelle dans une optique interdisciplinaire. Un kamishibai est un « Théâtre de papier » 紙芝居. D'origine japonaise, cette pratique était utilisée originellement par des conteurs de rue pour raconter des histoires aux enfants sous la forme d'un théâtre ambulancier. Aujourd'hui, cette pratique artistique de conte a investi les salles de classe. En y intégrant désormais la perspective plurilingue, elle offre aux enseignants la possibilité de s'appuyer sur l'ensemble des ressources linguistiques et culturelles de leurs élèves dans l'optique de participer à un

projet de création et d'illustration d'histoires et de développement de compétences orales (Lory, 2018). Dans les écoles de langue française de l'Ontario, cet outil a notamment été promu au moyen du concours Kamishibai Plurilingue ELODIL Ontario ([www.elodilontario.com](http://www.elodilontario.com)). Pour la seconde année consécutive, ce concours prend place dans les écoles de langue française de l'Ontario et a pour but de supporter les enseignants dans la mise en place de pratiques pédagogiques inclusives au sein d'un espace scolaire de plus en plus pluriel (Lory et Prasad, sous presse). Des exemples de kamishibai réalisés par des élèves vous seront présentés et à partir de l'analyse du discours d'enseignants du primaire en Ontario et de celui de conseillers pédagogiques, nous présenterons les effets de l'implantation de cet outil pédagogique novateur.

#### Présentation 4 : Enseigner la justification et la reformulation au moyen d'une séquence d'enseignement-apprentissage en classe d'accueil

Hélène Landry et Françoise Armand

Dans la région du Grand Montréal, près de 50% des élèves du primaire et du secondaire n'ont ni le français, ni l'anglais, ni une langue autochtone comme langue maternelle (CGTSIM, 2017). Parmi ces élèves, certains passent par les classes d'accueil où l'accent est mis sur l'apprentissage de la langue de scolarisation. Soulignons d'emblée l'importance du développement de leurs compétences orales dans cette langue seconde, pour soutenir entre autres l'apprentissage de la lecture et de l'écriture (Cummins, 1980 ; Germain et Netten, 2005 ; MELS, 2014), mais aussi le défi que cela représente pour ces élèves en apprentissage de la langue de scolarisation. Pour aider les élèves à développer une compétence orale, il est souhaitable de les placer en situation d'interaction (MELS, 2006) et de leur enseigner les objets de l'oral liés à la composante discursive qui concerne l'organisation du contenu à l'intérieur du discours (Lebrun, Préfontaine et Nachbauer, 1998) et ce, pour les aider, notamment, à développer des stratégies en cas d'incompréhension en contexte d'interaction (Berger, 2008). Ainsi, dans le cadre d'un mémoire de maîtrise, nous avons mis en place, dans une classe d'accueil au 3e cycle du primaire, une séquence d'enseignement-apprentissage qui visait le développement de la compétence discursive. Sur une durée de huit semaines, nous avons enseigné la justification et la reformulation, deux conduites langagières susceptibles d'aider les locuteurs à éviter les incompréhensions et à pallier les bris de communication (Berger, 2016), au moyen d'approches basées sur la philosophie pour enfants (Bouchard, Lavoie et Gagnon, 2015 ; Daniel, 2005) et d'approches plurilingues (Armand, Dagenais et Nicollin, 2008 ; Candelier, 2003). Nous avons observé les effets de cette séquence d'enseignement des objets de l'oral sur la fréquence des prises de parole, sur la qualité de l'élaboration des justifications et sur la complexité des reformulations en contexte d'interaction. Nos résultats seront présentés dans le cadre de cette communication.

#### Présentation 5 : Prendre appui sur la diversité linguistique pour développer la compétence en orthographe grammaticale au secondaire

Catherine Maynard, Françoise Armand et Catherine Brissaud

L'apprentissage de l'orthographe grammaticale pose des difficultés importantes aux élèves scolarisés en français (Lefrançois et coll., 2008; Manesse et Cogis, 2007). Dans ce contexte, certaines interventions

tendent à améliorer les performances de ces derniers, comme une approche intégrée et des dictées métacognitives (Allal et al., 2001 ; Nadeau et Fisher, 2014). Cela dit, ces interventions n'ont pas été conçues pour prendre en compte les profils particuliers des élèves en milieu pluriethnique et plurilingue. Or, de nos jours, de nombreux élèves bi/plurilingues issus de l'immigration sont scolarisés dans les classes ordinaires des écoles québécoises, marquées par une grande hétérogénéité linguistique et culturelle. Dans notre recherche, nous souhaitons contribuer à la réflexion sur l'adaptation des pratiques didactiques aux besoins spécifiques de ces derniers. Dans la lignée des travaux soulignant la pertinence d'approches plurilingues pour enseigner la langue de scolarisation (de Pietro, 2003), nous avons donc expérimenté un dispositif plurilingue d'enseignement de l'orthographe grammaticale française dans trois classes de première secondaire d'une école montréalaise en milieu pluriethnique et plurilingue. En plus de combiner des dictées métacognitives et une approche intégrée, ce dispositif inclut des approches plurilingues sous la forme d'activités d'éveil aux langues (Troncy, 2014) et de pratiques translinguistiques (Garcia et Wei, 2014). Documentés au moyen des performances des élèves à des tâches d'écriture et à des entretiens métagraphiques, les effets du dispositif plurilingue ont été comparés à ceux d'un dispositif monolingue incluant des dictées métacognitives et une approche intégrée, sans approches plurilingues, et à ceux de pratiques habituelles d'enseignement de l'orthographe grammaticale n'incluant ni dictées métacognitives, ni approche intégrée, ni approches plurilingues. Dans cette communication, nous analyserons le dispositif plurilingue expérimenté pour dégager les principes didactiques qui le constituent et qui, à la lumière des résultats obtenus, semblent favoriser le développement de la compétence en orthographe grammaticale des élèves bi/plurilingues.

**Languages and bilingualism in the era of geographic, social and professional mobilities / Langues et bilinguisme à l'ère des mobilités géographiques, sociales et professionnelles (BL)**



**Organizer:** Monika Jezak (University of Ottawa)

**Participants:** Luisa Veronis (University of Ottawa), Mireille Mclaughlin (University of Ottawa), Alice Fomen (ACEI), Jafar Hussein (ACEI), Deirdre Ní Loingsigh (University of Limerick), Rachel Walker (University of Ottawa), Xiaohao Wu, (University of Ottawa), Carola Mick (Université de Paris)

According to Rampton et al. (2018), in the contemporary world “Superdiversity characterises the linguistic terrain, and translanguaging points the kinds of communicative practice we find there. (...) To these, linguistic citizenship (...) adds the need to strengthen democratic participation with political and educational efforts tuned to the significance of language” (p. 79). Grounded in this epistemological perspective, our symposium involves scholars from sociolinguistics, language policy, and geography. It focuses on the theme of mobility and illustrates different contexts and processes in and through which languages and bilingualism allow for, or impede it:

1) international students’ mobility and experiences of place at a bilingual Canadian university campus (geographical mobility);

- 2) Training needs of French as second languages teachers of immigrant background in Canada (professional mobility);
- 3) Parents' experiences of an Irish language support intervention (social mobility)
- 4) Francophone mobile blue-collar workers' experiences of learning English in the Alberta oil sands (professional mobility);
- 5) Indigenous workers mobility between rural and urban contexts and intercultural dynamics in the Peruvian society (social and intercultural mobility).

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1) International students' mobility and experiences of place at a bilingual university / Mobilité des étudiants internationaux et expériences vécues dans une université bilingue

Luisa Veronis, Rachel Walker, and Xiaohao Wu, University of Ottawa

Over the past decade, international student mobility has significantly increased due to a “global race for talent” among advanced industrial societies combined with a search for better educational and professional opportunities by many from developing countries. In Canada, the number of international students grew from 280,170 in 2008 to 523,971 in 2016 (Government of Canada, 2017). Concomitantly, research on the subject of international students has proliferated in many disciplines (e.g., education, psychology, geography) to study issues such as acculturation, academic performance, language adaptation, financial resources, employment, social capital, and immigration policies. The focus of our study is on the experiences of international students at the University of Ottawa, Ottawa (Canada), the largest bilingual university (English-French) in the world. Although the promotion of bilingualism is part of the uOttawa's mandate, in practice the use of bilingualism on campus varies; while all services and student supports are offered in both languages, this is not the case with regard to academic programs. Meanwhile, the uOttawa has developed special policies to attract French-speaking international students. The purpose of our study is to examine English-speaking and French-speaking international graduate students' mobility and experiences of bilingualism at the uOttawa. We adopted a qualitative research methodology, including semi-structured interviews with English- and French-speaking international graduate students (n=20) from a diversity of countries/regions of origin and enrolled in various programs, key informant interviews with university representatives, and ethnographic research (participant observation at events, institutional information and supports, social media communication, etc.). In this paper, we analyze the influence of bilingualism in English- and French-speaking international graduate students' decision to apply to and enrol at the uOttawa, and their experiences with bilingualism since arrival with a focus on academics, cultural and linguistic adaptation, building social networks and connections, employment, and access to supports both on-campus and off-campus.

## 2) Ils viendront, mais vont-ils rester? Professional mobility of French as a second language teachers of immigrant background in Ontario.

Monika Jezak et Luisa Veronis, Université d'Ottawa; Alice Fomen et Jafar Hussein, Alliance pour une communauté éducative inclusive (ACEI)

La pénurie grandissante des enseignants de français langue seconde (FLS) en Ontario incite les gouvernements fédéral et provinciaux canadiens à recruter à l'international au sein de la francophonie. Ces nouveaux enseignants issus de l'immigration francophone constituent une main d'œuvre souhaitable vu leur maîtrise du français, mais plusieurs défis professionnels se présentent à eux, une fois arrivés au Canada : certains ont été formés aux pédagogies du français langue maternelle ou du français langue étrangère, mais ne sont pas familiers avec la pédagogie du FLS au Canada; d'autres maîtrisent mal l'anglais; pour d'autres encore, il peut s'agir d'un décalage entre les cultures scolaires qu'ils ont connues avant leur arrivée au Canada, et celles en Ontario; enfin, certains éprouvent de la difficulté à travailler dans les contextes numériques des écoles canadiennes (notamment en contexte de COVID-19). Ces différents défis sont susceptibles de causer des tensions au travail, et même de mener au retrait de la pratique du métier d'enseignant de la part des immigrants francophones.

Selon un rapport récent de L'association Canadienne des professeurs de l'immersion (ACPI, 2018), environ 6% des enseignants de FLS immersion au Canada sont issus de l'immigration, mais ce chiffre est appelé à augmenter au vu des politiques récentes canadiennes (Gouvernement du Canada, 2021). Et pourtant, la réalité professionnelle des enseignants issus de l'immigration francophone dans les écoles de langue anglaise en Ontario a été, pour le moment, très peu étudiée.

Face à cette réalité, nous présentons les résultats d'un recensement critique des écrits portant sur les mécanismes d'insertion professionnelle des immigrants francophones, et de développement de carrière des enseignants de FLS, en Ontario et ailleurs au Canada dans le but d'esquisser des besoins en soutien et en formation de ces enseignants.

## 3) Innovations dans le soutien de la langue irlandaise, la mobilité sociale et le bien-être : a Regeneration Community in Limerick

Deirdre Ní Loingsigh, University of Limerick

The design, implementation, outcomes and impact of an Irish language support intervention involving parents, children, a Home School Community Liaison Coordinator, and community and university research partners are presented. The UNESCO Knowledge for Change (K4C) Community-Based Participatory Research (CBPR) model (Hall & Tandon, 2017), the framework used, is explained and parallels are found with the principles of Linguistic Citizenship (Rampton et al, 2018). The school at the heart of the small-scale study is an Irish-medium DEIS school. DEIS (Delivering Equality of Opportunity in Schools) is recognized as the main policy initiative of the government to tackle educational disadvantage in Ireland. As well as income, educational attainment and health impact on social mobility, and mobility prospects are an important determinant of life satisfaction (OECD, 2018).

Participants were encouraged to be open to growing their repertoire of linguistic skills and capacities and to value their competence. The research intention was to investigate what kind of intervention might be co-designed and piloted over a six-week period so as to create opportunities for change and nurture parental well-being. By drawing on participants' experiences and using arts-based activities and reflective observations, the project allowed participants to inform and co-construct a novel minority language support infrastructure. The "Five Ways to Wellbeing" of Mental Health Ireland frame the discussion on outcomes and impact. These are Connect, Be Active, Take Notice, Keep Learning, and Give; simple "evidence-based actions" to improve wellbeing (New Economics Foundation, 2008). Consideration is also given to the mobilization of research findings and audiences. Finally, steps taken within the academic and non-academic community to create a sustainable model of Linguistic Citizenship research by establishing a "Languages and Culture Portfolio", at the newly established University of Limerick K4C Hub, are outlined.

#### 4) "Tant qu'ils comprennent": francophone language ideologies and the production of class in the Canadian oil sands

Mireille McLaughlin, Université d'Ottawa

The multilingual turn of sociolinguistics has led scholars to argue for a renewed engagement with questions of social class. There, multilingualism serves as an analytical lens to understand how linguistic practices participate in the production or transformation of social hierarchies in late capitalism.

Occupational class continues to challenge the language ideologies that structure the Canadian state as French-English bilingual. While the state and community leaders have invested in bilingualism as a commodity and French as an added value, blue-collar workers continue to favor the acquisition of English to access employment and, in the case of these workers, competitive incomes.

In this paper, I investigate ideologies of language as skill and how they participate in the continued social stratification of minority francophones in Canada. I follow francophone workers as they enter the mobile blue-collar work of the Canadian oil sands. I show that the simultaneous definition of language 1) as a school acquired competence and 2) as a flexible communicative practice participates in excluding mobile blue-collar workers from the dominant Canadian discourse of bilingualism as an "added value". The strategies put in place by oil extraction companies to ensure their access to a global workforce simultaneously encourages language learning while discouraging views of this acquisition as a "real" skill. In this ideological framework that iconizes standard languages and erases informal modes of language acquisition, participants' experience of mobile blue-collar work leads them to adopt a view of themselves as multilingual yet languageless. I argue that big industry benefits from this ideological tension and that research in the field of critical sociolinguistics needs to pay attention as much to industry as it does the institutions of the state.



## 5) Intercultural mobility and educational policy in Peru / Mobilité interculturelle et politique éducative au Pérou

Carola Mick, Université de Paris – CEPED

### **English**

Since the massive rural-urban migration movements in the 1950s, and with the political affirmation of an “indigenous movement” in Peru since the beginning of the 21st century, intercultural dynamics in the Peruvian society are increasing. The traditional diglossia and social inequalities, a predominantly monolingual and normative habitus as well as the language ideologies they are sustained by, however, are still significantly conditioning the sociolinguistic landscape, as last year’s debate about an educational online program on sociolinguistic variety of Spanish in Peru demonstrated (see <https://virginiazavala.lamula.pe/2020/05/13/castellanos-en-el-peru/virginiazavalac/>).

This presentation revises the educational policies in view of the language diversity in Peru, in order to respond the following question: “In howfar do educational policies in Peru promote intercultural dynamics in the Peruvian society?” Discourse analysis of official documents and testimonies of eight teachers of Intercultural Bilingual Education, speakers of seven different languages met in a workshop in the NGO AIDI in Pucallpa, Ucayali, demonstrates a clear break that traverses the educational policy in Peru: On the one hand, general education policy continues considering bilingualism only in view of Foreign languages and presents Intercultural Bilingual Education (EIB) only as an issue of an inclusive society, EIB policy suggests a fundamental bilingual refoundation of the whole educational system in order to guarantee equal access and chances in education. These institutional inconsistencies and lack of structures provide teachers of EIB with autonomy to define through their teaching practice based on their own representation of school and the objectives of EIB for the children of their communities.

The study allows for reflecting on the influence of educational policy on language diversity and on shaping the possibilities of intercultural dynamics in the Peruvian society.

### **Français**

Depuis les mouvements de migration massive des campagnes vers les villes dans les années 1950 au Pérou, et avec l'affirmation politique d'un "mouvement indigène" depuis le début du 21e siècle, la dynamique interculturelle de la société péruvienne s'accroît. Cependant, la diglossie traditionnelle et les inégalités sociales, un habitus normatif et monolingue prédominant ainsi que les idéologies linguistiques sous-jacentes continuent de conditionner de manière significative le paysage sociolinguistique, comme l'a démontré le débat de l'année dernière sur un programme éducatif en ligne sur la variété sociolinguistique de l'espagnol au Pérou (voir <https://virginiazavala.lamula.pe/2020/05/13/castellanos-en-el-peru/virginiazavalac/>). Cette présentation passe en revue les politiques éducatives en lien avec la diversité linguistique au Pérou, afin de répondre à la question suivante : Dans quelle mesure les politiques éducatives au Pérou encouragent-elles la dynamique interculturelle dans la société péruvienne ? L'analyse du discours des documents officiels et les témoignages de huit professeurs d'éducation bilingue interculturelle, parlant sept langues différentes, rencontrés dans un atelier de l'ONG AIDI à Pucallpa, Ucayali, démontre une rupture nette qui traverse la politique éducative au Pérou : D'une part, la politique

générale d'éducation continue à considérer le bilinguisme sous l'angle des langues étrangères et présente l'Education Bilingue Interculturelle (EIB) comme une question de société inclusive; de l'autre part, la politique de l'EIB suggère une refondation bilingue fondamentale de l'ensemble du système éducatif afin de garantir l'égalité d'accès et de chances dans l'éducation. Ces ambiguïtés institutionnelles et le manque de structures établies donnent aux enseignants de l'EIB l'autonomie de définir par leur pratique un enseignement basé sur leur propre représentation de l'école et des objectifs de l'EIB ciblés en vue des enfants de leurs communautés. L'étude permet de réfléchir sur l'influence de la politique éducative sur la diversité linguistique et sur les opportunités que représentent les dynamiques interculturelles dans la société péruvienne.

### **Mainstream Teacher Education and Linguistically-Responsive Teaching: Critical Perspectives on Teacher-Candidate Learning about Supporting English Learners (EN)**

Jeff Bale (OISE), Antoinette Gagné (OISE), Shakina Rajendram (OISE), Katie Brubacher (OISE), Jennifer Burton (OISE), Jeannie Larson (OISE), Wales Wang (OISE), Yiran Zhang (OISE)

#### **Symposium Overview**

This symposium critically examines how and what mainstream teacher candidates learn in pre-service programs about supporting English Learners. Since 2015, the Canadian province of Ontario has required that all teacher candidates—not just future ESL specialists—be prepared to support ELs. Responding to this policy context, the research we present here comprises three parts: (1) a conceptual paper theorizing mainstream teacher-candidate learning about linguistic diversity; (2) a mixed-methods case study of teacher-candidate learning in one Ontario teacher-education program; and (3) a comparative analysis of how Ontario's other teacher-education programs prepare teacher candidates to support ELs. The symposium's significance lies in its scope, namely theorizing from a three-year mixed-methods study of one teacher-education program coupled with a comparative analysis of Ontario's 16 other programs.

#### **Part 1: Theorizing Teacher-Candidate Learning for Supporting English Learners in Linguistically Diverse Settings**

The objective of this conceptual paper is to outline a critical framework for mainstream teacher-candidate learning about supporting English Learners. This paper draws on three scholarly reference points. The first is a set of theoretical frameworks for teacher education generally (e.g., Feiman–Nemser, 2001). Whatever merits these frameworks have, they conceptualize teacher-candidate learning in ways that are context-free. That is, they are not designed to consider the specifics of how linguistic diversity and English-language learning interface with content-area instruction. Sleeter (2016) has argued that context-free frameworks like these reinforce the White interests that dominate teacher education.

A second set of frameworks conceptualizes mainstream teacher-candidate learning about supporting English Learners. Perhaps the most widely known (in the US at least) is Lucas and Villegas' (2013) notion of linguistically-responsive teaching. Their framework extends Feiman–Nemser's central tasks by reframing them in relation to the knowledge, skills and dispositions that mainstream teachers need to

support ELs. While their work is more context-specific, it lacks a critical perspective on the racialized dimensions of language learning at school.

A third set of frameworks is intentionally more critical and anti-racist in orientation (e.g., Sleeter, 2016), yet in its own way is context-free. This work theorizes teacher education in general terms of changing teacher-candidates' beliefs and attitudes about the racialized dimensions of schooling. However, emphasizing the ideological leaves little room for the specific, practical knowledge and skills that teachers need—even and especially from critical stances!—to support language-minoritized speakers at school.

This paper draws its inspiration from Viesca et al. (2018) and their robust theorizing of mainstream teacher learning about supporting ELs. Their work relies on post-modern theorizing about complexity theory; our argument is more explicitly anti-racist in attempting to integrate concrete, practical knowledge and teaching strategies with critical, anti-racist perspectives.

