



Canadian Association of Applied Linguistics  
Association canadienne de linguistique appliquée  
Congrès 2014 Conference



MONDAY MORNING, May 26, 2014

LUNDI MATIN

26 MAI 2014

8:30 - 9:45	<b>Welcome and Opening plenary / Mot de bienvenue et conférence d'ouverture</b> Another Way of Thinking About the Application of Applied Linguistics: The Case for Open Access to Research? John Willinsky --- Room: Pond Inlet				
9:45 - 10:00	<b>Break/Pause Room: Pond Inlet</b>				
Room/Salle	Mackenzie Chown J Block-205	Mackenzie Chown J Block-209	Mackenzie Chown J Block-404	Mackenzie Chown H Block 313	Pond Inlet
Chair /Président(e)	<b>Carr</b>	<b>Derwing</b>	<b>Ambrosio</b>	<b>Islaih</b>	
Session themes/Thèmes des sessions	<b>Corrective Feedback</b>	<b>Vocabulary &amp; Assessment</b>	<b>TBLT</b>	<b>Learner Variables</b>	<b>Symposium</b>
10:00 - 10:30	<b>Kartchava</b> Is expectation for corrective feedback in the language classroom universal?	<b>Pinchbeck</b> Lexical frequency profiling of Canadian high-school expository writing	<b>Ranta / Gatbonton</b> Developing effective grammar instruction to truly enable task-based learning and teaching	<b>Willinsky</b> <b>Meet the speaker</b> Question and Answer session with opening plenary	<b>Symposium:</b> <b>Integrating content and language in university classes: Lessons learnt from the University of Ottawa French Immersion Program</b>  <b>Organizer: Alysse Weinberg</b>  <b>Presenters: Sandy Burger</b> Vocabulary acquisition in a tertiary immersion course: What is required?  <b>Hélène Knoerr</b> Academic listening strategies in university-level French immersion courses  <b>Jérémie Séror</b> Relations between content and language professors in a French immersion program at the university: Cooperation or tension?  <b>Alysse Weinberg:</b> French identity construction of Anglophone students in a tertiary level French immersion program
10:35 - 11:05	<b>Karim / Nassaji</b> The effects of comprehensive written corrective feedback on grammatical accuracy in ESL writing	<b>Douglas</b> Exploring lexical validity in standardized English language proficiency testing	<b>Adjei-Barrett</b> Task-based language teaching in a Spanish as a foreign language classroom	<b>Sabetghadam / Sabetghadam / Sabetghadam</b> Ambiguity tolerance/intolerance & the performance on C-test by Iranian advanced learners	
11:10 - 11:40	<b>Steinman</b> Dialogic feedback: Extending the encounter	<b>Shapiro</b> The Relative Effectiveness of Different Learning Methods for French L2 Vocabulary Acquisition	<b>Guardado / Breckenridge</b> Mentorship, professional development, and teacher agency: The role of action research in EAP	<b>Alrabai</b> The role of affective variables in achievement of English as a foreign language	
11:45 - 12:15	<b>Lemak</b> Individual Differences in Corrective Feedback: A proposal	<b>Steele / Shapiro / Sunara</b> Theoretical and methodological issues in the development of an FSL vocabulary test	<b>Gauthier / MacPhee</b> The Non Right-Holder within the Minority French School	<b>Imperiale / Collins</b> The suitability of intensive English in Quebec for all students	
12:15-13:15	<b>Getting your research published in the Canadian Journal of Applied Linguistics / Comment publier vos recherches dans la Revue canadienne de linguistique appliquée</b> <b>Joe Dicks and Paula Kristmanson</b> - Editors / Rédacteurs Lunch provided by/le déjeuner grâce à CJAL and/et Second Language Research Institute of Canada Room/Salle: Pond Inlet				

