BILINGUISME ET MULTILINGUISME :
COMPÉTENCES TRANSVERSALES, MOBILITÉ ET BIEN-ÊTRE

CCERBAL 2023

BILINGUALISM AND MULTILINGUALISM:
TRANSVERSAL COMPETENCES, MOBILITY, AND WELL-BEING

PROGRAMME DU COLLOQUE : CCERBAL 2023
CONFERENCE PROGRAM : CCERBAL 2023

4 mai au 6 mai 2023 • May 4th to May 6th 2023

ILOB | OLBI
Institut des langues officielles et du bilinguisme
Official Languages and Bilingualism Institute

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MOTS DE BIENVENUE | WELCOME MESSAGES

C'est avec grand plaisir que nous vous souhaitons la bienvenue au Colloque du CCERBAL 2023. Comme notre dernier colloque en 2021 était entièrement en ligne, nous sommes ravis de vous rouvrir nos portes en personne cette année, tout en vous offrant la possibilité de participer à distance. L'intérêt pour notre colloque n'a cessé de croître au fil des ans. Cette année, nous avons reçu près de 200 résumés et nous sommes très heureux de vous proposer un programme riche en points de vue variés, en sujets fascinants et en présentateurs du monde entier, incluant des chercheurs, des étudiants, des praticiens de l'enseignement, des employés du gouvernement et d'autres encore. Nous vous remercions de votre intérêt et de votre soutien et tenons à souligner le travail remarquable qu'ont accompli tous les membres du comité organisateur, les réviseurs, les membres du personnel et les bénévoles. Nous sommes également reconnaissants à nos sponsors pour leur généreux soutien financier et pour toute autre forme d'aide. Profitez bien du colloque !

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It is our great pleasure to welcome you to the CCERBAL 2023 Conference. Since our last conference in 2021 was entirely online, we are thrilled to re-open our doors to in-person participation this year, while also continuing to allow remote presentations. The interest in our conference has grown over the years. This year we reviewed close to 200 abstracts and are pleased to offer you a program replete with diverse points of view, fascinating topics, and presenters from all over the world, including researchers, students, teaching practitioners, government employees, and beyond. We thank you for your interest and support and would also like to acknowledge the incredible work by all members of the organizing committee, the reviewers, staff members, and volunteers. We also acknowledge our sponsors for offering us generous financial and other support. Enjoy the conference!

Nikolay Slavkov (University of Ottawa), Nina Woll (Université du Québec à Trois-Rivières), Pierre-Luc Paquet (University of Texas at Tyler)

Présidents du colloque|Conference co-chairs

Visit the CCERBAL 2023 Conference Website.

Find out more about the CCERBAL Research Centre and the Official Languages and Bilingualism Institute of the University of Ottawa.

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Mark Sutcliffe
Mayor | Maire

On behalf of Members of Ottawa City Council, it is my distinct pleasure to extend a warm welcome to all those participating in the **Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) 2023 Conference**, taking place at the **Official Languages and Bilingualism Institute (OLBI), University of Ottawa**, on unceded Algonquin territory, from May 4th to 6th .

This biennial Conference provides a valuable forum for participants to convene under the theme *Bilingualism and Multilingualism: Transversal Competencies, Mobility, and Well-being*, with a focus primarily on conceptual, empirical, and practice-based contributions on language pedagogy, technology, assessment, language policy, and family language policy.

As Head of Council, I want to acknowledge the CCERBAL, OLBI, plenary speakers, Conference chairs, and Organizing Committee for dedicating efforts, expertise, services and resources to the successful planning of the oral presentations, roundtables, symposia and workshops, in person and online.

Allow me to offer my best wishes to everyone in attendance for a productive and rewarding meeting, as well as a most enjoyable stay in Ottawa.

Sincerely,

Au nom des membres du Conseil municipal d'Ottawa, j'ai l'immense plaisir de souhaiter la bienvenue à toutes les personnes participant au **Colloque du Centre canadien d'études et de recherche en bilinguisme et aménagement linguistique (CCERBAL) 2023** qui aura lieu en territoire algonquin non cédé à **l'Institut des langues officielles et du bilinguisme (ILOB)**, à l'**Université d'Ottawa**, du 4 au 6 mai.