## Part 2: Mixed-Methods Case Study of Mainstream Teacher-Candidate Learning for Supporting English Learners

This mixed-methods case study provides multiple perspectives on mainstream teacher-candidate learning about supporting English Learners. Our analysis is based on three approaches to examining teacher-candidate learning: (A) at the program level, measured by a pedagogical content-knowledge test; (B) within a required course on supporting ELs; and (C) engaging with an innovative curricular item, multimodal Me Mapping profiles of ELs. We describe each approach below.

### A. PCK Test

To measure teacher-candidate learning, we administered a PCK test on supporting ELs. Test items included demographic questions about our candidates, and content items about the knowledge, skills, and dispositions needed to support ELs as framed by Köker et al. (2015). A cohort of ~400 teacher candidates took this test at the start of their program (2018) and again near the end (2020). Content items were coded with a 4-point rubric; demographic questions allowed for correlational analysis. For example, our results indicate that over 50% of our candidates are plurilingual, reporting 50+ different home languages. However, correlational analysis of responses to the content items did not yield significant differences between plurilingual and monolingual candidates' responses. Thus, as we strive to diversify the teacher-candidate pool, these findings suggest that candidates' own linguistic diversity does not necessarily ensure uptake of the knowledge, skills, and dispositions needed to support ELs.

### B: The Course

The second approach focuses on a required course for all candidates called Supporting English Learners. We asked: How do teacher candidates understand course content relative to their own linguistic and academic backgrounds, and to the curriculum they are learning to teach? We collected data from 10 course sections over three years. Sources included non-participant observation, interviews (~30 candidates), and artifacts of ~150 candidates' coursework. Data analysis employed deductive coding based on the research question and inductive coding of emergent themes. We discuss two findings: (1) the tension in approaching topics such as assessment and translanguaging from ideological, theoretical, and practical perspectives simultaneously; and (2) the difficulty candidates exhibit in thinking beyond discipline-specific vocabulary when tailoring instruction for ELs.

### C: Me-Mapping Portraits

Me-Maps are multimodal artifacts created by English Learners to document their linguistic profile, important milestones in their lives, their multiple identities, their experiences at school, their academic trajectories and aspirations for the future. Using a series of prompts and the Flipgrid application, the research team has collaborated with teachers and NGO staff to support ~110 ELs (ages 5–19) in creating Me-Maps. Starting in 2019–2020, we will integrate these Me-Maps into the Supporting English Learners course as a focus for teacher-candidate learning. Engaging candidates with Me-Maps is based on Keet et al.'s (2009) notion of mutual vulnerability: teacher candidates opening themselves up in the same ways ELs did to create these Me-Maps so as to learn with and from ELs as complete humans, not simply “language learners.”

### Part 3: Responding to Policy Reform for English Learners: A Comparative Analysis of Ontario's Teacher-Education Programs

The objective of this paper is to expand our analysis from a single teacher-education program (as described in Part 2) to a province-wide comparison. We examine how the 16 teacher-education programs throughout Ontario have interpreted and enacted the 2015 policy mandate that all teacher candidates learn to support English Learners (ELs) in their pre-service programs.

While the Ontario College of Teachers (OCT) oversees the professionalization of teachers and sets guidelines for teacher education, Faculties of Education retain autonomy in designing and conducting their programs (Faez, 2012; Petrarca & Kitchen, 2017). Ontario's move towards enhancing educational outcomes for diverse learners has necessitated that pre-service programs adopt reforms that ensure that teacher candidates receive explicit instruction about supporting English Learners across the curriculum (Ontario College of Teachers, 2014; Petrarca & Kitchen 2017; McDougall et al., 2017). Research has suggested the knowledge, skills and dispositions that pre-service and in-service teachers of ELs should possess (Feiman–Nemser, 2018; Lucas et al., 2018; de Jong et al., 2018). These include positive beliefs about ELs, subject matter knowledge, knowledge of language acquisition and learning, an understanding of learners and the local environment, a repertoire of curricular, instructional and assessment materials, and the tools to study their own teaching. However, there seems to be little consensus among teacher educators about how these skills should be taught.

Using documentary research methods (Bowen, 2009) and interviews, we collected, assessed and compared data from the websites of the 16 accredited teacher-education programs in Ontario's universities, to examine how they are interpreting and implementing the new policy. Document data were systematically organized and categorized according to key contact people at each institution, program resources, degree certification, delivery model and course structures of the programs. We determined whether each Supporting English Learners component was explicitly offered through a stand-alone course, infused throughout teacher candidates' training, or integrated into their curriculum by subject-specific experts. Course syllabi, goals, strategies to support ELs, instructional hours, and credits awarded upon completion were tabulated and compared. The gaps in these analyses served as the starting point for the interviews, which took place between members of our research team and faculty and/or administrators of Ontario's teacher-education programs.

Institutions' diverse ways of responding to the policy (using stand-alone, integrated, or infused models) reflect an array of skills, knowledge, and dispositions about the appropriateness of this provincial requirement and the challenges in fulfilling it. Variety in the availability of information from websites

necessitated in-depth interviews, and highlighted the growing but incomplete endeavors to adequately support diverse ELs in the classroom.



## WORKSHOPS | ATELIERS

### **Soutenir le langage des jeunes enfants réfugiés : A bilingual workshop (BL)**

Andrea A.n. Mac Leod (University of Alberta), Rabia Sabah Meziane (Centre hospitalier universitaire Ste-Justine, Université de Montréal), Manar Jaber, Diane Pesco (Concordia University)

This bilingual workshop is designed for practitioners interested in supporting the language development of children who have come to Canada as refugees or have another immigrant status. Nos objectifs sont de présenter un programme conçu pour ces enfants et leurs familles et de démontrer sa pertinence ailleurs au Canada, tout en invitant les participants à élaborer un programme similaire ou à s'inspirer du nôtre.

Le Programme StimuLER a été fondé par deux des présentatrices de l'atelier en réponse à l'arrivée de réfugiés dans la région de Montréal, lors de la guerre civile en Syrie. Comme son nom l'indique, le programme vise à stimuler le langage des enfants et à contribuer ainsi à contrecarrer les effets négatifs sur le développement observés chez ceux-ci à la suite des traumatismes de la guerre et de la migration.

Pour atteindre ces objectifs, les animatrices du Programme StimuLER travaillent avec les enfants d'âge scolaire et préscolaire. Dans le cadre du volet préscolaire (l'objectif de l'atelier), les animatrices travaillent chaque semaine avec de petits groupes d'enfants âgés de 3 à 5 ans, en tenant compte à la fois de leurs langues maternelles et de la langue scolaire locale. Les thèmes des séances sont choisis de façon à permettre aux enfants d'explorer des expériences passées et présentes, tout en favorisant l'acquisition du vocabulaire. Sont également intégrées à chaque séance des pratiques favorisant le développement langagier des enfants d'origines diverses, comme la lecture interactive, le jeu de rôle et l'engagement des parents à soutenir la langue parlée à la maison. Ces pratiques seront abordées au cours de l'atelier, et les participants concevront une séance de stimulation langagière pour les enfants d'âge préscolaire et leurs parents, avec l'aide des présentatrices. Le guide du Programme StimuLER sera partagé afin de soutenir l'activité pratique et inspirer le travail futur des participants.

### **Vers le multilinguisme au travers de l'intercompréhension (FR)**

Cedric Joseph Oliva (Bryant University)

Cet atelier interactif offrira une brève introduction théorique présentant le contexte éducatif et pédagogique de l'intervenant et sera suivie d'une engageante série d'activités et de lectures collaboratives en intercompréhension.

La partie théorique traitera des évolutions démographiques et linguistiques qui se sont produites au sein des universités américaines. En 2021, aux USA, la proportion d'étudiants bilingues (anglo-hispanophones) représente, notamment dans un nombre grandissant d'institutions du sud du pays, une majorité d'étudiant(e)s. C'est dans ce contexte bilingue, qu'en 2013 que Donato et Oliva ont conçu et enseigné, pour la première fois aux Etats-Unis, un cours intitulé : The intercomprehension of the Romance languages :

a road to multilingualism à la California State University, Long Beach. Ce cours permet d'apprendre à lire des textes complexes en 5+ langues romanes simultanément et offre une plus-value éducative et professionnelle pour les étudiants de nombreux domaines académiques. Depuis sa création, le cours a été enseigné plusieurs fois depuis dans le contexte nord-américain (Oliva 2014, 2015, 2016 ; Donato 2018 ; Oliva 2018, Donato 2021).

Ce basant sur ces expériences d'enseignement, la partie pratique de l'atelier permettra aux participants de découvrir certaines stratégies d'enseignement multilingue employées dans le cours d'intercompréhension. L'intervenant proposera dans un premier temps de travailler les différentes techniques d'approche de lecture (e.i. the seven sieves) et de reconnaissance des proximités lexicales et grammaticales ((semi-)transparencies, relaying and bridging) dans le cadre de langues inconnues, dites éloignées. Les participants anglophones s'attacheront à lire un court extrait de texte en norvégien et les participants francophones un extrait de texte en langue roumaine démontrant qu'aucune langue dans la même famille linguistique n'est totalement inaccessible. Une fois cet exercice d'approche terminé, les participants seront invités à faire une lecture profonde et explicative d'un texte de niveau avancé dans une langue romane et réfléchiront sur les stratégies de lecture mises en place pour cette lecture d'une langue inconnue mais proche. Les participants pourront s'ils le désirent, appliquer ces stratégies à leurs cours d'anglais, de français ou de tierce L2/L3+ dans un contexte canadien beyond bilingualism.

### **Modèle d'enseignement translinguistique-communicatif : un outil pédagogique concret (FR)**

Nina Woll (Université du Québec à Trois-Rivières), Isabelle Wouters (Université du Québec à Montréal), Noémie Gendron Perrault (Université du Québec à Trois-Rivières), Pierre-Luc Paquet (University of Texas at Tyler)

En Europe, c'est au nom de l'intercompréhension que des approches pédagogiques visant l'intégration du répertoire plurilingue des apprenants ont été mises en place à grande échelle (Conseil de l'Europe – <http://carap.ecml.at/>). Au Canada, des efforts sont également déployés pour encourager la réflexion translinguistique susceptible de soutenir l'apprentissage d'une langue seconde (L2) (Horst, White & Bell, 2010). Toutefois, le « principe monolingue » (Cummins, 2007) demeure un obstacle idéologique, particulièrement au Québec où les enseignants sont formés dans une approche communicative prônant l'usage exclusif de la L2.

Ainsi, cet atelier a pour objectif d'établir un pont entre les approches dites « plurilingues » et « communicatives ». Nous présenterons d'abord un modèle d'enseignement translinguistique s'inscrivant dans le courant communicatif prisé dans les cours de L2 (Nunan, 2004) et visant à pallier l'écart entre ces deux types d'approches. Dans un devis de recherche-développement, le modèle a été conçu à partir de théories et d'une analyse des besoins, pour ensuite être confronté à la réalité d'une classe de langue étrangère. Plus précisément, ce modèle comporte une séquence didactique composée de deux tâches ; l'une visant la prise de conscience translinguistique comme stratégie d'apprentissage (CRT, Ellis, 2001) et l'autre favorisant la pratique communicative de la langue cible (TBLT, Nunan, 2004; Ellis, 2018). Subséquemment, des données portant sur la perception des apprenants, les observations des chercheurs

et le déroulement de la séquence ont été collectées lors de trois mises à l'essai. Ce processus circulaire nous a permis de peaufiner le prototype du modèle d'enseignement translinguistique-communicatif. Nous présenterons donc nos résultats ainsi que des exemples concrets de la mise en pratique du modèle. Finalement, nous proposerons une activité qui permettra aux participants d'adapter et de développer, à partir du modèle, leur propre matériel translinguistique, selon des combinaisons de langues ciblées. En somme, l'atelier mettra de l'avant la pédagogie plurilingue en outillant concrètement les participants.

### **Maximizing Oral Productions in Literacy Centers for Second Language Students**

Josée Le Bouthillier (University of New Brunswick), Renée Bourgoïn (St Thomas University)

In French immersion (FI), it is a common pedagogical practice for teacher to create a learning environment when students work in literacy centers/stations. These learning centers allow students to work independently on different literacy activities, thus allowing the teacher to focus her instruction on a small group of students needing additional support with reading instruction. Literacy centers allow for students to revisit previously seen material and/or reinforce acquired literacy skills independently (Diller, 2005; Ford et Opitz, 2012). After a preliminary study in FI classes, the authors propose seven characteristics that enhance the learning experience of French second language students when working in literacy centers. These characteristics favors oral language output, autonomy and engagement.

During this session, we will answer the following questions: What literacy centers should be promoted in second language environments? How can the seven characteristics be integrated in the planning and delivery of literacy centers. We will also be proposing a series of activities aimed at enriching the learning experience of students working independently at literacy centers. These activities will help motivate second-language students and ensure greater learning opportunities to support the oral, reading, and writing development. Come learn about the different ways literacy centers can be conceptualized to further support second language students.

### **Découvrez le Portail linguistique du Canada (BL)**

Emmanuelle Samson, Sophia Nickel (Portail linguistique du Canada, Bureau de la traduction)

Trouvez-vous difficile de repérer des ressources linguistiques de qualité sur le Web? Le Portail linguistique du Canada offre un accès gratuit, partout dans le monde, à des milliers d'articles traitant de difficultés du français et de l'anglais auxquelles se heurtent quotidiennement les professionnels, quel que soit leur domaine de travail.

Ce site Web est une initiative du Bureau de la traduction de Services publics et Approvisionnement Canada. On y trouve des outils pour perfectionner ses connaissances du français et de l'anglais, une banque de millions de termes dans des domaines spécialisés, ainsi qu'une foule de ressources du gouvernement du Canada sur différents aspects des langues officielles.



Interroger les outils d'aide à la rédaction grâce au Navigateur linguistique, comprendre comment appliquer les recommandations en matière de rédaction inclusive, ou s'exercer avec les jeux du Portail pour maintenir ses connaissances en langue seconde ne sont que quelques-unes des façons dont le Portail linguistique peut être utile au quotidien.

À la fin de l'atelier, les participants auront une vue d'ensemble du Portail linguistique et seront en mesure de l'utiliser efficacement tant pour améliorer la qualité de leurs textes que pour valider certaines réponses aux questions de langue des étudiants. Il sera aussi question du blogue Nos langues qui, grâce à ses articles bilingues, constitue un excellent outil de lecture pour l'apprentissage d'une langue seconde.

Do you have trouble finding quality language resources online? The Language Portal of Canada provides free worldwide access to thousands of articles on language problems in English and French. All professionals encounter these problems every day, regardless of their occupation.

The Portal website is an initiative of Public Services and Procurement Canada's Translation Bureau. It contains tools for improving your knowledge of French and English, a database with millions of terms from specialized fields and a wide array of resources from the Government of Canada on various aspects of official languages.

Use the Language Navigator to search the writing tools, learn how to apply recommendations on gender-inclusive writing or take the Portal's quizzes to get some practice and maintain your second language skills. These are just some of the ways that the Language Portal can be helpful on a daily basis.

By the end of the workshop, participants will have a general understanding of the Language Portal. They'll be able to use it efficiently to improve the quality of their texts and confirm answers to students' language questions. We'll also discuss the Our Languages blog, which contains bilingual articles, making it an excellent reading tool for learning a second language.



## INDIVIDUAL PRESENTATIONS | PRÉSENTATIONS INDIVIDUELLES

(\*) indique qu'une présentation est préenregistrée

(\*) denotes a pre-recorded presentation

### **How to Raise the Awareness of linguistics Importance in Language Teaching among Teacher Trainees through Plotagon Application? (EN)**

Aaisha Abdul Rahim Khamis Al Balushi (Department of English Language and Literature, Rustaq College of Education, Ministry of Higher Education (RCAE, MOHE))

Linguistics is one of the crucial fields to be taught for a language teacher trainee. In fact, there have been many arguments regarding its importance in including it in language teaching program for teacher trainees. Linguists and applied linguists argue that language teachers need to learn about the theories and research findings generated by linguists and applied linguists (e.g. Halliday, McIntosh & Strevens, 1964; Spolsky, 1979; Stubbs, 1986; Pica, 1997; Bardovi-Harlig & Hartford, 1997). Although there is "An Introduction to Linguistics" course included in English Language Teaching program for first year teacher trainees in a College of Education in Oman, it has been noticed that there is lack of awareness of its importance for a language teacher. Also, there is an obvious resistance towards studying this course among majority of teacher trainees. Most teacher trainees try to avoid taking this course. Therefore, this study examines first year teacher trainees' (25 males and 2 females) perceptions of the importance of linguistics course and the reasons behind their perceptions. Also, the study will shed lights on how to engage first year teacher trainees in enjoying studying linguistics course by applying a task using Plotagon application (i.e., Plotagon is an application where you can create 3D animated videos). In this task, students are asked to form a group of two to three students where each group create 3D animated video discussing one of the topics studied in an Introduction to Linguistics course. In week 15 students are asked to present their videos. A questionnaire is distributed among the students at the beginning of the semester asking about their perceptions about the importance of linguistics to language teaching. Also, another questionnaire will be distributed at the end of the semester in week 15 asking about their perceptions of the course. In addition, each group will be interviewed to comment on their experience of the process of using Plotagon application and to what extent it helped to make the course more enjoyable and interesting for them.

### **"Language-in-use" in a multilingual mathematics classroom (EN)**

Fatima Assaf (University of Ottawa)

Much of the early research in mathematics education was situated within an individualist psychological framework—through which cognition operated as the core principle. More recently, the view that the learning of mathematics is a social process was heard with great frequency in research on mathematics education (Forman, 2003; Forman, Minick, & Stone, 1993; Lerman, 2000; Sfard, 2006). This shift, according

to Sfard (2006) focused on the idea that mathematics is a form of discourse. In this view, mathematics learning originates in communication with others through social interactions, and language is viewed as a contributing factor (Barwell, 2014a; Sfard, 2006). The objective of my proposed study is to form an in-depth description and understanding of the role of language in relation to the teaching and learning of mathematics in a multilingual educational setting. One grade 2/3 classroom with 18 students from Eritrea, Nepal, Somalia, Sudan, and Syria participated in the study. The data included video recordings of students working on mathematics activities, copies of students' work, and interviews with students. The findings will be presented in terms of Gee's (2005/ 2011) construct of building tasks to analyze "language-in-use". Language-in-use, according to Gee (2011) "is a tool, not just for saying or doing things, but also, used alongside other non-verbal tools, to build things in the world" (p. 88). Hence, whenever we speak or write, we are building or designing one of seven things in the world or in reality. These things are what Gee (2005/ 2011) refers to as the "seven building tasks" of language, which are significance, activity, identity, relationships, politics, connections, and sign systems and knowledge. Since the focus is on how language and mathematics intersect, information from this study adds to the body of literature that could support educators as they plan mathematics learning for all learners in mathematics education.

### **Éveil multisensoriel au plurilinguisme dans une micro-crèche. Enjeux socio-éducatifs. (FR)**

Brahim Azaoui (Université Montpellier I)

De nombreuses études soulignent de plus en plus l'intérêt et l'importance de valoriser le répertoire plurilingue des enfants, dès le plus jeune âge (Abdelilah-Bauer, 2015 ; Hélot & Rubio, 2013). Que cela soit pour des questions identitaires, cognitives ou sociales, cette reconnaissance plurilingue est un atout pour le processus de construction des jeunes générations.

Rares sont les études qui prennent pour objet les enfants à l'école maternelle (Behra et al., 2016, Azaoui, à paraître). Elles sont encore moins nombreuses celles qui s'intéressent à ce qui se joue en crèche (Laubier, 2019 ; Couetoux et al., 2010), alors que nous savons aujourd'hui à quel point l'âge 0-3 ans est crucial pour la construction du langage. Un environnement riche et propice à l'éveil multisensoriel et plurilingue ne peut que servir cette étape.

Le projet consiste à accompagner la mise en place d'un espace multisensoriel et plurilingue à ce jour inexistant dans la structure. Un tel environnement nous semble propice à accroître un rapport sensible au monde tout en favorisant, dès le plus jeune âge, une ouverture à la diversité linguistique

Alors que le bilinguisme français-anglais était initialement valorisé dans la crèche, depuis la rentrée 2019, deux professionnelles sinophone et hispanophone, diplômées de la petite enfance, y interviennent à hauteur d'une quinzaine d'heures par semaine. Ces personnes cumulent des compétences sur le plan linguistique et dans le domaine de la petite enfance.

L'originalité de notre communication se situe notamment dans l'étude d'un dispositif favorisant une ouverture à la diversité linguistique et sensorielle auprès d'enfants de familles non migrantes,

contrairement à la majorité des travaux sur le sujet. Quel est alors l'intérêt pour la structure ou les familles? Quelles attentes? Comment ce projet fédère-t-il l'équipe? Dans quelle mesure répond-il pour certains acteurs à des enjeux socio-éducatifs liés à l'apprentissage précoce des langues?

