



Canadian Association of Applied Linguistics
Association canadienne de linguistique appliquée
Congrès 2013 Conference



MONDAY MORNING, June 3, 2013

LUNDI MATIN 3 JUIN 2013

8:30 - 9:45	Welcome and Opening plenary / Mot de bienvenue et conférence d'ouverture Promoting first language maintenance in a bilingual family literacy program with immigrant and refugee communities Jim Anderson (UBC) MacLaurin Building D288				
9:45 - 10:00	Break/Pause Room/Salle MacLaurin Building B117				
Room/Salle	MacLaurin Building D282	MacLaurin Building A169	Visual Arts A248	Fine Arts 104	MacLaurin Building D288
Chair /Président(e)	Guénette	Garbati	Valerdi	LeBouthillier	
Session themes/Thèmes des sessions	Session francophone, sujets divers All French session, various topics	Teacher identity	Heritage Language — Focus on Chinese	L2 Writing	Symposium 10:00-12:15: L2 Spanish
10:00 - 10:30	Jebali/Bigot La communication orale médiatisée par ordinateur en français langue seconde	Bournot-Trites/ Zappa-Hollman Foreign language teachers' intercultural competence and identity development through an international teaching experience	Han Unintended minority language maintenance: The case of a Baptist Chinese church in west Canada	Barkaoui Test-takers' writing activities during a computer-based L2 writing test: The effects of L2 proficiency, keyboarding skills, and task type	Symposium In search of coherence and cohesion: Writing Development in Spanish as a second language Organizer: Sofía Paredes (Drake University) Speakers: Sofía M. Paredes Jeannette Sanchez-Naranjo Joseph Harrington
10:35 - 11:05	Godard/Fejzo/Gal-Bailly Inférences en lecture en L2, rôle de la charge cognitive	Riches/Wilson A nation apart: Quebec language policies and TESL	Jackson Social networks and L2 learning: Chinese sojourners in North America	Dicks/Roy/Lafargue An examination of the development and validation of a large-scale formative assessment tool for writing in French	
11:10 - 11:40	Fejzo/Godard/Proulx Conscience morphologique et développement de la littérature chez des élèves francophones natifs et non natifs du 2 ^e cycle du primaire	Sterzuk/McNeil/Ma Influences of teacher preparation and transition to school communities on pre-service teachers' constructions of English language variation and literacy	Shi Supporting heritage language maintenance: Chinese Immigrants' families' home literacy environments	Liu Minimalist tutoring, or directive tutoring?	
11:45 - 12:15		Steinman Career-advanced language teachers: Agents of change	Zhang/Guo Exceeding boundaries: Exploring language and literacy practices of children in a Mandarin-English bilingual program	Yabuki-Soh Viewpoint in L1 and L2 narratives: The case of L2 learners of Japanese	

12:15 -13:15	<p>Lunch on your own – Dîner libre or bring your lunch to / apportez votre dîner à: <i>Getting your research published in the Canadian Journal of Applied Linguistics / Comment publier vos recherches dans la Revue canadienne de linguistique appliquée</i> Joe Dicks and Paula Kristmanson- Editors / Rédacteurs</p> <p style="text-align: center;"><i>FINE ARTS BUILDING 209</i></p>
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MONDAY AFTERNOON JUNE 3, 2013