Ce colloque biennal offre aux participants une tribune précieuse pour se réunir sous le thème *Bilinguisme et multilinguisme : compétences transversales, mobilité et bien-être.* L'accent sera mis sur les contributions conceptuelles, empiriques et pratiques à la pédagogie des langues, la technologie, l'évaluation, la politique linguistique, la politique linguistique familiale et au-delà.

À titre de chef du Conseil, je tiens à remercier le CCERBAL, l'ILOB, les conférenciers des séances plénières, les présidents du colloque et le comité organisateur qui ont consacré efforts, savoir-faire, services et ressources afin d'assurer la réussite des présentations orales, des tables rondes, des symposiums et des ateliers, en personne et en ligne.

Permettez-moi de souhaiter à tous les participants une rencontre productive et enrichissante, ainsi qu'un séjour des plus agréables à Ottawa.

Cordialement,

Mark Sutcliffe, Mayor/Maire

SÉANCES PRÉ-COLLOQUES |PRE-CONFERENCE SESSIONS

SÉANCE PRÉ-COLLOQUE 1 : LE 3 MAI 2023, 14H – 17H
(EVENEMENT BILINGUE ET BIMODAL)

Plurilinguismes en migration et en internationalisation : conversations sur les liens entre la recherche et l'action publique

Parrainé par l'Agence Universitaire de la Francophonie (projet PRISA), le Groupe de recherche interdisciplinaire en gestion des langues (GRIGL) et la Chaire de recherche en immigration et communautés franco-ontariennes.

Le pré-colloque s'inscrit dans les problématiques de mobilité et de bien-être. Notre proposition se fonde sur des recherches en politiques linguistiques et en sociolinguistique qui adoptent des démarches conceptuelles et méthodologiques collaboratives dans des situations où des enjeux politiques ou sociaux sont liées aux langues : internationalisation des universités en Argentine, accompagnement des mineurs migrants dans le cadre pénal en France, inclusion d'immigrants francophones au Canada et impératif de sciences dites « participatives ».

Par rapport à ces thèmes, la rencontre proposera des dialogues entre chercheurs et leurs partenaires sur le terrain institutionnel ou associatif autour de questions reliées aux critères de validité de la recherche collaborative, à la place des acteurs et co-constructeurs de la recherche (y compris celle des chercheurs), ou à la relation entre le pouvoir et les savoirs que possèdent différents acteurs de la recherche collaborative. La perspective internationale du pré-colloque permettra également de soulever les questions de transférabilité de résultats entre différents terrains de recherche, sachant que la transformation sociale tient au processus même de ce type de recherche.

Programme :

1) Lía Varela, UNTREF, en conversation avec des responsables du programme de formation en langues étrangères du ministère de l'Éducation nationale de l'Argentine.
2) Michelle Auzanneau, Université Paris-Cité, en conversation avec des professionnels de la Protection judiciaire de la jeunesse (Ministère de la justice).
3) Carola Mick, Université Paris-Cité, en conversation avec les participants du projet MEPAD (Méthodologies participatives en contexte décolonial).
4) Monika Jezak, Luisa Veronis et Anne Lechowicz, Université d'Ottawa, en conversation avec les représentants des Réseaux en immigration francophone de l'Ontario.

Michelle Auzanneau est professeure à l'Université de Paris Cité et au laboratoire CEPED. Ses travaux, en sociolinguistique, portent sur la variabilité des pratiques langagières en interaction et sur les dynamiques sociolinguistiques plurilingues en France et en Afrique. Ses recherches actuelles s'intéressent aux

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implications théoriques et méthodologiques de la prise en compte de la mobilité du locuteur et à ses enjeux sociaux et politiques. Elles se déroulent dans le champ de la migration, de la justice des mineurs et des approches participatives.