Notre communication reviendra sur les premiers éléments d'un projet de recherche qui a pour terrain une micro-crèche plurilingue. Nous présenterons les analyses des notes de terrain prises depuis le mois de janvier 2020, ainsi que des 11 entretiens réalisés avec différents acteurs de cette micro-crèche et parents. Les résultats permettent de souligner, derrière une ouverture affichée à la diversité linguistique, l'émergence de logiques et stratégies sociales liées au plurilinguisme.

### **Does “cancer” make you cringe? Predicting individual differences in bilinguals' emotional reaction to words (EN)**

Elena Nicoladis (University of Alberta), Kai Huang (University of Alberta)

Studies have shown that multilinguals have a stronger emotional reaction to emotion-laden words in their first language than in any subsequent language. In most of these studies, the multilinguals were also more proficient in their first language than in any other language. In other words, first language was often confounded with language dominance. The purpose of this study was to test whether first language (age of acquisition) was more strongly related to French-English bilinguals' emotional reactions to words in both languages than proficiency and the percentage of close relationships they had in that language. 76 French-English bilingual adults participated. They were asked to read or listen to positive (e.g., “happy”, “bonheur”), negative (e.g., “cancer”), or taboo (e.g., “fuck”, “foutre”) words in both languages while their galvanic skin response (GSR) was measured. We asked participants to report the age at which they had acquired each language. To measure their proficiency, we asked them both to rate their own proficiency and to name pictures in both languages. We also asked them to estimate the percentage of their close relationships that are carried out in each language. We carried out regression analyses on GSR responses, with age of acquisition, self-rated proficiency, picture-naming, and percentage of close relationships in each language as predictors. The regressions revealed no consistent pattern. However, when the high emotional responders to taboo words were compared to low emotional responders, measures of proficiency showed the biggest differences. These results suggest that it is not so much first language but rather a high degree of recent use of a language that relates to emotional responses to words in a language. We discuss possible mechanisms for why proficiency might be particularly strongly related to emotional responses to words.

### **L'expérience d'apprentissage du français d'élèves du secondaire en classe d'accueil à Montréal (FR)**

Valérie Amireault (Université du Québec à Montréal), Sara Arias Palacio (Thompson Rivers University)

La diversité linguistique et culturelle présente au Québec se reflète tout particulièrement dans les écoles montréalaises, qui accueillent chaque année un nombre important d'élèves immigrants. À titre d'exemple,

en 2017, 23% des élèves des écoles primaires et secondaires à Montréal étaient immigrants de première génération (Comité de gestion de la taxe scolaire de l'île de Montréal, 2018). Différents services d'accueil et d'intégration sont offerts aux immigrants nouvellement arrivés, notamment par le biais des classes d'accueil dans les écoles du secteur francophone. Ces classes ont pour but de faire acquérir aux élèves les compétences langagières suffisantes permettant d'intégrer une classe ordinaire (Armand, 2005). Les quelques études qui se sont intéressées spécifiquement aux représentations et à l'intégration des élèves des classes d'accueil au secondaire en contexte québécois (par ex. Allen, 2006; Kanouté et al., 2016; Steinbach, 2010) ont permis de mettre en relief des éléments récurrents de la problématique de l'intégration linguistique, scolaire et sociale de ces élèves. S'ils expriment le désir de maîtriser le français pour s'intégrer, ils semblent faire face à plusieurs obstacles qui freinent leur intégration, tels le manque d'opportunités pour entrer en contact avec les locuteurs du français, le peu de confiance en leurs habiletés linguistiques et l'isolement causé par le système des classes d'accueil fermées. Cette communication présente les résultats d'une recherche réalisée dans le but de mieux connaître les représentations d'élèves d'une classe d'accueil au secondaire à Montréal par rapport à leur intégration linguistique, scolaire et sociale. Les entrevues individuelles semi-dirigées menées auprès de onze élèves mettent en exergue le dynamisme de leurs pratiques linguistiques ainsi que leurs représentations favorables à l'égard du français et de son apprentissage en classe d'accueil. Cependant, les élèves font face à plusieurs défis, notamment en ce qui a trait à leurs interactions avec leurs pairs francophones.

### **Réflexion interculturelle en classe de français langue seconde (FR)**

Marc-Albert Paquette (Commission scolaire Lester B. Pearson), Valérie Amireault (Université du Québec à Montréal), Julie Paré (Learn), Raphaella Dixon (Commission scolaire Lester B. Pearson)

Cette communication met à l'avant-plan l'importance du développement de la compétence interculturelle des apprenants de langue, notamment en contexte de diversité linguistique et culturelle: apprendre une langue, c'est tisser des liens avec la culture liée à cette langue, et permettre une réflexion sur les représentations de l'Autre, de sa langue et de sa culture. Cette réflexion peut s'amorcer par un dialogue entre univers culturel(s) cible(s) et univers de référence et est susceptible à la fois d'amener les apprenants à mieux comprendre l'Autre et à mieux se connaître eux-mêmes (Trottet et Amireault, 2014). Dans un contexte de globalisation, d'échanges constants avec l'Autre, la classe de langue représente un endroit tout à fait propice pour discuter du contact avec l'altérité (Lazar et al., 2007; Lussier, 2010).

Nous présentons d'abord les grandes lignes d'un projet de développement professionnel qui a permis à des enseignantes de français langue seconde (FLS) ainsi qu'à des bibliothécaires de se familiariser avec la compétence interculturelle. Dans un deuxième temps, nous mettons de l'avant les faits saillants d'une étude menée auprès de 115 élèves de ces enseignantes, des apprenants de FLS de trois écoles secondaires de Montréal, afin de mieux connaître leurs représentations par rapport à l'apprentissage et à l'utilisation du français. L'étude visait à répondre aux questions suivantes : 1) Comment ces apprenants se définissent-ils, aux niveaux linguistique et culturel? ; 2) Quelles sont leurs représentations du français, de la culture francophone et des francophones? ; 3) Quelle est leur relation avec le français et la culture francophone?

Les élèves ont répondu à un questionnaire en ligne présentant des questions à réponses courtes, et les données recueillies ont fait l'objet d'une analyse de contenu. Les résultats permettent notamment de mettre en exergue les appartenances linguistiques et culturelles multiples des élèves ainsi que l'importance de la classe de FLS comme espace principal d'apprentissage et d'utilisation de la langue-cible.

Ce projet est le fruit d'un partenariat avec LEARN Québec et a fait l'objet d'un site web: <https://www.learnquebec.ca/competence-interculturelle>.

### **Je parle, tu parles, il et elle parle, nous parlons, vous parlez et ... Ils et elles utilisent leur langue seconde ! (FR)**

Fadila Boutouchent (University of Regina)

Plus de cinquante ans après la mise en place des programmes d'immersion françaises et la Loi sur les langues officielles, le taux moyen de bilinguisme parmi la majorité anglophone hors Québec atteint à peine 9,8 % (Statistique Canada, 2017). Pourquoi ? Comment la situation minoritaire de la langue française influence-t-elle l'acquisition du français langue seconde (FL2)? Il s'agit ici de présenter une étude empirique menée auprès de 625 jeunes anglo-canadiens de différentes provinces et territoires. Les données recueillies auprès de ces jeunes adultes qui poursuivent ou non leur apprentissage du ou en FL2 ont été analysées grâce à un logiciel de modélisation par équation structurelles (EQS). Les résultats suggèrent un modèle complexe mettant en exergue le rôle clé et dynamique des interactions sociales. Différents types de contacts langagiers dans les sphères publiques, les médias, les milieux scolaire et privé (famille et amis) sont inter-reliés et concourent au développement des attitudes et du comportement individuel. D'une part, non seulement ces interactions contribuent à l'enculturation générale en FL2, incluant l'acquisition de l'autonomie et la conscientisation relatives au FL2, mais aident en plus à comprendre l'environnement dans lequel l'apprenant évolue. À noter ici que les interactions scolaires contribuent moins à cette relation et suggèrent de nouvelles hypothèses à explorer. D'autre part, ces interactions soutiennent le développement de sentiments forts et positifs envers le FL2, y compris l'identité, les sentiments de compétence, d'autonomie et d'appartenance liés au FL2. Ces derniers sont directement reliés à une motivation langagière FL2 plus internalisée et soutiennent le désir d'intégrer des membres franco-parlants et d'autres facteurs. Tous contribuent au développement de trois types de comportements pour le maintien, la socialisation et l'engagement en FL2. Les approches et pratiques pédagogiques FL2 sont discutées à la lumière de l'importance des interactions sociales montrées ici (Boutouchent, 2015, 2016; Boutouchent & Benimmas, 2017).

## **L'intercompréhension à l'Université Fédérale du Paraná : outil partagé pour la formation linguistique au-delà du bilinguisme (FR)\***

Francisco Javier Calvo Del Olmo (Université Fédérale du Paraná), Thomas De Fornel (Université de Bordeaux)

A l'Université Fédérale du Paraná, Brésil, l'Intercompréhension des Langues Romanes (ICLR) semble de plus en plus susciter l'intérêt des professeur.e.s et des étudiant.e.s de la Licence et du Master de Lettres, car elle est considérée comme une manière innovante d'aborder l'enseignement et l'apprentissage des langues par le fait de dépasser les oppositions binaires entre langue maternelle et langue étrangère qui prévoient uniquement la possibilité d'apprendre une seule langue à la fois. Nous présenterons alors, d'une part, l'insertion de l'ICLR dans la formation pédagogique des étudiant.e.s à travers un parcours de disciplines optionnelles et, de l'autre, comment dans la perspective de l'internationalisation des études supérieures elle sert d'outil pour la coopération académique et éducative franco-brésilienne. Cette approche nous semble apporter deux idées pertinentes dans le tournant multilingue contemporain : d'une part, le changement du paradigme entre la langue maternelle et les langues étrangères car la première sert de point de départ et de clef de voûte pour la compréhension des autres ; de l'autre, la mise en valeur de toutes les langues, de toutes les variétés et de tous les répertoires des étudiant.e.s, de manière éthique et synergique.

A partir de cette base, nous souhaitons répondre à plusieurs questions : Quelles sont les idées et les préjugés chez les étudiants et les formateurs sur ces pratiques communicatives plurielles ? Comment l'IC peut-elle les aider à reconsidérer et à repenser leurs propres pratiques langagières et leurs jugements sur les langues ? Quelles sont les valeurs (culturelles, historiques, sociales) représentées par la diversité linguistique au-delà de la valeur économique ? Nous examinerons, en somme, les résultats que nous avons obtenus autour de ces questions tout en ébauchant un modèle qui dépasse la logique du bilinguisme pour bâtir une formation linguistique démocratique de la citoyenneté, dans les termes de Tullio De Mauro (2018).

## **Plurilinguisme, paysages linguistiques et constructions identitaires : une approche éducative multi-située. (FR)**

Raquel Carinhas (Centro de Investigação em Didática e Tecnologia na Formação de Formadores da Universidade de Aveiro, Universidad de la República, Camões - Instituto da Cooperação e da Língua), Helena Araújo E Sá (Centro de Investigação em Didática e Tecnologia na Formação de Formadores da Universidade de Aveiro), Danièle Moore (Simon Fraser University)

Cette contribution présente des résultats d'une recherche-action collaborative mise en place à Montevideo par un partenariat constitué par des enseignants d'une école élémentaire, des familles, des médiateurs de quatre musées et des chercheurs. Ce réseau s'est engagé dans la création et la mise en

œuvre d'un projet plurilingue et interdisciplinaire (Carinhas et al., 2020a; Carinhas et al., 2020b) ancré sur une approche du plurilinguisme en tant qu'atout (Grommes & Hu, 2014) qui met en exergue la nature multi-située, expérientielle et en mouvement de la connaissance (Dagenais et al., 2009; Ingold, 2000). À la croisée de plusieurs disciplines et dans une perspective créative et ludique, le projet articule les apprentissages réalisés dans les écoles, les familles et les communautés, et soutient une démarche réflexive expérientielle et multi-située visant, ce faisant, la pluralisation des représentations de l'espace social qu'ils/qui les habitent.

Dans cette présentation, nous nous centrons sur l'analyse d'un ensemble d'activités multi-sites menées avec un groupe d'enfants âgés de 6 à 12 ans autour de leurs paysages linguistiques et sonores. Les données comprennent la documentation visuelle et sonore du paysage linguistique de la Ciudad Vieja recueillie par les enfants, leurs dessins, des notes de terrain et des enregistrements des interactions entre les participants lors des promenades dans le quartier, des ateliers et des visites aux musées.

La contribution permet d'interroger quelques enjeux liés à la formation des éducateurs (enseignants, médiateurs muséaux) au plurilinguisme, ainsi que l'intérêt de l'étude des paysages linguistiques en et hors la classe pour contextualiser, autant localement que globalement les apprentissages. Elle montre l'importance des projets collaboratifs plurilingues multi-sites dans la création de nouveaux espaces d'apprentissage expérientiels et transformateurs, ainsi que les apports des expériences muséales plurilingues dans la construction d'identités plurielles pour les participants et dans l'appropriation et la conceptualisation de leur environnement.

### **Neighbouring Language Learning and Teaching in European multilingual border areas: the CoBLaLT method (EN)**

Irina Moira Cavaion (Science and Research Centre Koper)

The European landscape exhibits a rich linguistic and cultural diversity. Along the border areas which constitute 40% of its territory and account for 30% of its population (EC, COM (2017) 534), plurilingual education may not however, be assumed as a general rule. The development of the Contact Based (Neighbouring) Language Learning and teaching method – CoBLaLT (Cavaion, 2015) challenges pre-existing Foreign Language teaching methodology with the ambitious aim of integrating people and societies through the reciprocal learning of the language of the other.

The CoBLaLT method proposes the teaching of the language of the neighbour based on the establishment of systematic cross-border contact and the development of meaningful cross-cultural relationships among teenagers (11 and 15 years) each learning the language of the other. This is based on principles of cooperative and affective communicative language learning, combining face-to-face encounters and virtual communication. It has helped pupils in these years to be more interested in the language of the other, to be motivated to learn language, to know each other authentically and to develop awareness about the complexity of intercultural encounters (Cavaion, 2015).



The method - born in 2015, along the Italian-Slovenian border, a historically wounded border characterised by a separative bilingualism on the Italian side, and a language shift in favour of the dominant language within the bilingual society on the Slovenian side (Burra & Debeljuh, 2013) - is underpinned by an extensive theoretical framework, involving social psychology theories, psychology of relations, intercultural studies, language learning and teaching theories, contact linguistics and internet-based language teaching and it has now been implemented with the writing of the bilingual Slovenian-Italian CoBlaLT Guide for teachers (Cavaion, 2019) and with the realisation of the digital Autobiography of the crossborder contact (Cavaion 2019), a dedicated bilingual Slovenian-Italian website which we are pleased to present within this paper.

### **Fostering Communication Through Mathematical Problem Solving in French Immersion (EN)\***

Karla Culligan (University of New Brunswick)

This study explored students' discourse as they interacted during collaborative mathematical problem solving. In school-based mathematics, problem solving has long been identified as a key mathematical skill (Polya, 1957) and it remains one of the fundamental standards in mathematics curriculum (National Council of Teachers of Mathematics [NCTM], 2000). Collaborative problem solving requires students to talk through their thinking and this, in turn, enables students to use their linguistic resources. This kind of content-based, contextualized, and purposeful communication is part of the foundation of immersion education, because it supports effective language learning (Swain & Lapkin, 2005). Importantly, communication is also an integral part of fostering a deeper understanding of mathematical concepts (NCTM, 2000). In this study, 22 French immersion high-school students worked in pairs on a mathematical problem-solving task. Pairs were audio recorded and the transcriptions were analyzed using Gee's (2014) theory and methods, which view language as saying, doing, and being. Results show that when doing tasks that: (a) adhere to the principles of good quality, worthwhile mathematical problems (e.g., tasks that allow for multiple approaches, have various solutions, are multimodal, encourage communication) and (b) require mathematical problem-solving activity (e.g., understanding, planning, doing, reflecting), students communicate in mathematically meaningful ways using the target language. In true problem-solving activities, students become engaged with the mathematics content and in communication. The analysis also suggests that, in order to problem solve, students use other communicative resources in addition to the target language, such as other linguistic resources (e.g., first language), visual representations, and objects. Implications for teachers working in immersion or other bi/multilingual mathematics classrooms therefore involve having an awareness of how to identify and choose good problems, and being open to and willing to support students' various ways of communicating for mathematical and linguistic meaning.

## **Teaching via the way we learn: Plurilingualism in peer-to-peer ESL pedagogical interactions in a francophone context (EN)**

John Wayne Dela Cruz (Concordia University)

In recent years, Canada has been increasingly diversifying beyond its official English-French bilingualism. Between 2011 and 2016, the number of Canadians who speak more than one language at home grew from 1.9% to 19.4%, and 70% of whom reported a mother tongue other than English or French (Statistics Canada, 2016). Such trends have led to proliferation of applied linguistics research on theories such as plurilingualism, which emphasizes second language (L2) learners' agency to draw flexibly from the interrelated languages and cultures in their linguistic repertoire (Marshall & Moore, 2018). Yet, most mainstream L2 instruction remain monolingual: L2 learners' plurilingual practices in classrooms, such as language-mixing, are often seen as a problem rather than an asset, and are hence discouraged (Cummins, 2007; Cook, 2016; Piccardo, 2017). This paper discusses results from a mixed methods study investigating self-perceived plurilingual and pluricultural competence (PPC), and observed plurilingual practices of adult ESL tutors and tutees (N=21) during their tutoring sessions in a francophone college in the south shore of Montréal. Data from questionnaires, the PPC scale (Galante, 2018), field observations, and semi-structured interviews were analyzed quantitatively and qualitatively, and triangulated. Results show that while most tutors have high PPC levels, few identify as plurilinguals, and that tutees identify as monolinguals, with significantly lower PPC levels compared to tutors. However, field notes suggest that both tutors and tutees regularly engage in plurilingual practices such as translanguaging, translations, and cross-linguistic analyses during tutoring sessions to facilitate L2 learning, which contradicts their self-identification as monolinguals. Implications will be discussed, particularly how plurilingual peer-to-peer pedagogical interactions can inform mainstream L2 instruction.

## **Heteroglossia in Bilingual Education classrooms: A 'third space' for investment in inclusive social capital and social justice (EN)**

Harsha Dulari Wijesekera (Open University of Sri Lanka)

Postcolonial Sri Lanka had to abolish English Medium Instruction (EMI) that was limitedly available in a few fee-levying urban schools, and implement Mother Tongue Instruction (MTI) due to social stratification it created between the urban rich and the rural poor. Counterproductively, public schools became monolingual and hence monoethnic averting shared learning experiences for the children of diverse ethnicities. Concurrently, the value of English continued to appreciate along with its embedded cultural, economic, social and symbolic capital values. Relatively recently, Sri Lanka reintroduced EMI or Bilingual Education Programme (BEP) due to the continued failure of teaching English as a Second Language. In BEP, students follow some selected subjects through English whereas other subjects are learned in respective mother tongues (Sinhala or Tamil). This introduction of EMI enables all ethnolinguistic groups to learn together in some bi-media schools. This paper draws data from an ethnographically informed qualitative study conducted in Sri Lankan bi-media schools. The paper illustrates how these multiethnic classrooms create a 'third space' with new 'socially situated conditions' that necessitates inclusivity as the

most valuable social capital immanent in multiethnic classroom microcosms where the teachers create heteroglossic environment and enable translanguaging among Sinhala, Tamil and English. Providing evidence from trilingual classroom interaction, this paper exemplifies how translanguaging helps to scaffold both language and content comprehension gaps while creating reciprocity among students that contribute to social justice through linguistic equality and moving towards inclusive supraethnic national identity, the dire need for reconciliation after a 30-year long ethnic conflict. The implications are equally relevant to other nation-states especially in respect of how education and the language policy in education at domain level be utilized to enhance social cohesion.

### **Inclure les langues de Mayotte à l'école en 2021 : le plurilinguisme écrit comme levier caché ? (FR)**

Fanny Dureysseix (Université de la Réunion, laboratoire ICARE - Centre universitaire de formation et de recherche de Mayotte)

Mayotte, petite île de l'océan Indien, est devenue le 101ème département français en 2011. Le shimaore et le kibushi, les deux langues autochtones, font l'objet depuis quelques décennies de travaux linguistiques et d'expérimentations pédagogiques. Les actions éducatives sont toutefois limitées et s'inscrivent dans la discontinuité.

Alors que l'usage du français est croissant, le maintien de ces langues nécessite de sortir de la rhétorique de l'expérimentation (Muni Toke, 2016). Une politique linguistique claire et opérationnelle en faveur d'une prise en compte généralisée des langues est souhaitable. En décembre 2020, l'actualité politique a laissé entrevoir cette possibilité. A cette occasion, cette communication vise à actualiser les savoirs relatifs aux moyens favorables à l'inclusion des langues de Mayotte dans les écoles.

La première partie propose une approche historicisée du contexte sociolinguistique et scolaire mahorais. Le français demeure, pour une part significative d'élèves, la langue de l'école de la République et non celle de leur famille, et pour certains, celle de la deuxième école (coranique) où l'on parle la langue du quartier. La dimension plurilingue, notamment écrite, de la société mahoraise est ainsi envisagée dans sa complexité, sa diversité et son hybridité (Mufwene, 2010).