LUNDI APRÈS-MIDI 3 JUIN 2013

Room/Salle	MacLaurin Building D282	Fine Arts 109	Fine Arts 209	Fine Arts 104	Visual Arts 248	Visual Arts A220	MacLaurin Building A169
Chair/ Président(e)		Sarkar	Arnott	Haught	Warhol	Tsedryk	
Session themes/ Thèmes des sessions	Graduate Student Symposium: Inclusivity in French second language education	Indigenous Language Issues	Teacher Identity (continued)	L2 Instructional Practices	Grammar	Vocabulary/Lexical Approaches	Invited Symposium Symposium invité
13:15 - 13:45	<p>Symposium</p> <p>Organizer Sara Kennedy (Concordia University)</p>	<p>McCreery Challenges and solutions in adult acquisition of Cree as a second language</p>	<p>Knouzi/Mady Examining online interactions between L2 researchers and practitioners to understand obstacles to knowledge transfer</p>	<p>Collins/White Is it a umbrella or an umbrella? Language-related episodes in typical oral interaction activities</p>	<p>Balcom Cross-linguistic influence in adverb placement and complex negation in early L3 French</p>	<p>Nekrasova-Becker L2 development of syntactic creativity: How formulaic is the beginning?</p>	<p>The language proficiency of International Teaching Assistants in Canadian Universities: Training, assessment, and screening</p> <p>Organizer: Shahzad Saif (Université Laval)</p>
13:50 - 14:20	<p>Speakers: Jordana Garbati Renée Bourgoin Josée LeBouthillier Joëlle Varin Noémia Ruberto</p>	<p>Meades Shame, healing, and Indigenous language acquisition in the post-residential school era</p>	<p>Haggerty Envisioning the future: Pre-service English teachers' imagined identity and community in South Korea</p>	<p>Gatbonton/Surtees / Cedergren Virtual language patients in pain: Simulated authentic dialogues for teaching language in the workplace</p>	<p>McDonough <i>Eliciting passives through collaborative priming tasks in an EAP course</i></p>	<p>Luo English learners' perception and production of Mandarin intonation</p>	<p>Speakers: Jennifer Boman Tracey Derwing Samira ElAtia Shahzad Saif & Zahra Mahdavi</p>
14:25 - 14:55		<p>Despaigne Hybridization process and EFL investment</p>	<p>Wernicke Authentic French in FSL: Teachers' perspectives</p>	<p>Arias/ Izquierdo Content-based instructional practices at the university level in Mexico: An observational study</p>	<p>Takahashi/Matsuya A cognitive linguistics approach to teaching English phrasal verbs</p>	<p>Roessingh/ Wojtalewicz Transitioning from early literacy to emergent academic literacy in Grades 3: Evidence from vocabulary profiles of learners' writing samples</p>	
15:00 - 15:30	Symposium continues	<p>Norton/Tembe Language teachers as language planners: Grassroots literacy in</p>	<p>ByrdClark/_Vanthuynne Developing reflexivity: Multilingual student teachers of French, new</p>	<p>Choi/Kilpatrick Hypothesis testing in task-based interaction</p>	<p>McGarrell/Pearce Grammatical cohesion in native and non-native English writers' texts</p>	<p>Pinchbeck Minimum academic vocabulary thresholds for university-bound</p>	

		Uganda	technologies and pedagogies for the 21 st century			high-school students	Symposium continues
15:30 - 15:45	Break/Pause Room/Salle MacLaurin Building B117						
Chair/Président(e)	Matsuya	Despaigne	Byrd-Clark	Kilpatrick	Jebali	Becker	
Session themes/Thèmes des sessions	<i>Reading</i>	Metalinguistic awareness	Teacher Identity (continued)	Reading	Grammar (continued)	Vocab (continued)	
15:45 - 16:15	Bourgoin/Dicks Learning to Read in L1 and L2: Success Indicators, the Role of Transfer and Use of Strategies	Pinto “Metalinguistic awareness in Italian-English and Italian-French young bilinguals: a comparison with English, French and Italian monolingual controls”.	Feng/Han Can't she use English? A learner's resistance to a non-native-English-speaking instructor in Canada	Abbott/ McQuarrie/ Neame/Lee Comparing verbal load conditions on a computerized assessment of English language learners' reading-related cognitive processes	Lappin-Fortin/Hargrave <i>J'aime la français mais pas le grammaire:</i> Gender assignment in French immersion and core French graduates	Karlsson Quantitative and qualitative aspects of L1 and L2 Idiom comprehension	Symposium continues
16:30-18 :00	PETER JACKSON PLENARY-First People's House 110						
18:15 – 20:00	Réception de l'ACLA avec bar payant au foyer du centre universitaire CAAL reception with cash bar at the University Centre Foyer						

TUESDAY MORNING JUNE 4, 2013

MARDI MATIN 4 JUIN 2013

9:05 - 10:55	Assemblée générale annuelle de l'ACLA ACLA Annual General Assembly Réservé aux membres/For ACLA members MacLaurin Building D288
11:00 - 12:00	Plenary Session / Session plénière Idéologies et discours en immersion française Sylvie Roy MacLaurin Building D288