Monika Jezak est professeure à l'Institut des langues officielles et du bilinguisme de l'Université d'Ottawa. Elle mène ses recherches dans les domaines des politiques linguistiques et de la sociolinguistique de l'immigration. Auteure de plusieurs publications et rapports scientifiques, elle a agi à titre d'expert en politiques linguistiques à l'UNESCO, au Centre des Niveaux de compétence linguistique canadiens et auprès du gouvernement fédéral canadien.

Anne Lechowicz est diplômée de la Maîtrise en Études du bilinguisme de l'Université d'Ottawa. Elle est professeure à temps partiel à l'Institut des langues officielles et du bilinguisme de l'Université d'Ottawa. En tant qu'assistante de recherche, elle a notamment corédigé une étude portant sur les tâches langagières exécutées au travail, menée pour le Secrétariat du Conseil du Trésor du Canada.

Carola Mick est enseignante-chercheure (*maître de conférences*) en sciences du Langage associée à l'axe « Migration, Pouvoir, Développement » du CEPED, unité mixte de recherche sous tutelle de l'Université de Paris Cité et de l'Institut français de Recherche pour le Développement (IRD). Ses projets de recherche s'intéressent aux politiques (linguistiques, éducatives, institutionnelles en général) en lien avec la diversité linguistique et culturelle ainsi que les méthodologies scientifiques dites « participatives ».

Lía Varela est professeure à la Universidad Nacional de Tres de Febrero (Argentine), où elle dirige le laboratoire UNTREF LINGUA et le master en Gestion des langues. Ses recherches-actions en politique et aménagement linguistique sont le plus souvent liées à des programmes d'organismes nationaux et internationaux, notamment dans le domaine de l'éducation, l'enseignement supérieur, l'intégration régionale et la francophonie.

Luisa Veronis est professeure agrégée au Département de géographie, environnement et géomatique et titulaire de la Chaire de recherche en immigration et communautés franco-ontariennes à l'Université d'Ottawa. Son expertise se situe en géographie sociale et politique et en approches critiques de l'immigration et de l'intégration. Elle possède également une vaste expérience des méthodes collaboratives, mixtes et de la recherche comparative.

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PRE-CONFERENCE SESSION 1 : MAY 3, 2022, 2 P.M. – 5 P.M.
(BILINGUAL AND BIMODAL)

Plurilingualisms in migration and internationalization: Conversations on the links between research and its stakeholders

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This pre-conference session focuses on issues of mobility and well-being. Our proposal is based on research in language policies and sociolinguistics that adopt collaborative conceptual and methodological approaches in situations where political or social issues are linked to languages: internationalization of universities in Argentina, support for migrant minors in the criminal justice system in France, inclusion of French-speaking immigrants in Canada, and the imperative of so called "participative sciences". In relation to these themes, the meeting will propose dialogues between researchers and their institutional or associative partners around questions related to the validity of collaborative research for the actors and co-constructors of research (including researchers), or to the relationship between the power and the knowledge in collaborative research. The international perspective of the pre-conference will also prompt questions of the transferability of results between different research contexts, knowing that social transformation depends on the very process of this type of research.

Program:

1) Lía Varela, UNTREF, in conversation with officials of the foreign languages training program of the Ministry of National Education of Argentina.
2) Michelle Auzanneau, Paris-Cité University, in conversation with professionals from the Judicial Protection of Youth.
3) Carola Mick, Université Paris-Cité, in conversation with participants of the MEPAD project (Participatory Methodologies in a Decolonial Context).
4) Monika Jezak, Luisa Veronis and Anne Lechowicz, University of Ottawa, in conversation with representatives of the Francophone Immigration Networks of Ontario.

Michelle Auzanneau is a professor at the University of Paris-Cité and at the CEPED laboratory. Her researches in sociolinguistics focus on the variability of language practices in interaction and on plurilingual sociolinguistic dynamics in France and Africa. Her current research, in the fields of migration, juvenile justice and participatory approaches, explore the theoretical and methodological implications of taking into account speaker mobility and its social and political implications.