La seconde partie s'appuie sur des données de recherche recueillies dans le cadre de l'inclusion des langues mahoraises dans la formation des professeurs des écoles à Mayotte. Le propos est centré sur le dispositif de formation professionnelle innovant des œuvres coopératives (Salone, 2019). Il vise notamment à permettre une contextualisation des enseignements / apprentissages et l'inclusion du patrimoine matériel et immatériel de Mayotte. Une première étude menée en 2018-2019 (Dureysseix, 2021, à paraître) montre la nécessité d'inciter et de mieux accompagner les enseignants stagiaires dans l'inclusion plus systématique des langues des élèves dans leurs travaux. L'évolution du dispositif et des contenus de formation après ajustement sera présentée et discutée à partir du corpus produit en 2020 et 2021 par les enseignants stagiaires.

## **Mission Possible: Developing Academic Literacy in an English Intensive Program (EN)**

Reza Farzi (University of Ottawa), Olga Fellus (University of Ottawa)

Despite having met the language requirements set by Canadian universities, direct-entry international students often struggle to meet the language and academic requirements prescribed by their respective programs, especially during their first year. Students who do not meet the language requirements may be conditionally admitted to their programs and be required to enrol in an intensive language program to fulfil the language condition of their admission. Most university-based language intensive programs help students improve their general and/or academic language proficiency but do little to enhance, foster, and render visible their academic literacy. Traditionally, academic literacy is mainly understood as the ability to read and write academically (Read, 2015; Geisler, 2013). Drawing on the literature on digital (e.g., Galante, 2014) and multiple literacies (Kellner, 1998), we bring forth the lacunae in current theory and practice within the context of teaching academic English to international students and suggest a new context-specific definition of academic literacy, describe a case study of an academic institution that runs an English Intensive Program (EIP) and offers an English for academic purposes (EAP) curriculum that employs a conceptualization of academic literacy in its curriculum. This program allows for, inter alia, the incorporation of multiple literacies including extra-curricular measures to promote the development of academic literacy of the students enrolled in the EIP. Following a description of the epistemological lens, we discuss practical implications of including academic literacy into intensive language programs for different stakeholders.

## **The Ontario FSL High School Curriculum: A Case Study of Non-native French-speaking Teachers' Cultural Practices (EN)**

Rochelle Guida (University of Calgary)

Ontario launched a revised high school French as a second language (FSL) curriculum (Ontario Ministry of Education, 2014) with an intercultural understanding sub-strand now added in all curriculum strands.

Most Ontario FSL students pursue the Core French (CF) program, which is the beginner-level (Canadian Parents for French, 2017; Masson, 2018). However, many drop French after their final, mandatory year which is the Grade 9 level (Chong, 2014).

More Ontario FSL educators teach CF (Canadian Parents for French, 2017; Masson, 2018), with the majority as non-native French-speaking teachers (Gagné & Thomas, 2011; Masson, 2018). However, many of these educators are insecure when speaking in French (Cooke, 2013; Wernicke, 2017).

Few researchers have investigated how these teachers approach the revised curriculum (Ontario Ministry of Education, 2014) and specifically, the added intercultural sub-strand (Viswanathan, 2016).

This paper presentation summarizes an exploratory social constructivist case study of how ten non-native French-speaking teachers in Ontario approached French cultures to their Grade 9 CF students for one

semester. An online questionnaire, two semi-structured interviews, cultural artefacts, and an online focus group formed the data collection.

A metaphorical *salade niçoise* was the conceptual framework, which contained theories such as the nested pedagogical orientations (Cummins, 2001; 2009) and the neurolinguistic approach (Netten & Germain, 2012).

The study highlighted affordances of the non-native French-speaking teacher in their approach to cultural content. It also offered suggestions to improve teaching and learning conditions for both the non-native French-speaking teacher and student, in addition, to slowly remove inequalities in FSL classrooms.

### **Teaching Science to Second Language Learners: Exploring the Challenges, Strategies and Resources for Supporting French Immersion Teachers (EN)**

Yovita Gwekwerere (Laurentian University), Ginette Roberge (Laurentian University)

French Immersion (FI) teachers have commonly indicated that teaching science in French presents some challenges. Notably, many of these teachers have reported that they are spending time teaching the scientific vocabulary, which leaves them limited opportunities for integrating inquiry-based teaching and learning. In July 2017, representatives from the Council of Ontario Directors of Education (CODE) approached Laurentian University researchers to embark on a project that would contribute to building capacity for FI Science teachers. This project utilized research to evaluate teacher needs, teacher science teaching efficacy beliefs, as well as students' adaptive learning engagement in science. The researchers also partnered with Science North educators to design and conduct professional development workshops for FI teachers, and created resources to support the teaching of science to second language learners. A total of 37 grade 7-10 FI teachers and their respective 324 students from across Ontario, participated in the project. Data were collected through telephone interviews, teacher and student questionnaires, and classroom observations. Findings show that most teacher participants generally felt that they taught science effectively, and were continually striving to find new and innovative ways to engage their students in classes. However, most teachers faced challenges with respect to finding suitable science resources that are suitable for second language learners. Findings from students were mixed in terms of their self-efficacy and self-regulation, for those who expressed a genuine interest in science, they were more likely to be confident in their ability to succeed. The researchers will present the findings, and postulates on the potential impact of these self-perceptions from students and teachers, as well as share suggestions for improving FI Science teaching and learning. The presentation will be bilingual.

## **Plurilingualism in Academic Literacy: Collaborative Autoethnography of International Junior Scholars (EN)**

Koichi Haseyama (Simon Fraser University), Amy Yo Sue Chen (Simon Fraser University), Camila Silva (Simon Fraser University), Miwako Watanabe (Simon Fraser University)

This collaborative autoethnographic contribution illustrates academic trajectories of international graduate student writers at Western Vancouver University, British Columbia, Canada, who develop themselves as emerging scholars in Anglophone academic communities. Anchored in the framework of plurilingualism and plurilingual competence (Moore and Gajo, 2009), the study is to understand the development of academic and multilingual literacies and English as an Additional Language (EAL) learning as interconnected, within a “language-as-resource” and multicompetence perspective that insists on the transferability of skills (Lotherington and Ronda, 2014). Through autoethnography as “research, writing, story, and method that connect the autobiographical and personal to the cultural, social, and political” (Ellis, 2004, p. xix), we inquired into our own plurilingual researcher reflexivity on our academic literacy development as our social practices in academia. The findings suggest complex personal, social and professional conflicts in ontology and epistemology of the plurilingual authors' multiple identities (Norton, 1995) of being EAL speakers, international graduate students, and potential junior scholars. 1) EAL students frequently present decrease in self-efficacy in Academic English skills and interpersonal inquiries due to the gap between the imagined community (Anderson, 1983) and the everyday realities that they have perceived in the sociocultural context of North American academia. 2) Deconstruction and reconstruction of the ideology of plurilingual self in order to be accepted and become a successful writer as an EAL student in the North American academic community have impeded the self-esteem and growth of one's scholarly inquiry. Also, 3) graduate school life is driven by balancing the dilemma of achieving the goal of teaching in professional English and preventing psychological fatigue and stress of processing English. These findings have provided us with implications for effective use of the plurilingual pedagogy in professional education (Haseyama, Moore & Kato, 2018) and academic English literacy education (Mossman & Haseyama, forthcoming).

## **An endangered Heritage language and its significance for the speakers: Canadian Doukhobor Russian (EN)**

Veronika Makarova (University of Saskatchewan)

Doukhobor Russian (Doukhoborese) is the ancestral (heritage) language of the Doukhobors, a religious, ethnic and cultural minority group who immigrated to Canada in 1899 (Tarasoff, 1984). The variety is critically endangered with only a few hundred elderly speakers left (Makarova, 2019).

The presentation reports the results of a study based on interviews of about 40 speakers of Doukhobor Russian (bilingual in English and DR) recorded in BC and Saskatchewan between 2012 and 2018. The

presentation focuses on the attitudes of the speakers to the variety and its maintenance. The speakers describe DR as being “beautiful, melodious, heart-felt;” they point out the importance of the variety for the Doukhorbor molen'e (prayer services) and beliefs reflected in their psalms in Russian. At the same time they often talk about the variety as being inferior to Standard Russian, because of anti-dialectal attitudes of Russians that they came in contact with. The speakers describe problems in the maintenance of the variety that relate to the dominance of English in Western Canada, discrimination, school system restraints, institutional limitations, mixed marriages, the decrease in the group demographics, the forced dissolution of the communes by the government, lack of other speakers, and lack of teaching materials or publications. Most participants lament the loss of Doukhoborese, would like to see it carried over to the younger generation, but do not see ways to make it happen. Implications for heritage language revitalization and education are discussed.

### **Relations entre les facteurs externes et internes à l'enfant et la performance phonologique d'enfants bilingues (FR)**

Meziane Rabia Sabah (Université de Montréal), Andrea Macleod (Université d'Alberta)

Cette étude vise à décrire les relations entre les facteurs internes et externes à l'enfant et la précision des consonnes des enfants bilingues. Plus précisément, l'étude examine les facteurs internes : le vocabulaire expressif et réceptif, et les facteurs externes : l'exposition à la langue et le statut linguistique d'un groupe d'enfants bilingues arabo-français âgés de 4 ans. Nous avons mesuré la précision consonantique des enfants par le pourcentage de consonnes correctes dans une tâche de dénomination d'images et une tâche de répétition de non-mots dans chaque langue. Les résultats suggèrent une relation significative entre le vocabulaire et la précision des consonnes. Une corrélation interlinguistique a été observée entre le niveau de vocabulaire expressif de la langue majoritaire (français) et la précision des consonnes de la langue minoritaire (arabe). De même, une corrélation significative a été constatée entre l'exposition à la langue arabe et la précision des consonnes de cette langue. Enfin, la précision des consonnes était significativement plus élevée dans les tâches en français comparées aux tâches en arabe, malgré les différences individuelles entre les enfants.

### **Investigating the dynamics of change in L2 WTC (EN)**

Shahin Nematizadeh

For years, researchers viewed willingness to communicate (WTC) as a “personality-based, trait-like predisposition” (McCroskey & Baer, 1985, p. 6) and measured it using quantitative tools (Khajavy, Ghonsooly, Hosseini Fatemi, & Choi, 2016; MacIntyre, 1994; McCroskey & Richmond, 1991). Such studies tend to adopt a holistic view, seemingly overlooking the underlying building blocks that shape the variable. Recent investigations, however, have taken a more dynamic approach to investigating WTC (Cao, 2011; Kang, 2005; MacIntyre & Legatto, 2011; Nematizadeh & Wood, 2019; Pawlak, Mystkowska-Wiertelak, &

Bielak, 2015). This new line of inquiry monitors the dynamics of change and the factors triggering fluctuations in WTC during second language communications. The existing studies of this kind are relatively few in number and therefore fall short of providing adequate evidence regarding the factors that may affect WTC as the communicative events unfold. To bridge this gap, the present exploratory study, as the first phase of a larger-scale mixed-methods project, used an idiodynamic method (MacIntyre, 2012) to collect four sets of data from 20 intermediate English as a second language speakers. The participants performed three-minute speaking tasks, rated their WTC changes, and engaged in stimulated recall procedures to explain the changes. A total of 80 stimulated recall interviews (btw. 10-20 min.) were transcribed verbatim and coded in vivo. A total of 584 codes were assigned, and seven different themes and 30 sub-themes emerged. The themes ranged from possession of support ideas, individual, contextual, organizational, lexis-related, and grammar-related factors as well as the participants' self-perceived performance. The study offers meaningful implications for WTC research and L2 classroom.

### **Enseigner le français au Mozambique : une intervention didactique innovante qui favorise la comparaison des langues en contact. (FR)**

Beltamiro Patricio

Cette communication croise les problématiques de trois axes du colloque : (enseignement, didactique, apprentissage et évaluation des langues ; éducation bi-multilingue et le rôle de la L1 ou des multiples L1, de la langue maternelle ou seconde ou de scolarité), et réinterroge les modalités de l'enseignement du français en contexte multilingue.

Le contexte de notre étude est celui du Mozambique qui est caractérisé par un multilinguisme où le français cohabite avec des langues bantoues en sus du portugais qui a un statut de langue officielle et qui est la seule langue de scolarisation. Dans ce contexte, le français est appris comme une langue étrangère mais sans aucune considération des autres langues connues et pratiquées par les élèves.

Ainsi, l'objectif de la recherche est de voir l'impact qu'ont les autres langues connues par les élèves dans l'apprentissage du FLE à partir d'un protocole commun qui tient en compte la réalité plurilingue de la région de Maxixe.

L'hypothèse majeure que nous cherchons à vérifier s'appuie sur les recommandations des derniers travaux des didacticiennes du plurilinguisme (Candelier, 2018 ; Candelier et Castellotti, 2013 ; Molinié, 2014, etc). Selon ces chercheurs, une approche plurilingue de l'apprentissage qui s'appuie sur les connaissances des autres langues favoriserait l'apprentissage du français.

Le dispositif méthodologique que nous avons mis en place pour vérifier cette hypothèse est le suivant : recueil des données dans trois classes de français où nous comparons trois situations d'enseignement sur les contenus grammaticaux : la première dispense l'enseignement du français de manière classique[1], la seconde articule l'enseignement du français à une comparaison explicite avec la langue portugaise et la



troisième, s'appuie sur la comparaison entre le français et les langues bantoues régionales : le gitonga, le cicopi et le citswa .

Du point de vue pédagogique, nous avons mis en dialogue les langues connues par les élèves pour annoncer les consignes, les explications ainsi que la fixation de la règle du fonctionnement de la langue. Seule la tâche finale se fait exclusivement en français pour bien vérifier le niveau d'appropriation de la langue cible à la fin de cet enseignement comparatif.

Au stade actuel de cette recherche, nous avons effectué deux campagnes de recueil de données et nous analyserons deux productions dans chaque situation : une production écrite au début et autre production écrite à la fin de la mise en place de notre dispositif pédagogique. Ce sont donc les résultats préliminaires de cette recherche que nous proposons de présenter dans le cadre de cette communication.

### **Generating plurilingual spaces: Working with Efficient Plurilingual Language Users (EN)**

Caterina Sugrañes (Faculty of Psychology, Education and Sport Sciences, Blanquerna, University Ramon Llull)

This presentation discusses the notion of the Efficient Plurilingual Language User defined here as the plurilingual speaker who has the ability to translanguage strategically and is aware of her plurilingual abilities.

Drawing from research into how plurilingual identity is boosted within collaborative relations of power by actively using pupils' dominant language constellations, it is discussed how Efficient Plurilingual Language Users are efficient because they know when, how and in what way they should use and refer to their own languages for learning; plurilingual because they use a variety of languages for their own communicative needs and purposes and are aware of the translanguaging practices involved. Finally, they are language users as they are aware that using their own languages to learn additional languages re-affirms their plurilingual identity as plurilingual individuals.

The presentation presents a study developed in a primary classroom in Barcelona with 45 11-year olds where plurilingual spaces were generated by acknowledging Efficient Plurilingual Language Users. Data analysis reflects a significant increase in plurilingual competences among pupils. Positive effects on motivation towards learning languages also significantly increase, especially towards Catalan, the language the pupils value less prior to the development of the study. Finally data analysis also points to redefining the role of the teacher in relation to her own plurilingual competence.

In contrast to the common practice of banning the use of pupils' own languages in the school context, by pulling down boundaries between what occurs within schools and in the surrounding environment, the study demonstrates how Efficient Plurilingual Language Users may contribute to the overall efficient plurilingual environment in the school and promote collaborative relations of power within formal and informal contexts. It also sheds light into understanding into how these pupils should be taught.

Consequently, monolingual prejudices and barriers could develop into more plural conceptions of pupils, school and environments.

### **Situating youth refugees' linguistic and literacy development in 'glocal' perspective (EN)\***

Shelley Taylor (Western University), Yasmeen Hakooz (Western University), Kate Paterson (Western University)

While the educational gaps that many youth refugees (aged 12-18) face are so great that a disproportionate number of them do not finish high school (Gunderson, 2004 & 2007), others do so and enroll in Canadian tertiary education programs. They enroll in English language/degree 'bridging programs,' apprenticeships, skilled trades and degree programs though the potential for English competences to delimit the role education can play in their resettlement efforts in the short-term cannot be understated (e.g., language requirements). The research reported on in this talk is part of a pan-Canadian project that builds on a holistic view of learners and their linguistic and literacy development across different spaces in place in time (Bronfenbrenner, 1979; González et al., 2005). This theoretical framework valorizes present learning situations and prior learning that has gone on in multiple environments, thus situating youth refugees' linguistic and literacy development in 'glocal' perspective. It recognizes unprecedented mass migrations on the one hand, and the impact of languages on the complex, diverse Canadian social fabric on the other hand, framing both as norms, and greater provision of linguistic support and inclusion as needs. As such, youth refugees' past and present educational and plurilingual/pluricultural development across time, space and place is central to the study (Council of Europe, 2018).

This talk reports on the perceptions, beliefs, and experiences that educators (faculty, program coordinators and administrators) as well as key stakeholders involved in youth refugee resettlement programs have gained over the past five years since greater numbers of youth refugees began enrolling in colleges. The research instruments employed in the site reported on included an online survey and follow-up interviews, and participants included educators involved in continuing education, degree programs, apprenticeships, and English bridge programs as well as key stakeholders. Analyses and discussion focus on needs, issues, challenges and innovations.

### **« C'est un peu la même chose, mais c'est pas pareil » : le regard de futurs enseignants de français en Saskatchewan sur les similitudes et les différences entre les grammaires du français et de l'anglais (FR)**

Joël Thibeault (Université d'Ottawa), Claude Quevillon Lacasse (Université du Québec à Montréal)

Dans le cadre de cette présentation, nous ferons état d'une étude exploratoire dont l'objectif est de décrire la conscience translinguistique (cross-linguistic awareness), « l'habileté à réfléchir aux similitudes et aux différences entre langues » (White et Horst, 2012, p. 182 [notre traduction]), de neuf futurs enseignants de français en Saskatchewan. Nous intéressent particulièrement à leurs représentations liées

aux déterminants possessifs et aux structures interrogatives en français et en anglais, nous avons invité nos participants à répondre à un questionnaire à questions ouvertes visant les concepts ciblés et nous les avons rencontrés dans le cadre d'un entretien individuel. Lors de ce dernier, ils ont été appelés à traduire dix phrases de l'anglais au français et dix phrases du français à l'anglais, et à justifier oralement leurs traductions. Les résultats présentés pendant notre communication nous permettront de dresser un portrait de la conscience translinguistique en grammaire de ces futurs enseignants et, ce faisant, de mettre au jour certains des enjeux qui concourent à la mise en œuvre d'une didactique intégrée des langues en contexte francophone minoritaire.

### **CLIL (Content and Language Integrated Learning) Secondary Students Views on the Interconnections between English and Italian (EN)\***

Francesca Costa (Università Cattolica del Sacro Cuore, Brescia)

Some 8 years after the start of the implementation of compulsory CLIL (Content and Language Integrated learning) in Italy (legge Moratti 53/2003), the views on CLIL of secondary school students at the Grade II level are among the least explored elements in research. For this reason, the present exploratory study seeks to investigate, by means of a questionnaire administered to 129 Liceo Linguistico (Language High School) students in three different schools, the students' point of view concerning: the effects of the CLIL approach (carried out in English) on Italian (especially for reading and writing skills), the connection between English and Italian, and the development of different language skills for CLIL compared to those developed in a general English language course. Studies on the effect of the L2 on the L1 are scarce, and even more so those dealing with the effect of the CLIL approach on language skills in the first language (in our case Italian). The results analysed with descriptive statistics show that students do not perceive any repercussions of the CLIL approach on Italian language skills while noticing differences between the linguistic skills developed through CLIL and those developed in a general English language course. Moreover, they also seem to associate CLIL with lexical skills, particularly with specific lexis. This study is part of wider research on the effects of CLIL (carried out in English) on Italian and will include interviews with teachers and longitudinal comparisons of texts written by students in both English and Italian.

### **Langue(s) de scolarisation en contexte de multilinguisme : entre outil(s) et obstacle(s) (BL)**

Sophie Babault (Université de Lille)

Les recherches menées autour de la notion de langue de scolarisation depuis une vingtaine d'années (Verdelhan-Bourgade, 2002 ; Jaubert, 2007 ; Thürmann et al., 2010 ; etc.) ont permis de mettre en évidence des fonctions spécifiques remplies par la langue dans les pratiques didactiques et dans les processus d'apprentissage des différentes disciplines. Ces fonctions ont pour corollaire un constat, qui sera au centre de la réflexion que je souhaite proposer : la langue peut être autant un outil qu'un obstacle

aux apprentissages, notamment lorsque la communication de la classe s'appuie sur des références insuffisamment partagées par élèves et enseignants. Ce constat vaut, à des degrés divers, pour un grand nombre d'élèves, y compris lorsqu'ils ont la langue de l'école comme langue première. Il prend une acuité particulière dans le cas des élèves allophones intégrés en classe ordinaire, parallèlement ou non à un dispositif d'accompagnement linguistique.