26 MAI 2014

Room/Salle	Mackenzie Chown J Block-205	Mackenzie Chown J Block-209	Mackenzie Chown J Block-404	Mackenzie Chown H Block 313	Pond Inlet, upper level
Chair/Président(e)	Pinto	Ranta	Steele	Kartchava	
Session themes/Thèmes des sessions	Plurilingual learners	Vocabulary & Assessment (continued)	Pragmatics	Heritage languages and multilingualism	Symposium Invited Symposium Revitalizing Aboriginal Languages
13:15 - 13:45	<b>Kampen Robinson</b>  Texting as space: Examining the role of texting as literacy practice in the Old Colony community	<b>Saif / Lewis</b>  The washback effect of a high-stakes French exam on high school teachers' practices	<b>Duncan / Rehner</b> Intentions and perceptions	<b>Yaman Ntelioglou / Fannin / Montanera / Cummins</b>  Multilingual Pedagogies and Urban Education	<b>Organizer: Keren Rice</b> (University of Toronto)  <b>Speakers: Grafton Antone</b> Teaching the Oniyota'a-ka Language in an Urban Setting
13:50 -14:20	<b>Woll</b>  Isolating metalinguistic awareness as a predictor of positive transfer from L2 to L3	<b>Batista / Horst</b>  A New Vocabulary Size Test for French L2 Learners	<b>Kerekes / Altidor-Brooks / Valeo</b>  Integrating Pragmatic Competence into a Bridging Programme for Internationally Educated Nurses (IENs)	<b>Tsushima / Guardado</b>  Japanese mothers in interlingual families: Anticipation, anxiety and ambiguity in raising multilingual children	<b>Eileen Antone.</b> Learning the Oniyota'a-ka Language as an Adult
14:25 - 14:55	<b>Mady</b>  Immigrant status as an influential factor in additional language learning	<b>Ramezanali</b>  The effect of 4 different modes of instructions on L2 vocabulary acquisition of EFL learners	<b>Rossiter / Hatami</b>  ESL pragmatics: Assessment of learner apologies	<b>Senoo</b>  Motivation in heritage language re-learning: Adult beginner-level Japanese heritage language learner	<b>Carrie Dyck and Amos Key, Jr.</b> An Immersion Program for Intermediate Level Speakers
15:00 - 15:30	<b>Carr</b>  Canadian bilingualism and social cohesion: Perspectives of English/French as additional language learners in British Columbia	<b>Wojtalewicz / Pinchbeck</b>  A Corpus-Based Study of Vocabulary Development in Upper Elementary Learners' Expository Writing	<b>Makinina</b>  Collocation recognition by adult speakers of English as a first/second language	<b>Phonology &amp; Pronunciation i</b>	<b>Marie-Odile Junker</b> Putting Information Technologies to Work for Aboriginal Languages Preservation and Revitalization  <b>Marguerite MacKenzie.</b> Language Maintenance in East Cree, Naskapi and Innu: a Forty Year Perspective <b>Alex McKay and Connor Pion</b> Kiwepiskaapiimon! Revitalizate your Language!
				<b>Lima</b>  Improving the comprehensibility of L2 speakers through an online pronunciation tutor	

**Break/Pause Pond Inlet**

<b>Chair/ Président(e)</b>	<b>Trottier</b>	<b>Shapiro</b>	<b>Batista</b>	<b>Arnott</b>	
<b>15:45 - 16:15</b>	<p align="center"><b>Li</b></p> <p>Learners' stories: Exploring students' English learning experiences in the Hong Kong context</p>	<p align="center"><b>Gaffney</b></p> <p>The acquisition of French infinal complements</p>	<p align="center"><b>Derwing / Waugh / Munro</b></p> <p>Pragmatics in a LINC 5 Classroom: Measuring Effectiveness of Instruction</p>	<p align="center"><b>Levis/Levis</b></p> <p>Lower-Proficiency ESL Learners and the Acquisition of Contrastive Stress</p>	<b>Symposium continues</b>
<b>16:20-16 :50</b>	<p align="center"><b>Hayes</b></p> <p>The impact on inter- ethnic attitudes of learning the language of the other community</p>	<p align="center"><b>Footé / Rabah</b></p> <p>Cultural content schema and reading comprehension: A meta- analysis.</p>	<p align="center"><b>Paquet-Gauthier / Beaulieu</b></p> <p>Can L2 classrooms take the bi/multilingual turn?</p>		
<b>17:00 -19:00</b>	<b>Brock University's President's Reception/</b>				