Monika Jezak is a professor at the Official Languages and Bilingualism Institute at the University of Ottawa. She conducts her research in the areas of language policy and the sociolinguistics of immigration. Author of several publications and scientific reports, she has acted as a language policy expert at UNESCO, the Center for Canadian Language Benchmarks and the Canadian federal government.

Anne Lechowicz holds a Master of Arts in Bilingualism Studies from the University of Ottawa. She is a part-time professor at the Official Languages and Bilingualism Institute at the University of Ottawa. As a research assistant, she co-authored a study on language tasks performed at work for the Treasury Board of Canada Secretariat.

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Carola Mick is a teacher-researcher (*maître de conférences*) in Language Sciences associated with the "Migration, Power, Development" axis of CEPED, a joint research unit under the supervision of the University Paris-Cité and the French Institute of Research for Development (IRD). Her research projects focus on policies (linguistic, educational, institutional in general) in relation to interculturality mainly in Latin America as well as so-called "participatory" scientific methodologies.

Lía Varela is a professor at the Universidad Nacional de Tres de Febrero (Argentina), where she is responsible for managing the UNTREF LINGUA laboratory and the Master's degree in Language Management. Her action research in language policy and planning is usually linked to programmes of national and international organisations, especially in the field of education, higher education, regional integration, and the Francophonie.

Luisa Veronis is associate professor in the Department of Geography, Environment and Geomatics and hold the Chair in Immigration and Franco-Ontarian Communities at the University of Ottawa. Her expertise is in social and political geography and in critical approaches to immigration and integration. She also has extensive experience in collaborative, mixed methods, and comparative research.

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SÉANCE PRE-COLLOQUE 2 : LE 3 MAI 2023, 14H – 18H
(EVENEMENT BILINGUE ET BIMODAL)

L'engagement avec l'immersion universitaire : Leçons apprise de la recherche en français; nouvelles possibilités en anglais.

Organisé par : Valia Spiliotopoulos et le Groupe de recherche en immersion au niveau universitaire (GRINU), *Université d'Ottawa*

Ce pré-colloque examine les questions d'engagement et de transition vers les programmes d'immersion au niveau universitaire. Tout d'abord, nous examinerons les tendances historiques et les recherches à ce jour dans le domaine de l'immersion et de l'intégration du contenu et de la langue au niveau postsecondaire dans une variété de contextes canadiens et au-delà, tout en tenant compte des initiatives d'équité, de diversité et d'inclusion dans une population d'étudiants et de professeurs de plus en plus bilingue/ multilingue et multiculturelle. Deuxièmement, les questions d'engagement et de transition seront abordées par les professeurs de langue et de discipline et les étudiants qui ont participé à l'immersion, à la fois dans le programme d'immersion française de plus de 15 ans à l'ILOB, ainsi que dans le nouveau programme d'immersion en anglais offert en collaboration avec des disciplines telles que l'économie, les communications, l'ingénierie et les affaires.

Le pré-colloque encouragera le dialogue savant en examinant d'importants points communs, ainsi que les principales différences entre l'immersion postsecondaire en français et les programmes similaires d'immersion/ de contenu et d'intégration linguistique en anglais dans une variété de contextes à travers le Canada. Les divers points de vue et les résultats émergents soulèveront des questions sur les orientations futures de la recherche, ainsi que sur les modèles de conception et d'exécution des programmes dans différents contextes régionaux, dans les cultures disciplinaires et compte tenu des progrès technologiques. Le dialogue sur la recherche visera en fin de compte à favoriser une pratique inclusive en appuyant l'engagement et la transition réussie de populations culturellement et linguistiquement diverses.

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PRE-CONFERENCE EVENT 2: MAY 3, 2022, 2 P.M. – 6 P.M.
(BILINGUAL AND BIMODAL)

Engagement with university immersion/CLIL: Lessons learned from research in French; New Pathways in English.