Afin d'alimenter la réflexion autour de cette problématique, je commencerai par mettre en relief les modalités d'appui sur la langue aux différentes étapes de la construction des savoirs scolaires. Je prendrai pour objet l'enseignement des sciences, qui est particulièrement intéressant de ce point de vue car il s'articule autour de démarches expérimentales et d'étapes de généralisation et de conceptualisation des phénomènes observés, étapes nécessitant souvent le passage par une médiation langagière. J'envisagerai ensuite, en m'appuyant sur différents résultats de recherche, les facteurs d'ordre linguistique susceptibles de constituer des obstacles aux apprentissages.

Ma communication sera en français, avec une présentation power point bilingue français/anglais.

**“Our Beautiful Family”: A study of English Language Learners' dual language identity texts and linguistic identity in a family literacy program (EN)**

Allison Bajt (University of Calgary)

Newcomers to Canada who must learn a new language upon arrival bring their experiences, memories of their native country, attitudes towards formal education, and a vision of the new life they want to establish into the classroom. With this in mind, there is a need for the development of pedagogical approaches that acknowledge migrants' unique histories and backgrounds as valuable linguistic and cultural capital, enable learners of all ages to develop critical language and literacy skills, and increase contact activities in the target language community. This multiple-case study contributes to the growing body of research on the relationship between language learning, literacy and identity. Its primary focus was to investigate the way in which three Syrian refugee families characterize their linguistic identities as speakers of Arabic and English as they authored dual language identity texts. As a community-engaged research project, it also sought to investigate how such texts can be used to target both child and adult learning in family literacy programs. The participating families co-authored dual language texts based on photographs of their daily lives and completed a Language Portrait Silhouette task, which provided insight into how they relate to English and Arabic. Data were collected through semi-structured interviews with each of the families and literacy program facilitators to inform the use of dual language identity texts in in-home settings. The findings suggest that the participants are in the process of constructing an identity as Arabic and English speakers and point to the importance of children's school experiences and parents' roles as caregivers in shaping their identity. Lastly, interview data indicate that such projects can address issues of accessibility for Newcomers to Canada, increase the personal relevance of learning tasks, promote accountability and encourage collaboration, and provide a tool for documenting families' growth.

## **Assessment and support for dyslexia in Irish-medium education: challenges of provision in a minority language. (EN)**

Emily Barnes (Phonetics and Speech Lab, Trinity College Dublin), Ailbhe Ní Chasaide (Phonetics and Speech Lab, Trinity College Dublin), Neasa Ní Chiaráin (Phonetics and Speech Lab, Trinity College Dublin)

Ireland has two national languages; Irish (Gaelic) and English. Irish language education is provided for both native Irish speakers (typically in Gaeltacht areas) as well as immersion pupils. Educational services for Irish – particularly in the area of special educational needs – are inadequate, despite policies and acts which mandate equal access to services in both Irish and English. This paper addresses some aspects of assessment and support for dyslexia in Irish-medium education.

The challenges in relation to assessment are outlined, drawing on semi-structured interviews with educational psychologists (conducted by the authors). Findings suggest that Irish-medium pupils are typically compared to norms for monolingual English speakers, and often tested by educational psychologists who do not speak Irish and who have a limited understanding of bilingualism. The lack of normed diagnostic assessments in Irish poses a particular challenge in the diagnosis of Irish native speakers. While individual educational psychologists in Gaeltacht areas do their utmost to provide accurate diagnoses, the lack of resources is a major source of inequality between those working with English-speaking and Irish-speaking groups.

In terms of support, a structured approach to literacy – including explicit phonics instruction – is recommended for dyslexia. While recent years have seen an increase in the amount of phonics resources, teachers still tend to rely on a whole word approach. Phonological awareness is an area of particular difficulty in Irish. In a recent study (by the authors) it was found that pupils failed to distinguish between phonemic contrasts in Irish which do not exist in English. This highlights the need for language-specific reading instruction and resources which are based on the fundamentals – phonology, orthography, morphology – of the language, rather than merely mirroring approaches used in English.

## **Le plurilinguisme au cœur du dispositif de formation à l'altérité. Le cas des enseignants de l'éducation nationale en Amérique du Nord. (FR)**

Sophie Beaumont (Agence de l'enseignement pour le français (AEFE) Simon Fraser University), Danièle Moore (Simon Fraser University)

Cette contribution a pour ambition de présenter un parcours de recherche-action-formation (Charlier, 2006) impliquant le réseautage, sur deux ans (2018-2020), d'un groupe de praticiens-chercheurs et d'une vingtaine de stagiaires volontaires enseignant dans des établissements français d'Amérique du Nord. Poursuivant une visée d'imaginer des écosystèmes didactiques originaux et socialement ancrés, l'objectif de la démarche de formation, pensée dans un effet en cascade (des formateurs se formant au travers de la production collaborative d'outils de formation), cherche à favoriser la réflexivité des professionnels de l'éducation en attirant leur attention sur comment ceux-ci font sens du plurilinguisme et du rapport à

l'altérité pour enseigner en/le français dans des contextes où cette langue est absente, minoritaire et/ou minorisée et où l'anglais s'impose partout dans le quotidien des élèves.

Dans des contextes socio-politiques qui se construisent comme mono- ou bilingues et multiculturels, mais où l'anglais prédomine partout autour des élèves, la mise en exergue de la complexité des processus à l'œuvre dans la professionnalisation des enseignants s'offre ici comme une forme d'expérience formative mobilisant une conscientisation susceptible de faire évoluer les représentations, en même temps qu'elle participe à déplacer les postures enseignantes et à consolider et construire une identité personnelle et professionnelle plurielle (Matthey & Simon, 2009).

Croisant une analyse (i) d'observations filmées accompagnées de prises de notes pendant les réunions du groupe en formation, (ii) des productions au fur et à mesure qu'elles se développent et se co-construisent et (iii) d'entretiens réflexifs d'auto-confrontation de séquences de classe filmées illustrant ces capsules de formation, la contribution interroge comment les dynamiques réflexives de co-construction et de mutualisation des savoirs de ce réseau d'acteurs-chercheurs interrogent la fabrique de l'action enseignante (Carlo & Muller, 2015), dans des expériences éducatives de formation au plurilinguisme et à l'altérité où les questionnements sont impulsés par les éducateurs du terrain (Perez-Roux, 2017).

### **Forming pre-service French immersion teachers as intercultural mediators: A model from New Brunswick (EN)**

Kelle Marshall (Pepperdine University), Wendy Bokhorst-Heng (Crandall University)

A 2012 Task Force report regarding French Second Language (FSL) education in New Brunswick (NB) emphasised that “an understanding of French culture and its relationship to language” was an important element for effective FSL learning. However, our research conducted in 2016 with French Immersion (FI) teachers in one NB school district revealed they had only vague understandings of the relationship between language and culture and of teachers' potential roles as intercultural mediators. They expressed hesitation to engage in cultural topics partly due to the historically complex intergroup relations between NB's Anglophones and Francophones (mostly Acadians). We thus recommended that FI teachers in NB be offered explicit instruction regarding cultural learning outcomes in FI classrooms and pedagogical strategies to develop those outcomes. Our recommendations drew on intercultural competence (ICC) as developed by scholars such as Liddicoat, Scarino, and Kohler. Consequently, we developed a course for pre-service FI teachers in the Bachelor of Education Program at a NB university whose primary aim was to discuss both local and global Francophone communities and cultures through an intercultural lens. In order to do this, we first introduced principles of ICC-informed language pedagogy to frame our subsequent discussions on global and local Francophone communities, including those in France, elsewhere in Europe, Africa, and in Canada. Special focus was placed on Francophone linguistic insecurity resulting from the ideological dominance of “Standard French.” The course concluded with a discussion of bilingualism in NB and Anglophone/Francophone relations. In this presentation, we will discuss the theoretical underpinnings of the course syllabus. We will provide examples of student work evidencing their understanding of intercultural language pedagogy and will discuss, while inviting application to other

contexts, how participants reimagined their roles in language education as intercultural mediators to equip students with intercultural skills for engagement in local and global communities.

### **An Examination of French Immersion Students' Extended Oral Output through Literacy-Based Learning Centers (EN)**

Renée Bourgoïn (St Thomas University), Josée Le Bouthillier (University of New Brunswick)

Oral communication abilities are crucial to the development of strong literacy skills for young second language (L2) students (Cook, 2016). The interaction approach (Gass & Mackey, 2007) establishes a strong link between interaction and second language acquisition. However, while literacy centers are a well-established practice in French immersion (FI) classrooms, there is a serious lack of attention to oral language development. As a response to this problem, we identified seven characteristics necessary to creating effective oral activities. This presentation will present links between the oral activities and the seven characteristics. It will also describe how Grade 1 French immersion students produced extended output and how the teacher gave feedback to support extended oral production.

This study used a “research design” methodology (Brown, 1992), reflecting a pragmatic perspective. The ultimate aim of the research was to improve the development of oral language in the context of literacy centers for second language learners. To do this, the researchers identified seven characteristics needed to create effective oral activities. Researchers also developed tools, materials and activities for L2 teacher use. These activities were then assessed in a grade 1 French immersion program.

Two Grade 1 teachers, their students (n=37) and one literacy mentor participated in this study. Students were audio and video recorded. These recordings were transcribed and analyzed based on the following categories: links to specific oral learning outcomes, negotiation of meaning (Gass & Selinker, 2008), negotiation of form (Lyster & Saito, 2010), negotiation of the oral activity, and socialization.

The results show that Grade 1 FI students were able to interact for extended period in their L2 independently, while their teacher engaged in individualised intervention with other students, and that all seven characteristics of effective learning centres were important and interconnected.

### **Language Choices: Superstructure VS Agency (EN)**

Virak Chan (Purdue University)

This paper is part of a larger qualitative study that investigates the current medium-of-instruction policy of Cambodia higher education and its social, economic, and political contexts for their implementation. It presents a case study of a growing English-medium-instruction (EMI) program at one flagship university in Cambodia and its relation with the national language Khmer. The data used in this paper include

classroom observations and interviews with students, instructors, and school administrators. Implications for classroom practices and institutional language policy making are discussed from the data obtained.

From the combined framework of language ecology and linguistic imperialism, data were obtained at different layers of the policies including legislations, institutions, and classrooms. At the legislation level, policy documents were analyzed to see how different languages are represented. At the institutional level, interviews with university administrators and job and scholarship announcements were examined for the contexts for the policies implementation. The contexts for implementation were also examined at the classroom level with data drawing from classroom observations and interviews with both students and instructors. A critical discourse and nexus analysis were done to uncover the discourses about language and their intersections at the different layers of the policies. The findings raise interesting issues regarding the mother-tongue medium, English medium, and bilingual education in the post-colonial and developing countries including nationalism, modernism, hegemony and social inequality. They also contribute to the increasing knowledge of the growing influence of foreign languages particularly English in these countries (Cambodia as an example in this case), of the potential inequalities caused by language policies, and of the social, economic and political contexts that condition them. The knowledge in turns helps inform language policy actors from top to the bottom levels including legislators, rectors, administrators, instructors and students of the university.

### **Politique linguistique et politique publique : connexions in abstracto (FR)**

Karen Kênnia Couto Silva (Université Sorbonne Nouvelle - Paris 3 - Département : EILA)

Partant du concept selon lequel la politique linguistique peut être perçue comme un sous-domaine interdisciplinaire mettant en perspective, d'une part, la sociolinguistique et, d'autre part, la science politique (TRONCY, 2011), ce travail a pour but de réfléchir à la dimension politique présente dans l'expression "politique linguistique". Ainsi, après avoir retracé une brève rétrospective épistémologique de la discipline, nous observons que la politique linguistique peut être comprise comme un champ d'étude interdisciplinaire et comme une politique publique au sens strict. Concernant ce dernier point, et adoptant la perspective de la politique linguistique configurée en tant que politique publique, nous essayons de reconnaître que les acteurs et les institutions sont capables de transformer les décisions politiques en actions politiques concrètes, que ce soit en créant, en modifiant et/ou en influençant les politiques linguistiques. Nous soutenons également que c'est le dessin institutionnel de la politique qui fournira des espaces de participation et qui servira à étendre les opportunités d'expression au plus grand nombre possible des acteurs, tout en leur fournissant une capacité décisionnelle dans des instances spécialisées du cycle politique en question. Enfin, nous proposons d'étudier la politique linguistique selon l'approche du cycle des politiques publiques, en démontrant qu'elle est étroitement liée aux propositions d'évaluation de la politique linguistique du domaine de la sociolinguistique. Grâce à cette approche, qui prend en compte les étapes de la formulation, de la mise en œuvre, du suivi et de l'évaluation, nous comprenons qu'il est possible d'identifier les acteurs à toutes les étapes du cycle. Nous concluons que comprendre la dimension politique consiste à chercher à reconnaître les acteurs disposant de ressources



politiques et institutionnelles capables d'influencer la politique linguistique par le biais de mécanismes formels de participation prévus dans le dispositif institutionnel de la politique. Nous considérons que la compréhension de la politique linguistique configurée en tant que politique publique nous permet de la situer dans une perspective démocratique contemporaine où les processus participatifs deviennent essentiels pour donner plus d'efficacité et de légitimité à ces politiques.

### **Core French and Intercultural education, a successful combination that promotes world citizenship and peace (EN)\***

Taciana De Lirasilva (University of Ottawa)

No one formula can explain humanity's stories and traditions (Giroux, 1991); thus, to understand humankind, one needs to learn the different stories. This presentation is about using intercultural education to promote understanding of otherness. It shows how a Grade 5/6 elementary Core French teacher helped her students understand human stories through Michael Byram's model of Intercultural Communicative Competence (ICC) (1997, 2008, 2009). The model suggests the development of five *savoirs* to prepare the learner to become accepting of other cultures: *savoir être* or attitudes, *savoir comprendre* or skills of interpreting and relating, *savoir s'engager* or critical cultural awareness, *savoirs* or knowledge, and *savoir apprendre/faire* or skills of discovery and interaction. This study sought to catalyze skills of *savoir apprendre/faire* among a group of Grade 5/6 students.

The 2013 Ontario FSL curriculum considers intercultural education as essential in language learning because it prepares students for global citizenship (OC, 2013). Intercultural education nurtures understanding of different beliefs and realities while trying to negotiate harmonious living (Byram, 1997). This understanding fosters the creation of a third space (Bhabha, 1990), a place for negotiation and transformation of diverse truths that produces fellowship, dialogue and respect for each other. During their learning, the Core French students had a chance to delve into their third space to practise understanding and acceptance of otherness.

The study showed that dialogue among members of diverse cultures created the opportunity to question own beliefs and consider new worldviews. Findings were multifaceted. While some students remained focused on the differences, such as people's accents and the weather, others saw similarities, and others even changed their minds about previous preconceptions. This small sample showed how the amalgamation of intercultural and language education has the potential to prepare students to learn from others instead of simply tolerating their existence (Hansen, D. T. 2011).

## **Bridging Yucatec Maya – Spanish experiences: A reflection on collaborative work. (EN)**

Mariana Domínguez González (Faculty of Education, University of Ottawa)

How do we experience and use our language(s)? What plans and dreams do we have in and for our language(s)? Drawing from literature on Plurilingualism and Indigenous knowledge(s), this reflective paper explores the linguistic and educational journeys of two women from the Yucatan, Mexico: an Indigenous, Maya, university professor working in a post-secondary institution with a high percentage of Indigenous students; and the author: a non-Indigenous, White, international doctoral student living and learning in Ottawa, Canada. After a first moment exploring common and diverse ground between the two women, the presentation moves on to describe the origins of their current collaboration, which merges the professor's observations on the personal and academic needs of her bilingual Maya students with the scholarly experiences of the doctoral student. Their goal today is to create educational opportunities that will foster context-sensitive leadership based on the possession and possibilities of a Yucatec Maya-Spanish plurilingualism.

## **Un concours kamishibai plurilingue pour travailler la pluralité linguistique et culturelle au Portugal (FR)**

Rosa Maria Faneca (Universidade de Aveiro, CIDTFF)

Le Portugal, qui accueille des jeunes de différentes origines culturelles et linguistiques (SEF-RIFA, 2018), est naturellement appelé à les intégrer dans le système éducatif, en créant des opportunités de succès qui stimulent leur développement bilingue / plurilingue. La pluralité linguistique et culturelle croissante dans les écoles, reconnue par les enseignants (Faneca, Araújo et Sá & Melo-Pfeifer, 2016, 2018), souligne la nécessité de pratiques pédagogiques innovantes et flexibles visant à développer des compétences didactiques plurielles et favorisant des approches plurielles et (inter)culturelles, intégratives, flexibles et réflexives (Andrade et al., 2014). Il est donc important que les enseignants, appelés de plus en plus à réorganiser les programmes curriculaires, avec une marge d'autonomie reconnue (Autonomia e Flexibilidade Curricular dos Ensinos Básico e Secundário, 2017), prennent en compte la pédagogie différenciée et intentionnelle de la diversité linguistique et culturelle dans les pratiques pédagogiques.

Afin de soutenir les enseignants/éducateurs, et dans une perspective interculturelle et inclusive de l'éducation, le LALE (<https://www.ua.pt/cidtff/lale/>) a mis en place depuis 2018 un concours où le kamishibai s'est enrichi de la diversité linguistique et culturelle en invitant les participants à intégrer minimalement quatre langues aux statuts variés dans la narration. En raison de ses caractéristiques multimodales et de son potentiel éducatif, le kamishibai peut être utilisé dans divers contextes et avec différents groupes d'âge (McGowan, 2015). Le kamishibai se présente comme une succession de planches illustrées, glissées dans un castelet en bois (ou butai) à trois portes. Chaque planche met en scène un épisode de l'histoire créée par les enfants ; sur le côté recto, le public voit l'illustration, alors que, sur le côté verso, le conteur-euse peut lire le texte.

À partir des 36 kamishibais reçus, provenant des 3 catégories d'âge (3-6; 7-10; 11-15 ans) et des 36 témoignages des enseignants et éducateurs, nous proposons un retour d'expériences des personnes impliqués activement dans ces projets à visée nationale. Les témoignages sont retirés des carnets de bord, un outil qui doit être rempli par les enseignants qui accompagnent la conception et le développement des kamishibais.

Les résultats de cette première édition pilote du concours Kamishibai Plurilingue 2018/2019 (<https://kamilala.org/partner/cidttf-lale/>) montrent que les activités inhérentes à leur production mettent les élèves en contact avec des langues, variétés de langues, permettant de développer la conscience linguistique, la capacité de comparer des langues, l'appréciation de l'identité linguistique de l'autre (Vernetto, 2018) tout en contribuant pour le développement pluridisciplinaire.

### **Developing Sociolinguistic Competence in French Through the Flipped Classroom Model (EN)**

Michael Friesner (University of Toronto), Laura Kastronic (University of Toronto)

The flipped classroom approach (cf. Bergmann & Sams 2012), in which class time is largely devoted to collaborative activities, has recently been extended to the second-language classroom. However, adapting this model for language teaching is challenging, since internalization of linguistic structures requires consistent feedback from instructors and peers to prevent error fossilization. Additionally, modern, communicative language teaching is inherently interactive and already devotes significant class time to reinforcement and practice.

Nonetheless, despite incorporating communicative methods, predominant pedagogical practices, focusing on prescriptive norms and traditional textbook explanations of linguistic phenomena (Mougeon et al. 2010), impart minimal sociolinguistic competence, leaving most second language learners ill-equipped to replicate native-like patterns of variation (cf. Dewaele 2004). Learners therefore overuse hyperstandard, hyperformal, or register-inappropriate forms. We believe that the flipped classroom model is well suited to addressing these challenges for FSL teaching.

Capitalizing on the flexibility afforded by the flipped classroom, we draw on variationist sociolinguistic research to outline the development of sample modules designed to foster a deeper understanding of three well-studied phenomena (cf. Mougeon et al. 2010)—negation, expression of future time, and first person plural address—for which traditional pedagogical explanations diverge considerably from L1 community behaviour. We argue that time outside of the classroom is well spent building sociolinguistic awareness through evidence-driven description, corpus-based realia, and analytical commentary on sociolinguistic implications of variant choice, providing scaffolding for communicative in-class comprehension and production exercises. Additionally, we address questions of the appropriate point of intervention based on perceptions of casual or nonstandard linguistic behaviour by L1 speakers of varying geographic origins.

Our approach improves learners' sociolinguistic competence in several ways through contextualization and clarification of prescriptive and community norms. By focusing on actual usage, it improves recognition and comprehension of informal structures, facilitating communication in a wider variety of contexts. Additionally, it sensitizes learners who employ newly-acquired features to the social meaning conveyed through their choices. Finally, it encourages learner autonomy by addressing varied learning styles and communicative needs.