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

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. The ACLA journal

- Looking ahead to future Congresses of the Humanities and Social Sciences...
- Le Congrès des sciences humaines en perspective...
- 2014 Brock University
- 2015 Joint congress with AAAL in Toronto on the weekend before TESOL, March 21-24

TUESDAY AFTERNOON, JUNE 4, 2013

MARDI APRÈS-MIDI 4 JUIN 2013

Room/Salle	MacLaurin Building D116	MacLaurin Building D101	MacLaurin Building A326	MacLaurin Building D103	MacLaurin Building D288
Chair / Président(e)	Lafargue	Riches	Paredes	Wernicke	
Session themes/ Thèmes des sessions	Session francophone, sujets divers / All French session, various topics	Teacher Identity (continued)	Heritage Language — general	L2 Pedagogies	
13:00 - 13:30	vonStaden The « un-frenching » of French- Canadians: Histoires des Fransaskoises en situation linguistique minoritaire.	Abdi Negotiating authority in world Englishes usage	Shorten Sound familiar? The impact of early L2 exposure on heritage learners	Pellerin Promoting oral language learning and assessment across curriculum in immersion with the mobiles technologies	<p>Symposium</p> <p>Researching Strategies in Speaking, Reading, Writing, Translation, and Vocabulary- learning: Issues, Discoveries, Challenges, and Opportunities</p> <p>Organizer:</p> <p>Li-Shih Huang (University of Victoria)</p> <p>Speakers:</p> <p>Li-Shih Huang Carrie Hill Jessie Zhou Xiaoqian Guo Xiaojuan Qian Kelly Cai</p>
13:35 - 14:05	Meune L'enseignement du francoprovençal en Suisse, entre approches locales et supradialectales	Vidwans An Investigation of the linguistic competence of internationally educated teachers in Ontario: A corpus-based study	Schuett “Language support programs in multilingual societies: An analysis of <i>Alberta Education</i> in Canada and its possible implications for Bremen, Germany”.	Surtees Mobile tracking of L2 interactions: Identifying speech act contexts for inclusion in pragmatic assessment tools	
14:10 - 14:40	Tsedryk Comment évaluer la capacité de paraphraser en français ?	Thomas Views, voices, voyages: Diverse French proficiency development trajectories in concurrent teacher preparation in Ontario	Guardado Parental regulation of heritage language use: A mapping of metapragmatic strategies	Rodgers A case for extensive viewing: EFL learners’ comprehension of multiple episodes of English- language television	
14:45 - 15:15	Hernandez-Wilson/Izquierdo L'enseignement des stratégies métacognitives pour favoriser la compréhension orale en L2: analyse des pratiques pédagogiques des enseignants de français dans un contexte universitaire		MacPhee/Turnbull Investigating the experience, beliefs and involvement of non- francophone parents who have chosen a francophone school for their children	Nemoto The impact of online intercultural networks on L2 socialization	
15:15 - 15:30	Break/ Pause - Room/Salle MacLaurin Building B117				
Chair/ Président(e)	Hernandez-Wilson	Li	Hu	Ntelioglou	
Session themes/ Thèmes des sessions	Session francophone, sujets divers / All French session, various topics	Classroom outcomes	Pragmatics	L2 Pedagogies (continued)	
15:30 - 16:00	Lavoie Développer les habiletés phonémiques des élèves innus de maternelle au moyen de jeux bilingues en innu et en français	Reichert/Liebscher Time as a factor in learning activities	Rossiter/Hatami “If is possible, can you use the indoor voice?” The influence of ESL proficiency on requests.	Lee/Ranta Facebook: International students’ ticket to host nationals and language acquisition?	Symposium continues