Organized by: Valia Spiliotopoulos and the Post-Secondary Immersion Research Group (PSIRG), *Univeristy of Ottawa.*

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This pre-conference event examines issues of engagement and transition to immersion programs at the university level. Firstly, we will examine historical trends and research to date in the area of immersion and content and language integration at the post-secondary level in a variety of Canadian contexts and beyond, while taking into consideration equity, diversity, and inclusion initiatives in an increasingly bi/multi-lingual and multicultural student and faculty population. Secondly, issues of engagement and transition will be addressed by both language and disciplinary faculty and students who have been involved in immersion, both in the 15+ year French Immersion program at l'ILOB, as well as the new English immersion program delivered in collaboration with disciplines such as Economics, Communications, Engineering, and Business.

The event will encourage scholarly dialogue by examining important areas of commonality, as well as key differences between French post-secondary immersion and similar immersion/content and language integrated programs in English in a variety of contexts across Canada. The diverse perspectives and emergent findings will raise questions about future research directions, as well as program design and delivery models in different regional contexts, within disciplinary cultures, and given technological advances. The research dialogue will ultimately aim to foster inclusive practice by supporting the engagement and successful transition of culturally and linguistically diverse populations.

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SÉANCES PLÉNIÈRES | PLENARY SESSIONS

La psychologie positive dans l'ALS: problèmes, progrès et perspectives
Positive Psychology in SLA: Problems, Progress, and Prospects

Peter D. MacIntyre (Cape Breton University)

Présentation en anglais | Presentation in English

La psychologie a la réputation d'étudier ce que Maslow appelait la partie "plus sombre et cruelle" de la vie. La psychologie positive est une branche relativement nouvelle et diversifiée de la psychologie, qui a vu le jour au début de ce siècle. Elle propose de se concentrer sur trois piliers : les émotions positives, les traits de caractère positif et les institutions qui permettent aux individus de s'épanouir. Ce sous-domaine a prospéré, même s'il a fait l'objet de critiques - certaines justes, d'autres injustes. En s'appuyant sur sa base théorique et empirique, on a commencé il y a environ 10 ans à apporter les thèmes de la psychologie positive à l'étude de l'acquisition d'une langue seconde (ALS) (MacIntyre & Gregersen, 2012). Depuis lors, un nombre croissant de développements théoriques, d'études empiriques et d'interventions pédagogiques ont abordé des thèmes tels que le plaisir, le flux, l'espoir et le bien-être.

Après avoir donné un aperçu des développements basés sur la psychologie positive en ALS, la présentation examinera en détail trois tendances clés. La première tendance est la hausse des études sur les émotions qui a mené au développement de méthodes de recherche uniques, de résultats inattendus et de recommandations pédagogiques spécifiques (MacIntyre et al., 2018; Prior, 2019). La deuxième tendance reflète une remise en question de la vision des apprenants en langues, perçue comme étant une version déficiente des locuteurs natifs (Byrnes, 2018; Dewaele, 2022). La troisième tendance que nous examinerons est la négligence du bien-être des enseignants de langue, un intérêt négligé envers les enseignants de langue et leur bien-être (Mercer, 2022).

Les critiques à l'égard de la psychologie positive seront examinées dans le but de séparer les critiques constructives des critiques injustes. Notamment, il existe déjà plusieurs façons par lesquelles le développement de la psychologie positive au sein de l'ALS aborde de manière créative des questions pertinentes et propose des solutions qui affectent à la fois la psychologie et l'enseignement des langues. Les semences de la psychologie positive ont été décrites comme tombant sur un sol fertile en ALS (Dewaele et al. 2019). La présentation se terminera par des suggestions pour le développement futur d'un domaine qui a le potentiel de devenir un domaine de recherche de premier plan en ALS.

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Psychology has a reputation for studying what Maslow called the 'darker, meaner' half of life. Positive psychology is a relatively new and diverse branch of psychology, emerging around the turn of this century, with a proposed focus on three pillars: positive emotion, positive character traits, and institutions that

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enable individuals to flourish. The sub-field has prospered, though it has had its share of criticism – some fair, some unfair. Building on its theoretical and empirical base, approximately 10 years ago began the effort to bring the topics of positive psychology to the study of second language acquisition (MacIntyre & Gregersen, 2012). Since then, a growing collection of theoretical developments, empirical studies, and pedagogical interventions have addressed themes such as enjoyment, flow, hope, and well-being.