2014

9:05 - 10:55	<p style="text-align: center;"><b>Assemblée générale annuelle de l'ACLA</b>  <b>ACLA Annual General Assembly</b>  <b>Réservé aux membres/For ACLA members</b>  Room : Pond Inlet</p>
11:00 - 12:00	<p style="text-align: center;"><b>Plenary Session / Session plénière</b>  <b>Diane Gérin-Lajoie</b>  <b>Identité, langue et pouvoir : les minorités de langue officielle au Canada</b>  Salle: Pond Inlet</p>

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

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

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

Room : Pond Inlet

\*\*\*\*\*

**Agenda / Ordre du jour**

1. Welcome and approval of the agenda
2. Approval of the minutes and business arising
3. President's report
4. Treasurer's report
5. Communications Officer's report
6. Journal editor's report
7. Report of the Nominating Committee
8. Other business

\*\*\*\*\*

- Looking ahead to future Congresses of the Humanities and Social Sciences...
- Le Congrès des sciences humaines en perspective...
- 2015 Joint congress with AAAL in in Toronto on the weekend before TESOL, March 21-24
- 2016 University of Calgary

TUESDAY AFTERNOON, MAY 27, 2014

MARDI APRÈS-MIDI 27 MAI 2014

Room/Salle	Mackenzie Chown J Block-205	Mackenzie Chown J Block-209	Mackenzie Chown J Block-404	Mackenzie Chown H Block 313	Pond Inlet, mezzanine
Chair / Président(e)	<i>Muhling</i>	<i>Yoshizumi</i>	<i>Balcom</i>	<i>Saif</i>	
Session themes/ Thèmes des sessions	<i>French as an additional language (session in English)</i>	<i>Digital Technologies &amp; Language Learning</i>	<i>Phonology &amp; Pronunciation II</i>	<i>Vocabulary</i>	<i>Symposium</i>
13:00 - 13:30	<b>Cooke / Faez</b> Self-efficacy beliefs of novice elementary FSL teachers	<b>Ronda / Lotherington</b>  Revising communicative competence for the digital era: Interactivity and new media	<b>O'Brien/Knaus</b> Production of word stress in L2 German	<b>Gérin-Lajoie</b> <b>Rencontrer la plénière</b> Séance questions réponses	<b>CALA/ACEL</b> <i>"On being assessed"</i> followed by CALA/ACEL AGM  <b>Organizers</b> <b>Beverly A. Baker</b> <b>Liyng Cheng</b> <b>Christine Doe</b> <b>Heike Neumann</b>
13:35 - 14:05	<b>Ambrosio</b>  Les langues, ponts et points de rencontre par le CARAP du CELV (presentation bilingue/ bilingual presentation)	<b>Ippolito</b>  Collaboration as contestation and debate online in an adult literacy project	<b>Crowther / Trofimovich / Isaacs / Saito</b>  Differentiating accent from comprehensibility: The importance of learner background		<b>Symposium moderators</b> Christine Doe Heike Neumann  Papers: <b>Fox, Janna</b> (Carlton University) & Haggerty, John (UBC): "Reaching students-at-risk: The case of diagnostic assessment in first-year engineering"
14:10 - 14:40	<b>Rehner</b>  The CEFR in Ontario: FSL students' self-assessments of sociolinguistic skills	<b>Fujio</b>  Blogging as a tool for understanding Japanese culture		<b>Lee / Heo</b>  Teaching English loanwords to learners of Korean	<b>Dunlop, Margaret</b> (University of Toronto): "How learners cognitively process feedback concerning French as a Second Language skills"
14:45 - 15:15	<b>Bourgoin / Kristmanson / Dicks / Wagner</b>  Talking about math: Linguistic repertoires of French immersion students	<b>Chung / Kartchava</b>  Elementary ESL teachers' beliefs about the use of digital technology in the classroom	<b>Publisher session</b>	<b>Zhao / Yan</b> Middle construction in English-speaking learners' L2 Chinese grammars	<b>Wagner, Maryam</b> (University of
			<b>Irvine/Piccardo</b>  La Nouvelle Revue Synergies Canada (NRSC): revue de littérature, culture, linguistique et		

			didactique des langues et cultures		Toronto): "Development of a Cognitive Diagnostic Rubric for Assessing Writing for Generating Feedback in Secondary Classrooms"  <b>Discussant:</b> <b>Eunice Jang</b> (University of Toronto)
<b>Break/ Pause Pond Inlet</b>					