<p>16:05 - 16:35</p>	<p>Doell Le DELF au Canada: Perceptions des parties intéressées</p>	<p>Travers "Understanding outcomes in intercultural job interviews"</p>	<p>Bergeron Niveau d'acculturation, compétences langagières et prononciation en L2: quels liens ?</p>	<p>Haught Mediating language learning through dramatic physical modeling</p>	<p>Symposium continues</p>
<p>16:40-17:10</p>	<p>Jean Solution aux erreurs linguistiques à l'écrit des élèves du secondaire en FL2 : rétroaction corrective ou nouveau discours grammatical?</p>	<p>Malec This feedback is making me nervous: Emotional responses to second language writing feedback</p>	<p>Fotovatian The Intercultural communication strategies and negotiation of membership and identity: An Ethnography of international doctoral students' departmental interactions</p>	<p>Mohammadzadeh Multilplicity of tasks in task-based language teaching</p>	
<p>17:00 - 19:00</p>	<p>President's Reception/</p>				

Room/Salle	MacLaurin Building D111	MacLaurin Building D114	MacLaurin Building D116	MacLaurin Building D110	MacLaurin Building D288 Symposium 8:30-12
Chair/ Président(e)	<i>Mady</i>	<i>Pinto</i>	<i>Nemoto</i>	<i>Thomas</i>	
<i>Session themes/ Thèmes des sessions</i>	<i>Diversity in L2 student populations</i>	<i>Written Corrective Feedback</i>	<i>CALL</i>	<i>Rating Speaking</i>	<i>Symposium : Multilingualism</i>
8:55-9:25	Arnett / Mady Expanding the toolbox? A longitudinal examination of new FSL teachers' strategy use for Allophones and students with learning difficulties	Simard/Guénette/ Bergeron L2 learners' understanding of written corrective feedback: insights from their metalinguistic reflections	Alsadoon Vowel blindness: Computer enhanced vowel noticing for Arabic EFL learners	Matsugu Effects of rater characteristics and scoring methods on speaking assessment	Symposium Pedagogies for plurilingual learners in multilingual classrooms: Teaching at the intersection of language, culture, and identity Organizer: Jim Cummins (OISE/UT) Speakers: Jim Cummins Margaret Early Maureen Kendrick Rahat Naqvi Saskia Stille Burcu Yaman Ntelioglou
9:30 - 10:00	Arnott/Mady Learning more about our learners: Comparing the orientations and attributes of allophone and English-speaking Grade 6 French as a second language (FSL) learners.	Karim/Nassaji The effects of direct and indirect written corrective feedback on ESL students' revision accuracy and writing skills	Penner/Grodek Integrating multimedia ICT software in language curriculum: students' perception, use, and effectiveness	Préfontaine Fluency in French: A psycholinguistic study of second language speech production and perception	
10:05 - 10:35	Li "I am no longer left behind": A narrative inquiry into the English learning experiences of Hong Kong post-secondary students	Ko Comparative study on written feedback practice of FL and SL teachers	Li/Ji An investigation of the effectiveness of computer-assisted language learning programs for K-12 Canadian students	Foote Isaacs & Trofimovich Developing a teacher-friendly assessment tool for L2 comprehensibility	
10:35 - 10:50	Break/Pause Room/Salle - MacLaurin Building B117				
Chair/Président	<i>Pinchbeck</i>	<i>Fotovatian</i>	<i>Rossiter</i>	<i>Reichert</i>	
<i>Session themes/ Thèmes des sessions</i>	<i>Vocabulary (Corpus approaches)</i>	<i>Written Corrective Feedback</i>	<i>CALL</i>	<i>Reading</i>	
10:50 - 11:20	Martini/Horst High-frequency vocabulary in an ESL textbook corpus	Guénette/Foster The correction crusade: Effects of direct and indirect focused and unfocused written corrective feedback	Vanthuyne Multiple case study: Technology litegration in second language teaching	Becker/_Nekrasova-Becker An investigation into the effect of different item formats for reading comprehension	Symposium continues
11:25 - 11:55	Douglas Lexical peers: The vocabulary of first year undergraduates from English speaking backgrounds	Nassaji The Effects of negotiated versus non-negotiated oral feedback on L2 written errors	Heift Clicking for help	Pavlov Factors affecting second language reading: The case of the Alberta high school English diploma examination	Symposium continues