After providing an overview of developments based on positive psychology in SLA, the presentation will review three key trends in detail. The first trend is the explosion of work on emotions which has led to the development of unique research methods, unexpected findings, and specific pedagogical recommendations (MacIntyre et al., 2018; Prior, 2019). The second trend reflects a challenge to the view of language learners as deficient version of native speakers (Byrnes, 2018; Dewaele, 2022). The third trend we will examine is a neglected focus on language teachers and their well-being (Mercer, 2022).

Criticism of positive psychology will be examined with the goal of separating constructive critiques from unfair criticism. There are several notable ways in which the development of positive psychology within SLA already is creatively addressing relevant issues and proposing solutions that affect both psychology and language education. The seeds of positive psychology have been described as falling on fertile ground in SLA (Dewaele et al. 2019). The presentation will conclude with suggestions for further development in an area that has the potential to become a prominent research area in SLA.

Traverser les frontières virtuelles comme rencontre interculturelle
Crossing virtual borders as an intercultural encounter

Meike Wernicke (Université de la Colombie-Britannique)

Présentation en français | Presentation in French

Les enseignant·es de langue seconde intègrent à leur leçon des éléments culturels, que ce soit par des chansons, récits, films, publicités ou autres. Plus souvent, il s'agit d'une simple appréciation de la culture associée à la langue cible pour développer davantage la compétence interculturelle des élèves, sans trop réfléchir à la conception de « culture » ou comment comprendre ce qui est « différent » (Dasli et Díaz, 2017). Dans le contexte sociopolitique mondial actuel où nous tentons de mieux respecter les réalités autochtones, et de mettre en œuvre des approches et pratiques antiracistes, décolonisantes, inclusives et équitables dans nos salles de classe, la compréhension interculturelle se veut un aspect essentiel (Jacquet, 2016). Pour mettre en place une approche inclusive valorisant la pluralité des perspectives, des savoirs, et des identités dans nos écoles nous oblige à tourner le regard vers soi-même, à accepter de se voir vulnérable et d'être mal à l'aise dans ce processus (Zembylas et Papamichael, 2017).

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Dans cette présentation, je discuterai d'une approche d'apprentissage interculturel d'une perspective critique qui explore cette vulnérabilité à partir d'un processus de décentrage (Andreotti et coll., 2014). La discussion se concentra sur les résultats d'un projet de recherche examinant les perceptions en enseignement de la culture dans les programmes de français en Colombie-Britannique afin de mieux comprendre les besoins du personnel enseignant – actuel et futur – abordant le développement interculturel dans leur enseignement. En particulier, je présenterai un atelier développé dans le cadre de l'étude afin d'explorer des exemples de traductions culturelles (Kramsch et Zhua Hua, 2020) en tant que moyen productif d'apprentissage interculturel. L'accent est sur les ressources virtuelles et la façon dont des textes culturels sont extraits et réarticulés (Leppänen et coll., 2014) à travers des espaces remplis de codes, de conventions, et d'attentes différentes (Blommaert, 2005). La présentation se terminera par une discussion des implications, en particulier la volonté de s'ouvrir à une telle approche à l'apprentissage interculturel.

* * *

The incorporation of cultural elements into lessons, whether through songs, stories, films, advertisements or other means, is a common instructional practice for second language teachers. Often, this involves merely celebrating the target langue culture to further develop students' intercultural competence without much thought to the concept of "culture" or how to understand "difference" (Dasli & Díaz, 2017). In the current global socio-political context intercultural understanding is an essential component (Jacquet, 2016), given the need for a better understanding and heightened respect for Indigenous priorities, the foregrounding of anti-racist and decolonizing approaches, and the implementation of inclusive and equitable practices in our classrooms. Implementing an inclusive approach that values multiple realities, knowledges, and identities in our schools requires us to turn our gaze inward, to accept a sense of vulnerability, and to embrace being uncomfortable in the learning process (Zembylas & Papamichael, 2017).