<b>Chair/ Président(e)</b>	<b>Hamel</b>	<b>Roy</b>	<b>Pinto</b>		
<b>Session themes/ Thèmes des sessions</b>	<b>French as an additional language (continued)</b>	<b>Digital Technologies &amp; Language Learning (continued)</b>	<b>Phonology &amp; Pronunciation (continued)</b>	<b>Publisher Sessions</b>	
<b>15:30 - 16:00</b>	<b>Dicks / Bourgoin / Cogswell</b>  Students' Reading Competency in Intensive French	<b>Lotherington / Ronda</b>  Updating communicative competence: A multimodal analysis of two elementary texts	<b>Lappin-Fortin</b>  Self-assessment in a French pronunciation course	<b>Rossiter</b>  Publishing in the TESL Canada Journal: Practical strategies to enhance your publication profile	<b>Symposium continues</b>
<b>16:05 - 16:35</b>	<b>Arnott/Mcgregor</b>  Defying the trend: Why do Ontario Grade 10 students continue to study Core FSL?	<b>Barysevich</b>  Enseigner des langues secondes en ligne	<b>Identity &amp; Affect</b>  <b>Piccardo / Piersma</b>  The Importance of Empathy in Second Language Education: a space for literacy narratives	<b>Munro</b>  Publishing in The Canadian Modern Language Review/La Rev ue canadienne des langues vivantes	
<b>16:40-17:10</b>	<b>Sunara</b>  Form-focussed instruction of L2 French rhythm: Development of outcome measures and instructional tasks		<b>Waterhouse/Morti er-Faulkner</b>  Conceptualizations of affect in Canadian adult immigrant second language education		
<b>17h30- 19h30</b>	<b>ACLA RECEPTION CAIRN'S 4<sup>th</sup> floor ATRIUM</b>				

WEDNESDAY MORNING, MAY 28, 2014

LE

MERCREDI MATIN 28 MAI 2014

Room/Salle	Mackenzie Chown J Block-205	Mackenzie Chown J Block-209	Mackenzie Chown H Block-313	Mackenzie Chown J Block-404	Pond Inlet
Chair/Président(e)	<i>Sivell</i>	<i>Waterhouse</i>	<i>Pile</i>	<i>Pearce</i>	<i>Islaih</i>
Session themes/Thèmes des sessions	<i>Les enseignants de français, langue seconde (session française)</i>	<i>Math &amp; Science Content-Based Language Learning</i>	<i>Diversity, Identity, and Language</i>	<i>Higher Education</i>	<i>Language and the law</i>
8:55-9:25	<b>Lemée</b> Les marqueurs discursifs dans le discours d'apprenants du français L2 dans le nord-ouest de l'Ontario	<b>Culligan / Dicks / Kristmanson / Wagner</b> Collaborative problem-solving in FI Mathematics	<b>Liebscher / Reichert</b> Lived Experience of Meaning: Emotions and Identity Construction by Migrants in Canada	<b>Corcoran</b> Publish (in English) or Perish: A Case Study of Mexican Scientists Academic Writing for Publication	<b>Edwards</b> Language economics and language rights
9:30 - 10:00	<b>Lockhart</b> L'identité professionnelle des enseignants de l'immersion française en Colombie-Britannique	<b>Li / Lesage</b> Do literacy skills matter to mathematics performance? A meta-synthesis of empirical studies	<b>Castineira / Juárez García / Witten</b> Exploring Gendered Views in Argumentative Essays: A Critical, SFL Approach	<b>F. Wang</b> Foreign-born faculty as applied linguistic individuals - A sociocultural approach	
10:05 - 10:35	<b>Le Bouthillier</b> Les processus de l'écrit d'une élève avec Asperger d'un programme d'immersion française	<b>Vidwans</b> Exploring the Self-Efficacy Perceptions of Ontario's Science Teachers to Teach Diverse Classrooms	<b>Taylor</b> 'Managing' diversity in education in Canada and Denmark: Making a case for legitimate knowledge	<b>Haggerty / Wong / Okuda / Peña</b> Playing "writing games": Academic discourse socialization into first-year doctoral studies	
10:35 - 10:50	<b>Break/Pause Pond Inlet</b>				
Chair/Président	<i>Culligan</i>	<i>Pinchbeck</i>	<i>Corcoran</i>	<i>Gazerani</i>	<i>McGarrell</i>
Session themes/Thèmes des sessions	<i>La grammaire et le vocabulaire (session française)</i>	<i>Grammar</i>	<i>Diversity, Identity, &amp; Language (continued)</i>	<i>Higher Education (continued)</i>	<i>Very young learners</i>