### **Monoglossic language ideologies and bilingual indigenous youth in Mexico (EN)**

Yvonne Lam (University of Alberta), Sara Raquel Baltazar Rangel

This study examines the challenges faced by bilingual indigenous youth in Mexico as they try to negotiate a place for themselves in a context dominated by monoglossic language ideologies (García 2014). By equating the notion of “speaker” with monolingualism, these ideologies stigmatize the hybrid communicative practices that bilingual youth naturally engage in and delegitimize their linguistic abilities, thereby leading them to question their competence and their identity. As these youth play a key role in the future of their languages, such feelings of insecurity only threaten to accelerate the shift to the dominant language, Spanish.

The data are drawn from a semester-long ethnographic case study involving 13 indigenous graduate students at the Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS) in Mexico City. Through group discussions and personal reflections, the students self-identify as bilinguals who use Spanish and the indigenous language interchangeably depending on communicative need. At the same time, they express concern about the acceptability of their translanguaging as a result of the negative reactions they have received. Non-indigenous monolingual Spanish speakers are openly intolerant of the use of other languages in public and draw attention to the “accent” that the students have when speaking Spanish. The students' home communities are equally judgmental: despite the high rate of bilingualism in many of these communities, the youth are criticized for code-mixing with Spanish and find themselves marginalized. As a result of these purist ideologies, the students lack confidence in their linguistic skills and feel punished by both the majority group and their own communities for being bilingual.

The frustration expressed by these students highlight the need for greater understanding and acceptance of their bilingual, bicultural practices. Otherwise, they may end up forsaking one language for the other, with the odds overwhelmingly on Spanish because of its social dominance.

## **Applying gamification elements to enhance an inclusive education (EN)\***

Mourad Majdoub (Université Laval)

Nowadays, to prepare all learners to be able to solve problems and think critically about the world around them, teachers and educators are challenged to find universal strategies to help a diverse range of students meet these goals. Many positive claims have been put forward regarding the potential of gamified learning in developing critical thinking and multi-tasking (Kapp, 2012; Prensky, 2001), making learning more entertaining (Muntean, 2011), empowering students with low self-efficacy and increasing autonomy over the learning process (Kebritchi, Hirumi and Bai, 2010) and equipping students with problem-solving strategies (Hew, Huang, Chu, and Chiu, 2016; Paraskeva, Mysirlaki, and Papagianni, 2010). When combined with the UDL model (Universal Design for Learning), gamification can provide a comprehensive approach to engage students while responding to their needs. However, the wide availability of game elements makes it difficult for teachers, educators and designers to correctly select them (Bharathi, Singh, Tucker and Nembhard, 2016). Moreover, few studies have explored which game elements can be used with the UDL approach to enhance learning while proactively addressing students' diversity. In response to these research gaps, the aim of this paper is to suggest guidelines that assess the game elements which can be implemented in teaching and learning activities to support UDL principles, and provides examples of how they can be effectively employed to meet learners' needs. Based on an in-depth analysis of the literature, we explore the features of certain game elements that support each UDL principle. Furthermore, we examine the implementation of these elements and critically reflect on how well they fit with the current UDL research in education. We argue that certain gamification elements enhance the application of the UDL approach by providing users with multiple means of engagement, representation, action and expression to optimize their learning. Our proposed guidelines will allow teachers, educators and designers to gain a fundamental understanding of which gamification elements can help them employ the UDL approach in their instruction and how to bridge the type of instruction alongside the students' needs to impact their learning.

## **Intersecting Science learning and Plurilingual Education. A collaborative exploration with a Science centre in Western Canada (EN)**

Danièle Moore (Simon Fraser University), Maureen Hoskyn (Simon Fraser University), Koichi Haseyama (Simon Fraser University), Jing Li (Simon Fraser University), Natacha Roudeix (Simon Fraser University)

Situated in the highly multilingual context of Vancouver, this contribution discusses aspects of a collaborative research project, intertwining the development of language awareness and scientific, technological, and multilingual literacies in a science centre environment. The paper will discuss the science centre as a transformative learning environment to harness cultural and linguistic diversity, a vital resource to simultaneously develop plurilingualism, language and multilingual awareness, and science knowledge. A plurilingualism-as-an asset approach (Grommes & Hu, 2014) in the science centre context anchors science education in the ecological landscape of the place, and foster the recognition of linguistic diversity and of the multi-situated aspect of science knowledge. In this study, children's learning was

contextualized through the use of tools and a play-based inquiry process, drawing on children's imagination, the aesthetic element of science and of technology, their full language repertoires and the recognition of “funds of knowledge in the home” (Ntelioglo & al., 2014, np) to develop more complex science understandings, multilingual awareness (Melo-Pfeifer, 2015), and multilingual and multimodal literacies (Kress, Jewitt, Ogborn, & Tsatsarelis, 2001). This plurilingual CLIL/KLIL (Content/Knowledge and Language Integrated Learning) approach into the interactive activities offered during science workshops, targeting 5-7 years old plurilingual young learners, encourages children to actively work with, reflect upon or produce different languages they know or that are present in their environment (such as Chinese, French, Japanese, Spanish, Tagalog, etc.) to construct science knowledge.

Multimodal data sources include visual documentation of the linguistic landscape at the science centre, as well as child-initiated digital photographs, researchers' field-notes and photographic and video recordings of children's interactions while in the process of documenting their learning during the workshop and exhibit visits, and when engaged in merging multilingual writing practices, art, and science learning.

### **Vous avez-dit bilingue ? Regards croisés sur les inerties et les dynamiques en jeux dans la (re)construction du bilinguisme sourd. (FR)**

Saskia Mugnier (Linguistique et Didactique des Langues Étrangères et Maternelles)

Cette proposition propose un balayage de la situation sociolinguistique du bilinguisme sourd en France, en soulevant plus particulièrement la problématique du contact de langues et de la bimodalité dans l'espace éducatif, soit la langue des signes française (LSF) et la langue française (oral et écrit).

Le cadre législatif a connu, au cours de ces dernières années, un nombre conséquent de changements ; spécialement les applications de la loi de 2005[1] avec en position phare, la reconnaissance officielle de la LSF et les implications sociales et éducatives qui en découlent. Le contexte général rénové permet ainsi de (re)dessiner les contours des enjeux intervenants actuellement dans la (re)définition même du bilinguisme sourd, ou plutôt des bilinguismes sourds.

Il s'agit plus précisément de mesurer les intrications entre sphère institutionnelle et terrain en explorant, dans une première partie les processus en jeu dans l'intervention socio-politique et les représentations des pratiques linguistiques idéalisées qui y sont projetées/rattachées.

Dans la seconde partie, nous mettrons en perspective ces dimensions institutionnelles avec les discours de futurs enseignants spécialisés afin de comprendre dans quelle mesure ces interventions jouent sur la tension entre les langues ainsi que sur l'appréhension du bilinguisme des enfants sourds par ces acteurs de terrain.

En conclusion, nous proposerons de modéliser les forces d'inerties et les forces dynamiques du bilinguisme sourd, entre interventions institutionnelles, représentations sociales et pratiques.

## **Word Reading in Multilingual Kapampangan-Filipino-English Speakers: The Role of Phonological Awareness (EN)\***

Portia Padilla (Wilfrid Laurier University), Alexandra Gottardo (Wilfrid Laurier University)

Most research examines monolingual and bilingual reading in North America or Europe. The present study examined the psycholinguistic grain size theory (PGST) and the lexical quality hypothesis within the context of multilingual reading in the Philippines, a developing country. Three hundred twenty-six children aged 8 to 15 years were tested on phonological awareness (PA), expressive vocabulary, and word reading in three languages (Kapampangan [L1], Filipino [L2], and English [L3]), as well as on non-verbal intelligence and rapid automatized naming (RAN). It was hypothesized that 1) phonological awareness would be related to word reading in each language (no matter the transparency/depth of its orthography), and 2) phonological awareness in the three languages would make unique and shared contributions to word reading in each language. Hierarchical regression analyses showed that PA was related to word reading in each language. The relationship was stronger in opaque English than in the two transparent local languages. Vocabulary made a significant contribution to English word reading, but not to Kapampangan and Filipino word reading. English PA and vocabulary were also related to L1 and L2 word reading. RAN was a robust predictor of word reading across languages. Commonality analyses showed that PA in the three languages made unique and shared contributions to word reading in each language. English PA yielded the highest unique contribution to word reading in all languages, larger than the common variance shared by PA in the three languages. Results support the PGST's assertion regarding the role of phonological awareness in word reading across languages. The dominance of English PA, vocabulary, and RAN in word reading cross-linguistically could be related to the quality of the learners' lexical representations in their weakest language. Overall, the findings advance current understanding of the skills and processes involved in multilingual reading, especially in less researched alphabetic languages.

## **La fabrique de l'étranger au niveau stato-national : la langue comme indice du degré d'altérité (FR)**

Iris Padiou (Centre d'études des discours, Images, Textes, Ecrits, Communications)

Cette communication interrogera la place donnée à la langue dans les politiques migratoires françaises et son rôle dans la construction de la figure de l'étranger.

A partir de textes législatifs relatifs au droit au séjour et à la naturalisation, qui déterminent les critères d'évaluation de « l'assimilation » des immigrants, et en adoptant une approche historicisante, nous montrerons d'abord que la figure de l'étranger est variable. Selon la conjoncture politique et économique, les conditions d'entrée sur le territoire et d'« assimilation à la communauté française » se transforment, modifiant par conséquent la définition de l'étranger. La mesure de « l'assimilation linguistique » a ainsi régulièrement servi de variable d'ajustement aux politiques migratoires, facilitant ou durcissant l'entrée dans la communauté nationale (Hajjat, 2010).

Nous verrons comment, aujourd'hui, les critères de mesure de « l'assimilation » et de l'étrangéité des immigrés sont établis par les procédures administratives qui jalonnent le « parcours d'intégration républicaine », autorisant une installation de plus en plus longue sur le territoire français et aboutissant sur la naturalisation. La maîtrise du français continue à fonctionner comme un indice principal du degré d'assimilation, la progression dans les niveaux du Cadre Européen Commun de Référence pour les Langues étant directement liée à la progression dans le « parcours d'intégration ». Depuis les années 2000, ces niveaux n'ont cessé d'augmenter, accompagnant le durcissement des contrôles migratoires (Van Avermaet, 2010). Cette instrumentalisation de la langue s'appuie sur une conception particulière du rapport entre frontières nationale, territoriale et linguistique (Duez & Simonneau, 2018) : l'étranger, qu'il soit au dehors ou au-dedans, est celui qui ne parle pas français.

En replaçant dans le temps long l'usage de la langue dans la production des frontières stato-nationales, nous montrerons comment la relation entre langue et étrangéité s'est consolidée, tout en s'adaptant aux besoins de l'État-Nation.

### **Bridging the Gap: Promoting Linguistic Diversity in the Community (EN)**

Iulia Pittman (Auburn University)

This paper investigates the ways in which a civic engagement and community outreach project can bridge linguistic and cultural gaps in the community. Students (N=26; 21 female and 5 male) from a survey of linguistics class were asked to each pick a language that they did not speak and make it the object of their linguistic inquiry over the course of the semester. As students were learning about linguistic concepts such as morphology, phonetics, language variation, etc., they were applying and internalizing the new material by collecting relevant information about their chosen language. The culmination of their projects was the creation of a conference-sized poster that included linguistic information, maps, visual elements, and fun facts about their language. The posters were showcased at the local public library during an event that was free and open to the public.

The study was conducted at a mid-size R1 institution in a college town in the southeastern United States. The university has an enrollment of approximately 30,000 students, and the town in which it is located has a population of approximately 65,000 people. Due mainly to the presence of the university and a significant number of foreign investments in the community, the linguistic and cultural diversity of the town is greater than that of comparably sized towns in the state. However, the existence of various groups of minority language speakers does not tell us much about the amount and type of interactions between the monolingual and monocultural communities and the multilingual and multicultural ones.

The group of mostly monolingual American students felt empowered to present their work to an authentic audience and interact with the visitors. The guests included a mix of ages, nationalities, and professional backgrounds. The poster session celebrated and raised awareness about linguistic diversity and created a space of a dialogue between the different groups.



## **Pratiques bilingues de futurs enseignants de langue : alternance des langues et gestes didactiques au service de la construction des savoirs des élèves (FR)**

Slavka Pogranova (UNIGE)

Apprendre à enseigner suppose la connaissance de la classe, des curricula, des savoir-faire pour engager les élèves dans l'apprentissage. Les enseignants se heurtent à la complexité du métier : se familiariser avec les manuels, mettre en œuvre une leçon, gérer la classe. Dans leur pratique se pose la question de l'usage flexible de deux ou plusieurs langues (translanguaging) comme pratique langagière au service de l'enseignement-apprentissage.

La littérature décrivant l'usage alterné des langues en contexte scolaire est abondante, montrant son potentiel acquisitionnel ou communicatif (Cambra Giné, 2003; Castellotti, 2001; Schärer, 2018). Les travaux s'intéressent au translanguaging visant le développement des élèves comme personnes bilingues (Ganuza & Hedman, 2017; García, Johnson, & Seltzer, 2017). Néanmoins, peu de travaux étudient l'articulation de l'alternance avec les gestes des enseignants intervenant dans la construction des savoirs (Aeby Daghe & Almgren, 2014; Pogranova, 2019).

La présente contribution propose à s'intéresser à l'alternance des langues en classe d'allemand et d'anglais (langues étrangères) dans les écoles primaires du canton de Genève. Notre focus est sur la méso- et la micro-alternance (Gajo, Grobet, & Steffen, 2015; Steffen, 2013) et son articulation avec les gestes didactiques des enseignants (Schneuwly & Dolz, 2009). Quatre gestes sont étudiés : mise en place de dispositifs (consignes, matériel, formes de travail), création de la mémoire didactique (rappel et anticipation des savoirs), régulation d'obstacles et institutionnalisation (formalisation des savoirs). La triangulation de l'outil méthodologique le synopsis (Sales Cordeiro, Ronveaux, & équipe GRAFE, 2009) avec le logiciel d'analyse qualitative NVivo 10 et Excel permet de mener de telles analyses. La contribution se termine par des réflexions sur la formation des enseignants, leurs pratiques bilingues et l'alternance comme un nouveau geste appuyant l'enseignement-apprentissage.

## **Indexing values: Exploring the complementarities and contradictions in multi-stakeholder bilingual initiatives (EN)**

Diane Potts (Lancaster University), Euline Cutrim Schmid (University of Education Schwäbisch Gmünd)

At its heart, the multilingual turn is a values-informed, research-driven call to recognize that semiotic diversity, the multiple resources with which individuals create, share and make meaning, is productive (May, 2013). It is the call's value dimensions that produce tensions: advocating for plurilingual learners has always been a political act (Cummins, 2017). But tensions are also evident within the broader bi-/multilingual research communities, where the place of languages in pedagogic practice and even the existence of the category 'language' is in dispute (Garcia & Wei, 2013; Leung & Valdés, 2019; Lyster, in press). The question is how values invoked and realized in classroom activity may be examined and

understood without ‘...insist(ing) on theoretical hygiene, possibly at the expense of pedagogical and social emancipatory gain’ (Slembrouck & Rosiers, p.171, 2018).

In this paper, we draw on the Douglas Fir Group's transdisciplinary framework (2016) to index the multiple belief systems permeating an innovative English-German pedagogic project on plurilingualism. The project involved four participant categories: German student-teachers who led a language portrait project for Grade 6 gymnasium students; Grade 6 students who created plurilingual portraits; English-university MA students who interviewed young learners about their portraits; and ourselves as academics and educators. Data includes language portraits, UG and MA student assignments, observations and video of Grade 6 and UG classes, and participant interviews. Analysis shows how complementary and contradictory beliefs about language(a) intersected but also co-existed, were unexpectedly reinforced by choices in pedagogic design and were only sometimes opened up for reflection. More intriguingly, beliefs regarding pedagogic practice unrelated to bi-/plurilingualism occasionally led to decisions that ran counter to the project's priorities. We close by considering the power of place in pedagogic practice and call for greater tolerance in exploring the values and beliefs that inform research collaborations that advance our thinking on pedagogy.

### **Beyond English and Spanish Bilingualism: Building Critical Multilingual Language Awareness in Elementary Two-way Immersion Classrooms (EN)\***

Gail Prasad (York University), Jung Won Hyun (University of Wisconsin-Madison), Esther Bettney (University of Wisconsin-Madison)

Drawing on an ongoing Research-Practice Partnership, this paper explores the implementation of plurilingual pedagogies in two-way immersion (TWI) elementary classrooms in Wisconsin, United States. While bilingual schools enact a range of program models, there is considerable debate concerning monoglossic orientations which separate instructional languages by creating strict divisions of “one-language only” instructional times and classroom spaces which prohibit students and teachers from drawing on the full scope of their communicative repertoires. This language separation does not reflect the dynamic nature of plurilingualism and how students make meaning through translanguaging. Additionally, language separation does not reflect the fluid practices and identities of plurilingual students. This collaborative social design-based research provides insight into how two-way immersion schools can negotiate the “Multilingual Turn” (May, 2014) away from the monoglossic ideologies and tradition that persist.

This research addresses these issues by cultivating plurilingual practice through the implementation of what we describe as Collaborative Learning through Multilingual Inquiry (CLMI) in two-way immersion classrooms that officially enforce strict language separation. CLMI engages students, teachers and families in collaborative, critical and creative multilingual project-based learning across the curriculum. Through this paper, we discuss designing and implementing teaching and learning through the prism of students' plurilingualism to foster all students' critical multilingual language awareness. Our study also extends traditional approaches to language awareness by putting power at the centre of all discussions about

language(s) and their users. We explore how teachers can reconfigure power relations within the classroom by making visible and naturalizing translanguaging across a plurality of languages and modes. We underscore the importance of moving toward a linguistically expansive approach to teaching and learning in two-way immersion classrooms that promotes collaborative development of all students' critical multilingual language awareness and the full use of their dynamic communicative repertoires.

### **Le bilinguisme et au-delà : apprendre le français et l'anglais en tandem via la plateforme TANDEM Canada (FR)**

Sabrina Priego (Université Laval), Susan Parks (Université Laval), Laurence Capus (Université Laval)

L'apprentissage des langues en tandem est une approche à l'enseignement des langues secondes où deux étudiants de langues maternelles différentes et apprenant chacun la langue de l'autre interagissent la moitié du temps dans une langue et l'autre moitié dans l'autre afin de s'entraider dans leur apprentissage (Brammerts, 2002). Pour les échanges en tandem, les enseignants peuvent identifier des sujets de discussion ou des tâches à réaliser sur la base du niveau de compétence de leurs propres élèves et des thèmes traités dans leurs classes respectives. Les bénéfices de ce type d'échanges synchrones ou asynchrones ont été amplement documentés dans la littérature (Capellini, 2016 ; Priego, 2011 ; Vinagre et Muñoz, 2011). Cependant, sa mise en œuvre dans le milieu scolaire est encore rare en raison des obstacles auxquels font face les enseignants (Parks & Priego, 2017). Cette présentation permettra aux participants de découvrir la plateforme Tandem Canada, créée par les chercheurs du Projet de recherche sur l'apprentissage des langues secondes en tandem de l'Université Laval et financée par le Ministère de l'éducation et de l'enseignement supérieur du Québec, qui permet l'identification des partenaires et sert à soutenir les échanges par vidéoconférence, chat, wiki et forum de discussion. Nous inviterons les participants à explorer cette plateforme et à réfléchir sur les spécificités de l'approche en tandem ainsi que sur les possibilités d'une telle approche pour améliorer les conditions d'apprentissage du français et de l'anglais, langues secondes.

### **Deconstructing downsides of Chilean school communities of practice: Novice teachers' actions and reactions to non-harmonic communities (EN)**

Gloria Romero (University of Ottawa)

The professional lives of novice teachers (NTs) in Chile are marked by a complex educational system characterized by socioeconomic disparity and inequality rooted since dictatorship (Avalos & Aylwin, 2017). This study used a mixed-methods approach (Creswell, 2014) to examine the participation experiences of a group of 142 novice teachers of English beginning their careers in non-harmonic public, semiprivate, and private school communities in the Chilean context. The data was collected through closed and open-ended surveys, interviews, and observation, transcribed, and analyzed following rate of frequency (close-ended survey) and thematic approaches (open-ended survey, interview, and

observation). Drawing on Wenger, McDermott, and Snyder's (2002) recent theorization of Communities of Practice (domain, community, practice), this paper reveals that schools' socioeconomic backgrounds and financial resources were not associated with the downsides of school communities of practice. In particular, in challenging school contexts, shared goals were not developed jointly or discussed leaving NTs without a communal route to follow. In addition, members of these communities did not provide support and quality time to NTs to share their concerns about language teaching, and the joint practices developed were minimal and isolated. Despite these challenges, they established personal goals that would help motivate their students to learn English and joined diverse forms of communities -external CoPs formed by colleagues from other disciplines working in the schools, and became members of macro CoPs established by the Chilean government (REDES de ingles). In these contexts, NTs took part in meetings, professional development projects, shared material, organized extracurricular activities, planned lessons, etc. Overall, downsides positively impacted novice teachers to strive and survive the first years in the teaching profession.