WEDNESDAY AFTERNOON JUNE 5, 2013

MERCREDI APRÈS-MIDI 5 JUNE 2013

Room/Salle	MacLaurin Building D111	MacLaurin Building D114	MacLaurin Building D116	MacLaurin Building D110	MacLaurin Building B037 Symposium
Chair/Président(e)	Haque	McGarrell	Pavlov	Stille	
Sesson Themes/Thèmes des sessions	Learner identities	Written Corrective Feedback (continued); L2 Writing	Pronunciation	Adult L2 learning environments	Symposium 13:00-15:15: Media-based peagogies
13:00 - 13:30	<p>Zúñiga /Izquierdo /Martinez/Estrada</p> <p>Inclusive education in second language university programs: An analysis of the accessibility, technological and individual needs of visually impaired learners</p>	<p>Hu/Hoare/Yu</p> <p>Dynamic simultaneous oral-written feedback: Students' preference for writing response</p>	<p>Dawson</p> <p>Accents and identity: Adult ESL immigrants' attitudes</p>	<p>French/Guay</p> <p>The Impact of Canada's explore program on L2 oral fluency development</p>	<p>Symposium</p> <p>Production pedagogies and literacy learning: Emerging media and emerging contexts</p> <p>Organizer:</p> <p>Kelleen Toohey (Simon Fraser University)</p> <p>Speakers:</p> <p>Kelleen Toohey & Diane Dagenais Jennifer Rowsell & Peter Vietgen Suzanne Smythe Kurt Thumlert</p> <p>Suzanne de Castell (discussant)</p>
13:35 - 14:05	<p>Buettner/Babae/Chen</p> <p>Language maintenance and ethnic identity construction: Parents' role in Iranian, Korean and Chinese communities in Canada</p>	<p>Tian/Nassaji</p> <p>Learner-learner Interactions in two collaborative writing activities</p>	<p>Buss/Kennedy</p> <p>Pronunciation teaching in Brazil: A qualitative study of teaching internship reports</p>	<p>Kristmanson/Arnett/ Lafargue</p> <p>Supporting the transition to language autonomy for emerging adult newcomers to Canada</p>	
14:10 - 14:40	<p>Marshall/Moore/ Mathis/Bemporad/Piao</p> <p>"Etre ou ne pas être Frenchie [To be or not to be a Frenchie]": the multilingual identities of French Immersion graduates during their first year in an English-medium university in metro Vancouver</p>	<p>Crossman</p> <p>The six-week long essay: findings from post-secondary level English language learner writing samples</p>	<p>Munro/Derwing/Saito</p> <p>Aspiring to aspirate: A longitudinal study of English voiceless stop acquisition</p>	<p>Culligan/Lafargue/ Kristmanson</p> <p>Experiences with autonomy: Learners' voices on language learning</p>	

14:45 - 15:15	Kappen Robinson/Ng Navigating selves: An examination of identity constructions of elementary school-aged heritage language learners	Valerdi The interpersonal dimension of language: Analyzing attitude and engagement in undergraduate academic writing	Pytlyk/Bird/Rochtchina Identifying stress in Russian: Does explicit instruction and conscious engagement facilitate the acquisition of stress for English learners of Russian?	Rehner/Yang/Piechocinska/Petrescu Understanding Ontario FSL learners' sociolinguistic abilities through <i>The Common European Framework of Reference for Languages</i>	Symposium continues
15:15 - 15:30	Break/ Pause - Room/Salle MacLaurin Building B117				
Chair/ Président(e)	Shi	Roy, A.	Crossman	Malec	
Session Themes/Thèmes des sessions	Learner identities (continued)	L2 Writing (continued)	Pronunciation (continued)	Adult L2 learning environments (continued)	X
15:30 - 16:00	Magnan/ Darchinian School pathways, linguistic socialization and sense of identity: the case of allophone youth from immigrant background in Montreal	Okuda An analysis of evaluative stances across three research genres	Chung/Kim/Won Second and Foreign Language Pedagogy: phoneme identification & suprasegmental feature recognition	Davidson/Guénette «Je ne suis pas anglo, mais je parle anglais»: Quebecers and second language motivation	X
16:05 - 16:35	Mohammadian Haghghi/Fazel ‘We are what we imagine.’ Imagined identities in immigrants’ language classes	Hartse/Kubota Pluralizing English and lexicogrammatical variation in high-stakes academic writing	Warhol/Fields Teaching second language learners composition through the visual arts	Wisla/Hu/Krauza Impact of service-learning on ESL Students	X