<p><b>10:50 - 11:20</b></p>	<p><b>Hamel / Le Coin</b></p> <p>Cours de grammaire de FLS en modalité hybride : ingénierie pédagogique et double bilan formatif</p>	<p><b>Redmond / Emirkanian</b></p> <p>What learners' errors can tell us about avoidance: the case of phrasal verbs</p>	<p><b>Brisson</b></p> <p>Francophone, Anglophone, or multiple identities? The case of plurilingual students</p>	<p><b>Buss / Kennedy</b></p> <p>Development of Discourse Structure in L2 Graduate Student Presentations</p>	<p><b>Dempsey</b></p> <p>Emergence of story comprehension abilities in preschool age children</p>
<p><b>11:25 - 11:55</b></p>	<p><b>Matsukawa</b></p> <p>Association lexicale paradigmaticque ou syntagmatique chez des apprenants débutants?</p>	<p><b>Balcom</b></p> <p>Is transportability transferable? Adverb placement in L1 Arabic, L2 English and L3 French.</p>	<p><b>Connelly</b></p> <p>Rethinking critical pedagogy in the context of framings of linguistic/cultural identity construction</p>	<p><b>Trottier</b></p> <p>Constraints and affordances of content specificity in postsecondary EAP</p>	<p><b>Russette</b></p> <p>A Case Study of Pedagogy and Learning Environment in a Franco-Ontarian Child Care Centre</p>

WEDNESDAY AFTERNOON MAY 28, 2014

MERCREDI APRÈS-MIDI 28 MAI 2014

Room/Salle	Mackenzie Chown J Block-205	Mackenzie Chown J Block-209	Mackenzie Chown H Block-313	Mackenzie Chown J Block- 404
Chair/ Président(e)	<b>Sarkar</b>	<b>Thomson</b>	<b>Trottier</b>	F. Wang
Session Themes/ Thèmes des sessions	<b>Français, langue seconde, divers (session française)</b>	<b>Grammar (continued)</b>	<b>Creativity &amp; Complexity</b>	<b>L2 Writing</b>
<b>13:00 - 13:30</b>	<b>Gazerani /Taddarth / Ammar</b>  Développement et validation d'un questionnaire pour explorer les représentations des enseignants	<b>Pinto / Micale</b> Promoting metalinguistic awareness in group discussions: an empirical study on university students	<b>Garcia Ramirez</b>  The use of conceptual and mind maps in the teaching of a second language	<b>McGarrell / Pearce</b> A Comparative Study of Developing Writers' Use of Transition Expressions
<b>13:35 - 14:05</b>	<b>Viswanathan / Lebel</b>  Pour une nouvelle définition de l'authenticité en didactique du français langue seconde : la notion de groupe de discussion et de suivi des pairs	<b>Karka / Collins</b>  Learning grammatical gender in French at the beginner stages: does the L1 make a difference?	<b>Schulze / Heift</b> Second-Language Proficiency Development in a Virtual Learning Environment	<b>Yabuki-Soh</b>  A comparative analysis of narrative strategies
<b>14:05 - 14:45</b>	<b>Wernicke</b>  L'authenticité dans l'enseignement du FLS : le point de vue des enseignants	<b>Appel / Trofimovich</b>  Corpus-driven identification of formulaic sequences: A step forward		<b>Roessingh</b>  Early literacy: From thought, to word, to print
<b>14:45 - 15:15</b>		<b>Lenchuk</b>  Communicative competence reassessed: The case of the LINC home study program		<b>Chen</b>  Cultural Contexts and Situated Possibilities in Developing a Dialogic Approach in Second Language

				Writing
<b>15:15-15:30</b>	<b>ACLA President's closing tea party/Collation de clôture de la présidente-Pond Inlet</b>			