### **Revisiting Gamification in L2 Teaching and Learning: Linguistic Risk-Taking at Play (EN)**

Farhad Roodi (University of Ottawa), Nikolay Slavkov (University of Ottawa)

Gamification is increasingly becoming popular in SLA research and has been correlated with higher motivation and engagement of language learners (Mora et al. 2017). The use of gameplay elements in non-game environments has been proved to be beneficial (Flores, 2015; Kapp, 2012); however, research on gamification and taking linguistic risks is scant. A linguistic risk is an authentic communicative act that learners take in their second language, which can be considered “risky” due to factors such as making mistakes (Slavkov & Séror, 2019). Drawing on principles of TBLT and Gamification, the Linguistic Risk-Taking (LRT) initiative raises awareness about the importance of conscious linguistic risk-taking in real-life situations by introducing LRT passports and an app to English and French language learners (Slavkov & Séror, 2019). In this paper, the LRT initiative was analyzed based on game-informed framework (Reinhardt and Sykes, 2012) and its underlying theoretical framework was examined based on social-informed perspective of gameful learning (Reinhardt, 2019) and an ecological perspective, learning both as a social and cognitive phenomena (Lafford 2009; Chapelle 2009). Users of the LRT Passport and App were interviewed in a pilot study on their experience of using the app and passports. Their responses were analyzed using the NVivo software to find meaningful themes. The result of the analysis shows that incorporation of game elements such as goals, rules, and awards, among others, contributed to an increased rate of participation, a higher motivation, and a greater willingness to use L2 out of the classroom for some users. The interviewees’ responses also revealed an inclination to use the LRT app over the passport and yielded valuable user-experiences accounts and constructive feedback for future modifications. The LRT app and passports can be utilised by L2 language teachers as a supplemental activity and have the potential to be incorporated into other L2TL curricula.

### **Academic achievement in Grade 3 by speakers of minority languages in English Language of Instruction and Early French Immersion programs. (EN)**

Ann Sutton (University of Ottawa, School of Rehabilitation Sciences), Fred Genesee (McGill University, Department of Psychology), Elizabeth Kay-Raining Bird (Dalhousie University, School of Communication Sciences & Disorders), Becky Chen (University of Toronto, OISE, Applied Psychology and Human Development), Tamara Sorensen Duncan (Carleton University, Department of Linguistics), Joan Oracheski (Ottawa-Carleton District School Board - Research, Evaluation & Analytics Division), Stephanie Pagan (Ottawa-Carleton District School Board - Research, Evaluation & Analytics Division)

Families and educators have crucial questions about whether children who speak a minority-L1 at home should be educated in both official languages, such as through Early French Immersion (EFI), or if English language of instruction (ELoI) programs would be more appropriate. This study compares achievement across these programs. Specifically, we asked whether a) minority-L1 students attained similar levels of English achievement (Reading, Writing, and Mathematics) in the two programs, and b) achievement was related to child characteristics (sex, SES) or to receiving ESL support.

Participants were 365 students, minority-L1 speakers (home language other than English or French), in the same school board since kindergarten, either ELoI or EFI. Broad academic achievement measures for English Reading, Writing, and Mathematics were collected from provincial assessment data (Education Quality and Accountability Office) for Grade 3. The proportion of students who met the provincial standard in each domain was compared across programs.

The minority-L1 students were more likely to meet the provincial standard in EFI than in ELoI for Reading (84% versus 74%) and Mathematics (69% versus 57%) but the difference across the programs was not significant for Writing (76% versus 68%). For Reading, ESL support, SES, and program interacted in predicting outcomes: there were differences across programs in the impact of needing ESL supports within the low SES group, with fewer students in EFI meeting the provincial standard. For Writing and Mathematics, ESL supports and SES each played a role in predicting outcomes, but program did not. For both domains, not needing ESL supports and higher SES were associated with greater likelihood of meeting the provincial standard.

These findings can be interpreted as suggesting that EFI is a viable option for minority-L1 students, at least as regards English academic achievement. Reading achievement may be related to ESL supports available for minority-L1 students in the two programs.

### **'They eat Greek but they don't speak Greek': teachers reflecting on strategies that can help engage students in Heritage Language learning (EN)\***

Emmanouela Tisizi (McGill University - Faculty of Education)

The term Heritage Language (HL) refers to minority languages, that is, languages other than French, English, and Indigenous languages, spoken by members of minority ethnolinguistic groups (Valdés 2001).

While it has been contested, the term is intended to highlight the importance of the ethnic minorities' linguistic and cultural heritage for their identification and empowerment, and convince the wider society that HLs and HL education (HLE) need to be supported financially and recognized politically (Cummins, 2014). Enhancing HLE is essential, as research suggests that within three generations, HL speakers tend to identify with and speak solely the dominant language(s) of the host society (Campbell & Christian, 2003; Valdés, 2001). In the case of Greek HLE in Canada, enhancing HLE becomes all the more important, as the rise of marriages between Greeks and non-Greeks has resulted in a population of HL learners whose only chance to practice Greek is either in the afternoon or Saturday Greek classes (Aravossitas, 2016; Constantinides, 2004; Damanakis, 2005; Damanakis, 2010). In this paper, I present the main findings of a qualitative study on Greek HL teachers teaching in primary and secondary Greek schools in the greater Montreal and Toronto areas. More specifically, I present the Greek HL teachers' preferred instructional practices for engaging their students and encouraging them to maintain a connection to their HL. The research suggests that while Greek HL teachers usually opt for conventional teaching methods and strategies, when they are met with student disengagement, they turn to unconventional methods and translanguaging strategies to win over their students.

### **How does the Use of L1 in Corrective Feedback Affect Foreign Language Learners' Uptakes? (EN)**

Md Nesar Uddin (The University of Memphis)

The previous three decades have seen an uptick in research on corrective feedback (CF) in SLA. Both observational studies (e.g., Roothoof, 2014) and experimental ones (e.g., Lyster and Izquierdo, 2009; Doski and Cele, 2017) have shown that CF promotes L2 learning. In parallel, an interest in the use of L1 in L2 classroom instruction has grown in SLA research. Cognitivist and sociocultural researchers (e.g., Morahan, 2010; Storch and Wigglesworth, 2003) have found that L1 use helps learners accomplish cognitively demanding tasks and work within the zone of proximal development. However, little is known about the use of L1 in CF and its role in L2 acquisition. The study combined L1 use and CF in L2 instruction and examined how L1 use in CF in two Arabic classes (students = 30) at a private middle school in the USA affects L2 learners' uptakes.

The researcher collected data through 40 hours of structured observations in both classes and semi-structured interviews with two participating teachers in two phases. Ranta and Lyster's (2007) taxonomy of CF types was used to code feedback moves and uptakes for descriptive statistics. Interviews focused on why teachers used certain CF strategies and were coded qualitatively following a grounded theory approach that helped interpret the observations data. Preliminary analysis of observation data showed that teachers received more learner uptakes when they partially or fully used L1 in their CF. The analysis also showed that teachers extensively used recast in L2 accompanied by metalinguistic explanations in L1 that significantly contributed to learner uptakes. Teachers' use of L1 in CF accounts for their belief that learners felt more interactive and engaged while L1 was used. The presentation will detail quantitative and qualitative findings as well as implications for the use of the first language in CF in foreign language learning settings.

## **Bilingual education and beyond: how school settings shape the Chinese Yi minority's socio-cultural attachments (EN)**

Lijuan Wang (Oulu University, Faculty of Education)

Bilingual education policy in Liangshan, China, has been implemented since the end of the 1970s using two bilingual school models. This study examines how mainstream and bilingual education are correlated with the Yi population's social attachment to the larger social system, and their cultural attachment to ethnocultural maintenance. The student-reported survey data collected from 10 junior high schools in Liangshan were analysed using a multinomial logistic regression model that produced three findings. Firstly, family socioeconomic status is determinant in the Yi minority's school setting choices. Secondly, school settings are significantly associated with Yi students' educational achievements and occupational expectations. Lastly, Yi minority's cultural attachments to their mother tongue has become significantly reduced among those attending Chinese-only schools, yet no significant discrepancy has been noted among students attending schools with two models of bilingual education.

## **English as an International signifier for Education? – Colombian Indigenous University Students and Tensions with English 'Bilingualism' on Campus (EN)**

Katharine Hazel West (Universidad de los Andes)

Speakers of minority languages in Colombia (whether they are indigenous or themselves 'imported') have witnessed their attrition under what are (at best) indifference or (at worst) active policies to force their speakers' assimilation into the demo-liberal state. Education is a powerful tool in this stripping of cultural richness by giving minority students "permission to fail" or by lowering expectations through marking nonstandard speakers as unintelligent or unable to learn.

In recent years, Colombia has gambled on implementing the Colombia Bilingüe policy to attract foreign investment. This latest incarnation is intended to increase a working knowledge of only English. Representing a projected investment of 1.3 trillion Colombian pesos (approximately USD \$450 million) over 10 years to raise the number of university graduates with a B2 level from 55,000 to 140,000 by this year to strengthen national competitiveness. English is not merely a professional requirement, passing international examinations is now a graduation prerequisite. It is also an obligatory component in the SaberPro examinations that undergraduate students must sit prior to graduation.

Indigenous students are especially vulnerable in Colombian tertiary education even if they are monolingual Spanish speakers, as they may have only fragile competence in academic Spanish. Bi-or multilingual students face an additional, onerous language requirement as English is their third language. As Indigenous students present high incompleteness rates in tertiary studies, additional requirements may be too much.

This research project is intended to consider the experience of indigenous people who have been obligated to learn English at university from their perspective. It is intended to analyse their perceptions

of their English language learning experiences, and the linguistic tensions present in their academic lives, their rights (both linguistic and educative) in order to consider the perspective of Colombian citizens who speak languages that are considered co-official in their territories.

**«Deuxièmes langues», étudiantes autochtones colombiens et prérequis des langues étrangères: incongruités et confusion dans les politiques linguistiques universitaires colombiennes et les droits linguistiques (FR)**

Katharine Hazel West (Universidad de los Andes)

Les parlants des langues minoritaires en Colombie (soit des langues autochtones ou «transplantées» des autres lieux) sont témoins de l'attrition de leurs langues sous l'indifférence de l'État ou, pire, des politiques actives désignées à forcer leur assimilation dans l'état démo-libéral. L'éducation est un outil puissant dans ce dépouillement de la richesse culturelle en donnant aux élèves minoritaires la «permission d'échouer» ou pour leurs considérer comme inintelligents ou incapables d'apprendre.

Au cours des dernières années, la Colombie a mis en jeu la politique «Colombia bilingüe» pour attirer des investissements étrangers. Cette politique est destinée à améliorer la connaissance pratique de l'anglais; de plus, la même définition du bilinguisme inclut seulement cette langue; l'objectif est d'élever la quantité de diplômés universitaires du niveau B2 en anglais qui n'est pas seulement une exigence professionnelle, passer des examens internationaux est un prérequis pour se diplômer et dans les examens SaberPro (présentés par les étudiants du premier cycle pour se diplômer).

Les étudiants autochtones sont particulièrement vulnérables, même s'ils sont monolingues, car, peut-être, leurs compétences en espagnol académique sont fragiles. Les étudiants bi- ou multilingues sont présentés avec une exigence linguistique onéreuse car l'anglais devient leur troisième langue. Comme les étudiants autochtones présentent des taux élevés de décrochage universitaire, les exigences supplémentaires peuvent être trop difficiles pour permettre qu'ils se diplôment.

Ce projet de recherche vise à explorer l'expérience des personnes autochtones qui ont été obligées d'apprendre l'anglais à l'université depuis leur point de vue. Son objectif est l'analyse de leurs perceptions et expériences d'apprentissage de l'anglais, l'opinion sur la pertinence de l'anglais dans leurs vies, et leurs droits (linguistiques et éducatifs). Il utilise une méthodologie de recueil des données en forme d'entrevues qui sont textuellement transcrites et analysées conformément aux procédures sur la théorie ancrée pour discerner les principaux thèmes.



## **Using gestures in teaching metaphorical phrases to second language learners (EN)\***

Babak Yazdani Fazlabadi (University of Ottawa)

Embodiment theories of cognition and the ways that they can be used in language learning and teaching have been the subject of a number of studies in recent years (for example, Macedonia, 2003; Macedonia & Knösche, 2011). According to strong versions of embodied cognition, the process of understanding a metaphorical phrase such as Grasp the idea involves the activation of those motor areas that are used in actual performing of grasping something (Gallese & Lakoff, 2005). A question that is raised here is that whether performing the action of grasping during learning this metaphorical phrase can facilitate the retrieval of metaphorical meaning of this phrase. This study aimed to examine the use of gestures in teaching metaphorical meanings of words to second language learners. In order to answer this question, forty language learners of English were selected for the experiment of this study. Twenty were selected as the subjects of the experimental group and twenty as the subjects of the control group. All of them were Persian native speakers and were at intermediate level of proficiency in English. Twenty metaphorical phrases were presented to the participants of experimental group. Each metaphorical phrase appeared on a screen and the participants were required to perform the action associated with that metaphorical phrase. The metaphorical meaning of each phrase was given to the participants after performing the action. The ability of participants to retrieve the meaning of these metaphorical phrases was examined by a memory test. The same procedure was used for control group. However, participants of the control group did not perform the action associated with the metaphorical phrase. The results showed that participants of the experimental group were more successful to retrieve the metaphorical meanings of the phrases. This is consistent with one of the claims of strong version of embodied cognition.

## **L'avenir des langues et les langues de l'avenir en Algérie : zoom sur les conflits linguistiques entre mise en mur et mise en mots (FR)**

Chahrazed Meryem Ouassine (Université de Tlemcen)

Bien qu'engendrant, très souvent, d'innombrables conflits, les langues sont, avant tout un moyen de communication, un outil d'échange et de transmission en tout genre. Celles-ci sont généralement liées à des considérations identitaires, culturelles et religieuses et suscitent des représentations très variées qui font que l'emploi d'une langue « L » ne peut être arbitraire. En effet, de par son passé chargé d'histoire et grâce aux multiples civilisations qui s'y sont succédées, l'Algérie jouit d'une grande richesse linguistique et culturelle (Grandguillaume, 1991).

Le développement économique de l'Algérie a été accompagné d'un changement sur le plan du paysage linguistique des espaces urbains spécialement en ce qui concerne l'affichage public. L'arabe standard, l'arabe algérien, le français, l'anglais et bien d'autres langues en contact offrent un spectacle plurilingue plus qu'original.

Ce foisonnement linguistique affiché donne à réfléchir sur l'avenir de ces langues en Algérie entre institutions (in vitro), représentations et pratiques langagières (in vivo). L'affichage plurilingue actuel traduit-t-il des conflits de langues dans les usages et les représentations de la société algérienne ?

Pour répondre à cette problématique, nous adoptons une approche sociolinguistique qui nous permettra d'analyser le discours plurilingue de l'affichage urbain (publicités, enseignes commerciales, etc.) de quelques villes algériennes tout en mettant l'accent sur les mutations sociolinguistiques qu'il reflète. Nous mettrons l'accent également sur les représentations des consommateurs visuels de cet affichage et ce, à travers des entretiens semi-directifs qui nous éclaireront sur les jugements épilinguistiques ainsi que les représentations des Algériens vis-à-vis des langues qui les entourent.

### **Developing Language Learners' Use of Appraisal for Argumentative Writing: A Systemic Functional Linguistics Approach (EN)\***

Wlla Abuhasan

The predominance of argumentative writing in school curricula and language assessment reflects the importance of helping language learners master this text-type in order for them to succeed in academic settings. This study explores the impact of a pedagogic intervention grounded in Systemic Functional Linguistics (SFL) (Halliday & Matthiessen, 2014) designed to support language learners' development of their English argumentative writing skills. The pedagogic intervention drew specifically on the Appraisal system of SFL to make explicit to students the interpersonal and evaluative language resources they can use to establish authoritative and intersubjective positioning as key means of achieving the overall purpose of argumentative texts.

The study drew on quantitative and qualitative data to explore the extent to which students' understanding and use of different appraisal resources could be positively affected by the pedagogic intervention. The analysis of the findings suggests that the intervention was successful in helping students familiarize themselves with and incorporate appraisal language to

effectively convey their intended meaning in the composition of their argumentative texts. The findings also suggest that the teaching intervention contributed to students' increased awareness of the range of lexicogrammatical choices available to them when they write as reflected in students' skillful use of these resources in genre-specific ways. This included using appraisal resources to develop well-supported claims, in addition to establishing a critical authoritative position.

The study argues for the potential affordances of teaching pedagogies grounded in SFL theory in scaffolding language learners and helping them gain greater explicit control of the language resources necessary to successfully construct academic texts. This study presents a case for the ability of SFL-informed pedagogies to empower students as writers by offering them new ways of looking at the writing process and using language to engage in advanced acts of meaning-making.

## POSTERS | AFFICHES

### **Is digit span a language-free task? (EN)**

Farzaneh Anjomshoae (University of Alberta), Elena Nicoladis (University of Alberta)

The digit span task is used to measure verbal working memory capacity. In the digit span task, participants are asked to remember a series of numbers in random order. Because the task involves number words, it may require knowledge of a particular language. Among adults, performance on the digit span task is weakly related, at best, to language knowledge. The aim of the present study was to examine whether digit span is a language-knowledge-free task among bilingual and monolingual children. The bilingual children in this study were French-English bilingual children (n=40), and 40 English monolinguals, who were 4- to 6- years old. They were asked to complete forward and backward digit span tasks and vocabulary tests. The results showed difference between group means for digit span task. Also, once age was controlled for, there were no correlations between vocabulary scores and performance on the digit span task. These results suggest that within this age range, digit span is largely dependent on language-specific vocabulary knowledge. These results have implications about the use of digit span tasks in clinical settings in both bilingual and monolingual children.

### **Mises en pratique des concepts de la didactique du plurilinguisme dans les travaux de JAME, organisme communautaire à mission éducative à Montréal (FR)**

Stephanie Bedou de l'organisme JAME (Jumelage-Apprentissage-Mission éducation)

L'organisme communautaire JAME œuvre depuis près de 30 ans pour la persévérance scolaire à Montréal. Depuis quelques années, l'organisme a mis en place un volet « plurilinguisme » qui consiste à sensibiliser des acteurs du milieu éducatif et des parents aux bienfaits du bi-/plurilinguisme en offrant des ateliers, formations et ressources. Au cours de l'hiver 2020, JAME va proposer des animations didactiques en classes d'accueil.

Cette affiche se propose de présenter les outils pédagogiques élaborés pour ces animations ainsi que de discuter de l'accueil de ces animations dans les classes. Les objectifs de ces animations sont principalement de légitimer et valoriser les langues premières des élèves dans un contexte de scolarisation par la francisation (Armand, 2014). Les enjeux autour du bi-plurilinguisme sont cruciaux et délicats au sein des institutions scolaire puisque les enseignant.e.s ne sont pas toujours sensibilisé.e.s et que les programmes sont contraignants (Simon & Thamin, 2012). De ce fait, les animations de JAME permettent de partir des pratiques des élèves afin « d'instaurer chez eux un autre rapport à soi et à l'institution » (Lambert, 2014, p.149).

Ces animations s'inscrivent dans le domaine de la didactique du plurilinguisme. L'organisme veut s'impliquer afin de soutenir l'apprentissage du français et favoriser leur réussite scolaire en s'inspirant des approches plurielles (Candelier et al., 2012) et plus particulièrement des travaux d'éveil aux langues (Cummins, 2012). En prenant appui sur les travaux d'ELODIL (2013), d'EOLE (Perregaux et al., 2003) et du CARAP (Candelier et al., 2012) nous avons conçu du matériel pédagogique qui sera mis en pratique lors d'animations en classe d'accueil. Ces activités mettent l'apprenant en position d'expert de sa langue en plaçant leurs langues au cœur de produits de fin de tâche. Nous présenterons par exemple, des déroulés d'activité, la biographie langagière fait sous format de cahier interactif, un kamishibai plurilingue et d'autres matériaux qui seront élaborés au cours de l'hiver 2020.

### **Non-redundant gestures: Effects of age and bilingualism (EN)**

Paula Marentette (University of Alberta, Augustana Campus), Elena Nicoladis (University of Alberta)

People sometimes gesture (move their hands and arms in communicative ways) while speaking. Gestures usually work in combination with speech to convey a meaning, either by providing somewhat redundant information or non-redundant information. An example of a non-redundant gesture would be showing the height of a box while saying "box". Some researchers have argued that non-redundant gestures are more likely to be produced when speakers have difficulties with speech, such as young children (Zampini et al., 2016). In the present study we tested two predictions: 1) that younger children would produce more non-redundant gestures than older children and 2) that bilingual children would produce more non-redundant than same-aged monolingual children. The latter prediction is based on previous work showing that bilinguals have a harder time accessing words for production than monolinguals.