In this presentation, I will discuss a critical approach to intercultural learning that explores this vulnerability through a process of decentering (Andreotti et al., 2014). The discussion will focus on the results of a research project examining perceptions of interculturality in French second language programs in British Columbia to better understand the needs of pre- and in-service teachers in approaching intercultural learning in their teaching. My specific focus will be on the content of a workshop developed as part of the study to explore examples of cultural translation (Kramsch & Zhua Hua, 2020) as a productive means of intercultural learning. The focus is on virtual resources, namely, how these cultural texts are extracted and rearticulated (Leppänen et al., 2014) across spaces filled with different codes, conventions, and expectations (Blommaert, 2005). The presentation will conclude with a brief discussion of implications, in particular the willingness to be open to such an approach to intercultural learning.

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Compétence transversale des écologies des savoirs et de la traduction interculturelle |Transversal competence for ecologies of knowledges and intercultural translation

Sunny Man Chu Lau (École d'éducation, Université Bishop, Québec)

Présentation en anglais | Presentation in English

Dans les salles de classe canadiennes traditionnelles, le français et l'anglais, qu'il s'agisse de la première ou de la deuxième langue (L1 ou L2), sont souvent enseignés en silos et indépendamment de la langue maternelle des élèves afin d'éviter toute « interférence » (Jacobson & Faltis, 1990). Pourtant, ces approches monolingues ne prennent pas en compte les compétences et les connaissances des élèves dans d'autres langues, qu'elles aient été apprises à l'école ou à l'extérieur de l'école, gaspillant ainsi de précieuses ressources multilingues et culturelles. De plus, ces approches reproduisent les hiérarchies de la langue, de la culture et de la vision du monde, faisant honte aux communautés linguistiques minoritaires, voire les menaçant d'extinction comme dans le cas des apprenants autochtones (Ball & McIvor, 2013; Sterzuk, 2020). Ces mentalités et pratiques monolithiques excluent également les possibilités de collaboration entre les enseignants de langue qui peuvent soutenir la compétence transversale et des engagements plus complexes en matière de littératie qui favorisent une citoyenneté mondiale critique.

Dans cette présentation, je me concentrerai sur mes récentes études de recherche avec des enseignants d'anglais et de français (L1 ou L2) sur leurs collaborations inter-langues et inter-curriculaires afin de promouvoir non seulement la cohérence conceptuelle et linguistique, mais aussi les engagements complexes et critiques des étudiants dans les questions éco-sociales. J'encadre ces compétences transversales dans le cadre des écologies des savoirs et de la traduction interculturelle proposée par De Souza Santos (2014) qui vise à remettre en question la vérité universelle et les hiérarchies de connaissances axées sur l'Occident et l'humain. Les écologies des savoirs reconnaissent la diversité et la pluralité épistémique, surpassant la pensée abyssale associée au monolinguisme, la mono-littérature et le mono-culturalisme. Cet encadrement critique de la compétence transversale nous aide également à contourner l'agenda néolibéral de l'éducation bi/multilingue par une simple employabilité afin de recentrer l'attention sur les perspectives globales critiques des étudiants et sur la réflexivité interculturelle pour un engagement civique dans un monde humain/naturel de plus en plus interconnecté et interdépendant. En m'appuyant sur deux études de recherche-action menées en collaboration avec des enseignants d'anglais et de français (L1 ou L2) du primaire et du cégep du Québec, je discute de la façon dont les efforts inter-linguistiques/curriculaires des enseignants ont favorisé la pensée critique des étudiants tout en promouvant des stratégies linguistiques transférables et une conscience métalinguistique/culturelle.