We asked children between 5 and 10 years of age to watch a cartoon and tell back the story. Three age-matched groups of children participated: 1) French monolinguals, 2) English monolinguals, and 3) French-English bilinguals (who retold the story in both languages). Children's narrations were videotaped for later transcription and coding. The children's gestures were coded for whether they provided redundant information (or not) to the co-occurring speech (following Alibali et al., 2009).

Most of the children's gestures provided redundant information to their speech. There was no correlation between children's age and percentage of non-redundant gestures. In English, there was no difference between the bilinguals and monolinguals on the percentage of non-redundant gestures. In French, contrary to predictions, the monolinguals produced significantly more non-redundant gestures than the bilinguals. These results raise doubts about the argument that the role of non-redundant gestures relative to speech. We argue that non-redundant gestures serve discourse functions (like illustration) rather than play a compensatory role.

## **Language Attitudes Towards Gender-Neutral Pronouns for Non-Binary Individuals: A Bilingual Perspective for a Canadian Context (EN)**

Sc Ruzala (University of Ottawa)

As Canadian law and society comes to recognize gender identities outside the masculine/feminine binary, debates about the language used to refer to people who are neither men nor women have become increasingly pertinent. These language changes can use existing language elements such as the singular they in English, or involve neologisms such as French *ol*, *iel* or *ël*. Working within the theoretical framework of gender performativity as put forward by Judith Butler and others – that gender is both a series of acts individuals perform and a social process of forcible reiteration of gendered norms performed upon individuals – this work explores research into language use patterns and language attitudes as a fundamental aspect of this concept (Butler 1993).

While there is research on gender-neutral language and sexism (Sarrasin, 2012), drafting gender-neutral legal documents (Salembier, 2015) or second-language students' use of epicene pronouns in academic writing (Stormbom, 2019), language referring to non-binary individuals is little researched. This research focuses primarily on how often these language elements appear in various publications (Indhiarti & Rizki, 2018). It is much more difficult to find research on individuals' attitudes towards this language, which constitute an important part of its adoption. Existing tools that measure language attitudes as they pertain to gender-neutral language, such as the Inventory of Attitudes Towards Sexist/Nonsexist Language (Parks & Robertson, 2000), do not include language used to refer to non-binary individuals, instead focusing on older language reforms brought about by women entering male-dominated professions. These tools are often only available in English and are difficult to translate to French; French has grammatical gender – unlike English – and the kinds of gender-neutral language changes common in French are not the same as those in English. In integrating knowledge from earlier research and responding to its challenges, further study can investigate how a French-English bilingual environment affects language attitudes towards language used to refer to non-binary individuals.

## **Translanguaging in content-based education: Practices in the classroom of a Chinese university (EN)**

Yiran Ding (University of Ottawa)

Translanguaging has been outlined as a pedagogical approach and a scaffolding strategy in education. Besides, it offers opportunities to affirm students' social identities. (García & Li Wei, 2015). Previous studies have pointed to translanguaging practices in content and language integrated learning (CLIL) classrooms in different contexts, such as in Hongkong and Portugal (see Lin, A. M. Y., 2017; Caruso, E., 2018). However, most research examining translanguaging in CLIL has paid little attention to such practices in the context of the Chinese mainland, even if CLIL studies on this topic have multiplied in Asia. This talk reviews the concept and the theory of translanguaging and presents an exploratory case

study in a science course offered in English using a CLIL approach at a Chinese university. In this class, the teacher and most of the students' L1 is Chinese, and in some cases, the teacher speaks both English and Mandarin. The study focuses on which levels the teacher uses the two languages (in a sentence or in larger discourse). Typically, teachers in such contexts in China translanguage. Thus, in which situation and with what purposes the teacher uses translanguage are the main objective of this study. To investigate this, two classes were audio recorded (for 130 minutes in total). Furthermore, qualitative data were collected through a questionnaire (n=5) to research the effect of translanguage practices from the perspective of the students. The results show that the teacher mixes English and Chinese on various levels. Additionally, he uses translanguage to enhance students' understandings of the content, as well as to improve the efficiency of teaching and classroom interactions. Implications of this research relate to inspiring more in-depth investigations in this specific context and offer potential for better practices recommendations for CLIL in China.

### **Children's Chinese speech education and development in a Chinese-English bilingual education program: Teachers' perspectives (EN)**

Youran Lin (Department of Communication Sciences and Disorders, University of Alberta), Karen Pollock (Department of Communication Sciences and Disorders, University of Alberta), Andrea Macleod (Department of Communication Sciences and Disorders, University of Alberta), Fangfang Li (Department of Psychology, University of Lethbridge)

Changes in student composition are taking place in Chinese-English bilingual education programs in Canada. In addition to immigrant children who are from a Chinese background, more and more Canadian-born children are attending the program to learn Chinese as a second language. Chinese sounds and tones are challenging for children in Canada, which can result in accented or incorrect pronunciation, and consequently, miscommunication. Thus, educators and parents are increasingly interested in children's speech development of Chinese. However, little is known about child speech development of a second language that is a minority language in the community. This qualitative study explored teachers' perspectives on challenges, strategies, and philosophies of children's Chinese speech education and development. Semi-structured interviews about teaching impressions, experiences, and suggestions were conducted with eleven Chinese teachers across three elementary schools. The teachers spanned a representative range of language backgrounds, education backgrounds, and teaching experiences. The interviews were audio recorded and then transcribed, translated, and cross-reviewed by three research assistants. Two researchers used the conventional content analysis method to discover themes. Teachers identified challenging phonetic units across vowels, consonants, and tones. They reported teaching strategies involving direct and/or indirect pronunciation instruction approaches. They also shared their educational philosophies, which prioritized communication and motivation, emphasized a good foundation in Pinyin (romanization of Chinese) from lower grades, and addressed cultural differences and inclusivity in the program. However, teachers acknowledged that Chinese speech development is challenging due to complicated factors including family support, teaching resources, and social

environment. They called for practical strategies and evidence-based training in speech instruction. These results highlight teacher and learner needs and will assist with pronunciation instruction and curriculum design. This study advocates for educators, families, researchers, policy makers, and society to together support bilingual children's speech development in Chinese as their heritage language and/or second language.

**In the ear of the beholder: how the ethnicity of the raters affects the perception of a foreign accent  
(EN)**

Alexandra Besoi Setzer (University of Alberta), Elena Nicoladis (University of Alberta), C. Lorelei Baquiran  
(University of Alberta)

Foreign accents have the potential to activate stereotypes about their associated ethnic groups. Although the immediate assumption would be that these stereotypes are activated as a result of an out-group effect between groups of different ethnicities, this study reveals that an in-group effect can be observed as well. Among Caucasian Canadians, Chinese immigrants to Canada are often stereotyped as being model immigrants: highly intelligent with a willingness to adapt to Canadian culture. In contrast, Chinese Canadians can hold negative stereotypes of other Chinese Canadians who are too “fresh off the boat”, i.e., have not yet fully adapted to Canadian culture. In this study, we test whether the ethnicity of a rater affects the perceived intelligence of a doctor speaking English with a Chinese accent vs. a doctor speaking with a standard Canadian accent. Additionally, we looked at whether merely the image of Chinese Canadian vs a Caucasian Canadian would trigger the perception of an accent's presence. As predicted, the results showed an interaction between ethnicity of the rater and the accent of the doctor. Chinese Canadians attributed lower intelligence to a doctor speaking with a Chinese accent than with a standard accent. Conversely, English Canadians perceived both doctors to be highly intelligent. These results are consistent with the argument that foreign accents elicit stereotypes in both out-group and in-group conditions.

**Language dominance and code-switching: Insights from French-Spanish code-switched structures (EN)**

Kassandra Ayala-Najera (University of Ottawa), Juana Muñoz-Liceras (University of Ottawa), Estela  
García-Alcaraz (University of Ottawa)

Spontaneous and experimental code-switching data evidences that subject-verb (S-V) switches involving Determiner Phrase (DP) subjects (*this student parle japonais / cet étudiant speaks Japanese*) are both produced and accepted by bilinguals from different language pairs while those involving pronominal subjects (*she parle japonais / elle speaks Japanese*) are seldom found in spontaneous speech and are highly dispreferred regardless of language dominance. This has been accounted for by the 'Phonetic Form Interface Condition' which is said to prevent mixed- language complex heads involving a weak pronoun and a verb. However, under the assumption that strong pronouns as the French or Moroccan Arabic

strong pronouns in *moi dxlt* (I went in) or *nta tu vas travailler* (you go to work) behave like DPs, these sequences would be accepted because the condition would not be violated. However, to the best of our knowledge, the status of S-V switches involving strong pronouns (*Lui speaks Japanese*) or strong-weak pronoun sequences (*Lui, il speaks Japanese*) has not been investigated. In order to determine whether subject strong pronouns have the same status as DPs in bilingual grammars, we have administered a Forced-Choice Task and an Acceptability Judgements Task to three groups of adult bilinguals: L1 French/L2 Spanish, L1 Spanish/L2 French, Heritage Spanish/French dominant. The results from the two tasks reveal that none of the three groups show a preference for strong pronouns or strong-weak sequences with overt weak pronouns. We argue that the divide occurs between DP and pronominal subjects and that this may be due to a difference in the status of the Nominative Case and Agreement features in the two categories. We also argue that experimental data involving code-switched structures constrained by principles proposed by formal linguistics constitute an excellent ground to investigate how language is represented in the mind of the bilingual.

### **Overcoming Reading Resistance: A Multimedia Approach to Promote Reading in Colombian Adolescent English Language Learners (EN)**

Christian Bernal Gonzalez (Universidad Distrital José Francisco de Caldas), Katharine Hazel West (Universidad de los Andes)

It is common for students to resist curricula, especially that which they consider to be culturally irrelevant or boring. (Kumaravadivelu 1994). Readings in an L2 only compound the situation. Students in 10th grade at a middle-class, private, boys-only, secondary school run by a religious order in Bogotá were faced with increased reading requirements in English on the myON platform as the school is in converting to offer fully bilingual education in English and Spanish.

In consideration of the students' backgrounds and to encourage the students to interact with text in a more interactive and critical manner (Ricoeur 2006, Rosenblatt 1969), it was proposed that students initially research Colombian folktales in groups, and chose one for which they co-wrote a script in Spanish, and filmed themselves acting it. The resulting videos were shown in class to much mirth.

The next step involved them individually reading stories on the platform for them to discuss in their groups and chose one. This would serve as the basis for the development of new scripts which they would write together in English class, hence developing their speaking, writing and critical reading skills. As they tried to make sense of the stories, they were obligated to consider the intercultural components in the stories as well as how make the stories work in their cultural environment. The resulting videos were once again shown in class. The students so enjoyed the process that they even held an awards ceremony based on the Oscars!



The students were actively and critically engaged in processing reading. Participating enthusiastically, they wanted to continue planning and making even more videos. Students were critically engaged and learned how to use software to make considered, intelligent short films.

### **Pluriliterate practices in students' academic writing: A mixed-methods study (EN)**

Natacha Buntinx (Université catholique de Louvain (UCLouvain)), Fanny Meunier (Université catholique de Louvain (UCLouvain))

Researchers in the field of multilingual education have long advocated non-deficit perspectives on individuals' linguistic repertoires, showing how these are resources for learning. Such views have led to studies investigating multilingual writing as a place of resistance and affirmation of hybrid identities (Canagarajah, 2013). In academia, in contrast, monolingual writing remains the dominant practice. Multilinguals writing at university level have nonetheless the opportunity of showing their commitment to their linguistic community(-ies) through the use of references in multiple languages. However, reading in multiple languages may pose challenges, as writers face the need to translate their knowledge into a different language (Gentil, 2017, 2005). In sum, pluriliterate practices seem to lead to both advantages and difficulties. We, therefore, decided to examine the following research questions:

- Do students spontaneously read in all the languages they understand when searching for sources to inform their thesis's writing?
- What are the costs and benefits of such pluriliterate practices and how does the cost-benefit analysis explain the use or avoidance of these practices in students' composition process?

The present study answers these questions using a mixed-methods design, hereby crossing the boundaries between research on writing as a product, as a social practice, and as a process, even though data collected in relation with the latter will not be the focus of this presentation. Based on 200 Master's theses, we answer the first question through a quantitative lens. Then, drawing on qualitative data from focus groups, we discuss the second question in terms of students' motivations to rely on pluriliterate practices and the related issues they encounter in their writing process. We believe that this study will provide a very rich picture of the topic, as well as food for thought as to how to help multiliterate writers take advantage of their linguistic resources.

## **Involving the European Solidarity Corps (European volunteers) into the (extra-) curricular activities in the Republic of Slovenia, EU (EN)**

Mojca Lazar Doberlet

The Slovenians, as a relatively small nation in Europe, are very much interested in the diverse possibilities the European Union can offer through its different projects. There are also several EU financed projects in the field of education. Responsible teachers and motivated students are interested in some of these projects as they present a great opportunity for the young students to develop their European perspective.

The primary school educators and students in Trbovlje, an ex-mining town in Slovenija, are eager to participate in some European projects in order to gain additional communicative, social, cultural and other competencies. The European Solidary Corps, as an EU project, involves young people from different European countries to spend some time abroad, broaden their horizons, grow personally and professionally and at the same time promote their own languages and cultures.

The primary school where I have been teaching is part of ESC project for years. By hosting these young volunteers at school, the school students, aged 6 to 15, get unique opportunity to meet foreigners, practice different languages, get familiar with basic cultural similarities and differences.

As there are European volunteers at some other local institutions too, hosting them at school is a great opportunity to join another European initiative, namely The European Day of Languages. Many European volunteers from different countries come to school and are involved into various activities.

The world is getting smaller, the opportunities and necessities to speak more than mother tongue are immense. Therefore, the primary school's objective is to offer the students the possibility to get familiar with as many languages, cultures, peoples as possible.

Using different methods of teaching, involving the European volunteers into the (extra-) curricular activities in the Republic of Slovenia, the young are able to become peaceful, broadminded and tolerant inhabitants of the multilingual world.

## **L'influence des langues congolaises sur l'expression française des apprenants: vers une didactique de l'intégration (FR)**

Ida Rose Aimée Pandi née Mabilia (Revue Gresla (GRESLA-DL))

Le Congo est un pays plurilingue où le français langue officielle et d'enseignement cohabite avec les langues endogènes qui sont les idiomes de base de la majorité des Congolais. Ainsi, l'apprenant congolais évolue dans ce climat linguistique tiraillé entre les langues locales (L1) et le français (L2).

Cependant ce contact linguistique ne demeure pas sans développer une norme locale sur l'expression française des apprenants.

Alors dans le cadre de ce colloque, focalisé sur le premier axe : « Enseignement, didactique, apprentissage et évaluation des langues », ce travail traite spécifiquement de « L'influence des langues congolaises sur l'expression française des apprenants : Vers une didactique de l'intégration ».

Visant à étudier l'impact des langues locales sur l'expression française des apprenants et à suggérer quelques solutions afin d'améliorer leurs compétences en français, cette réflexion s'articule autour des questions suivantes :

- Quel est le degré de l'influence des langues congolaises sur l'expression française des apprenants?
- Comment se manifeste cette influence ?
- Quelle didactique mettre en place pour une pratique aisée du français par nos apprenants ?

Pour apprécier cette influence des L1 sur l'expression française des apprenants, une enquête par test écrit auprès de 602 apprenants de 6è de quatre collèges de Brazzaville a été effectuée.

Le résultat a révélé un fort taux de congolismes dans l'expression française des apprenants. Les L1 s'intègrent dans le français et influencent fortement leur parler en plaquant directement ces L1 sur le français, ignorant que ces deux catégories linguistiques fonctionnent différemment.

Alors, pour offrir à l'apprenant la compétence communicative lui permettant de s'exprimer aisément en français, le système scolaire congolais doit intégrer ce bilinguisme social dans les curricula d'enseignement et fonder les pratiques didactiques sur les approches communicatives et sur corpus afin d'analyser concrètement les besoins langagiers des apprenants et mieux les orienter.

### **What does verbal semantic fluency measure in children? Executive Functions or language? (EN)**

Anahita Shokrkon (University of Alberta), Elena Nicoladis (University of Alberta)

In verbal semantic fluency (VSF) tasks, participants generate as many examples of a semantic category as they can within a limited time. In clinical settings, verbal fluency tasks are often used as a measure of language ability and/or executive function in both children and adults. In the present study, we tested the hypothesis that VSF tasks measure both language ability and executive function in monolingual and bilingual children, depending on the aspect of VSF under study. We hypothesized that the total number of exemplars generated might be highly correlated with vocabulary while the number of switches between subcategories might be more strongly related to executive function. The participants in Study 1 were English 4- to 6-year old monolinguals and in Study 2, were 4- to 6-year old French-English bilinguals. Children's vocabulary knowledge was assessed with standardized vocabulary tests (The Peabody Picture Vocabulary Test III and Echelle de Vocabulaire en Images Peabody). Executive function was assessed with a Dimensional Change Card Sort task. For the VSF task, children were asked to generate exemplars of

three categories in each language: animals, clothes, and food/drinks. Verbal semantic fluency scores consisted of: 1) the total number of correct exemplars, 2) average cluster size (i.e., the average number of words produced in each category), 3) number of switches between clusters. As predicted, in both studies there was a positive correlation between the number of exemplars generated and language measure scores. Surprisingly, the number of switches was not correlated with executive function, but positively correlated with vocabulary scores in both studies. Our results suggest that, within the age range under study here, VSF taps both monolingual and bilingual children's language ability. These results have important implications for how VSF tasks are interpreted in clinical settings.

### **The gulf between us: Communication across literacy boundaries (EN)**

Victoria Beatrix Fendel (University of Oxford, University of Cambridge)

Narrowly defined, literacy is the ability to read and write, thus including the receptive and the productive sides of notation, but excluding aspects that surpass the formal encoding/decoding of concepts by means of a graphic system. More broadly speaking, literacy is the ability to comprehend, especially specific technical or cultural domains (Crystal, 2008). This wider definition encompasses meaning paired with (graphic) form (Brockmeier & Olson, 2009). It is this definition this paper focuses on.

Literacy boundaries then arise when technical or cultural domains adopt their own lexical stock, i.e. technical terms, and/or their own morphosyntactic preferences for notation. When these domain-internal preferences are unknown to outsiders, a boundary akin to a language and/or script-related boundary arises. A good example is the legal sphere (Baragan, 2012; Kurzon, 1997). We all encounter Terms and Conditions, Government Advice, and Tax Regulations on a daily basis and mostly respond by accepting these in good faith, googling a simplified summary or relying on the helpline (Preston-Shoot & McKimm, 2013). This results partly from us not understanding the specific lexicon and partly from us being unable to parse the morphosyntactic arrangement of information. Over time, we become multiliterate, by learning a trade or studying a subject but also by mastering a multiplicity of everyday settings including sports, social media and street art (Provenzo et al., 2014), and consequently develop our own literacy profiles.

This paper will discuss some features of the legal jargon that strike the non-initiated as incomprehensible, using as an example the UK's Public Health Act from 1848 that is still in current use, before asking how we acquire specialised literacy/literacies and how we erect and overcome literacy boundaries. Thus, there is a three-partite focus, on linguistic realities, pedagogical methods and sociological concepts.

## **Elements of L2 Teaching to Indigenous Peoples of Canada (EN)**

Pierre Demers

Teaching a dominant L2 (like English or French) to Aboriginal learners has specific problems that are generally not well known by people involved in L2 teaching.

In the workshop, problems facing L2 teachers to Aboriginal learners will be discussed and explained. Characteristics of traditional Aboriginal teaching will be presented and practical techniques for L2 teachers inspired by traditional Aboriginal teaching will be suggested.

## **Attitudes and Multilingualism in a Spanish-First-Language Family Living in a French-Dominant Context: A Case Study (EN)**

Louis-David Bibeau (University of Ottawa)

The main focus of this exploratory ethnographic case study is the linguistic attitudes of an Argentinean family living in Quebec since 2006, all of whose members are native speakers of Spanish. This poster presentation presents a brief review of the affective factors that take place in the development of a foreign language (MacIntyre, Clément & Noels, 2007) and the effects of the family language policy (FLP) on children's minority-language use and proficiency (De Houwer, 2017, San Park & Sarkar, 2007). It reports on how the affective factors that took place in the development of their foreign languages may have contributed to the linguistic attitudes of the family, and how the experience of a French-dominant environment may have influenced these attitudes. It also puts forward some consequences of the FLP on children's minority language use and attitude. The four members participated in a semi-structured interview, the principal goal of which was to collect qualitative data on the FLP established while the family lived together, the FLP that the daughter and the son have established in their new households, and the main life experiences that influenced their attitudes towards their languages. The results show that the change of relative status in society has greatly affected the parents, that the education system has many flaws regarding the welcoming of immigrants, that the parents and the children go through similar processes to develop a positive attitude towards their new language, and that a Spanish-monolingual FLP is beneficial to the maintenance of the language and of positive attitudes towards Spanish.