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In mainstream Canadian classrooms, French and English, be it first or second language (L1 or L2), are often taught in silos and in separation from students' home languages to avoid "interference" (Jacobson & Faltis, 1990). Yet these monolingual approaches do not account for students' competence and knowledges in other languages whether learned inside or outside school, hence squandering valuable multi-lingual/cultural resources. This also reproduces hierarchies of language, culture, and worldview, putting minoritized language communities to shame and even in danger of extinction as in the case of Indigenous learners (Ball & McIvor, 2013; Sterzuk, 2020). These mono mindsets and practices also preclude opportunities for more coordinated collaborations between language teachers that can support transversal competence and more complex literacy engagements that foster critical global citizenship.

In this talk, I focus on my recent research studies with English and French teachers (L1 or L2) on their cross-language and cross-curricular collaborations to promote not only conceptual and linguistic coherence but also students' complex, critical engagements in eco-social issues. I frame these transversal competences within the lens of *ecologies of knowledges* and *intercultural translation* as proposed by De Souza Santos (2014), which aims to challenge universal truth and hierarchies of knowledge that are western- and human- centric. Ecologies of knowledges recognise epistemic diversity and plurality, moving us beyond abyssal thinking associated with monolingualism, monoliteracy, and monoculturalism. This critical framing of transversal competence also helps us bypass a neoliberal agenda of bi/multilingual education for mere employability to recentre the focus on students' critical global perspectives and intercultural reflexivity for civic engagement in an increasingly interconnected and interdependent human/natural world. Elaborating on two collaborative action research studies with Quebec elementary and CEGEP teachers of English and French (L1 or L2), I discuss how teachers' cross-language/curricular efforts fostered students' critical inquiries while promoting transferable language strategies and meta-linguistic/cultural awareness.

Le tournant plurilingue et critique en contextes éducatifs pour lutter contre la discrimination linguistique
The plurilingual and critical turn in educational contexts to tackle language discrimination

Caroline Payant (Université du Québec à Montréal)

Présentation bilingue | Bilingual presentation

En linguistique appliquée, l'étude de la discrimination linguistique s'est concentrée davantage sur les attitudes et les comportements des locuteurs d'une langue majoritaire envers les accents des locuteurs non natifs, enseignants ou étudiants (Hendriks et van Meurs, 2021). Cependant, la discrimination

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linguistique peut survenir lorsqu'une personne plurilingue, à savoir une personne qui a deux ou plusieurs langues dans son répertoire linguistique, en utilise ou choisit de ne pas en utiliser une ou plusieurs dans des contextes variés. Les manifestations et les conséquences de cette discrimination, cependant, demeurent mal comprises (Dovchin et Dryden, 2021; Freynet et al, 2020; Magnan et al., 2022).

L'éducation se situe actuellement dans un tournant plurilingue où les politiques linguistiques dominantes qui séparent les langues ou prohibent l'utilisation de certaines langues en particulier sont remises en question (Payant et Galante, 2022). Jusqu'à présent, les approches plurilingues en contextes éducatifs n'abordent pas la discrimination linguistique de façon explicite. Compte tenu du nombre croissant de personnes minorées au Canada, de la pression exercée sur celles-ci pour qu'elles utilisent la langue de la majorité sans accent (souvent au détriment de leur langue d'usage), et des impacts socioaffectifs mal compris de la discrimination sur les personnes minorées, il nous est urgent de promouvoir des systèmes éducatifs inclusifs visant une prise de conscience de l'équité, de la diversité et de l'inclusion.

Dans cette présentation, j'aborderai le tournant plurilingue d'une perspective critique pour continuer à découvrir le potentiel de dispositifs pédagogiques plurilingues qui encouragent les personnes minorées à nouer des liens entre leurs langues et à ressentir que leur répertoire linguistique et leurs identités sont reconnus et légitimés, le tout dans l'optique de lutter contre la discrimination linguistique en contextes éducatifs.

* * *

In applied linguistics, the study of language discrimination has focused more closely on the attitudes and behaviors of speakers of a majority language towards the accents of non-native speakers, be they teachers or students (Hendriks & van Meurs, 2021). However, language discrimination can occur when a plurilingual individual, namely, a person who has two or more *languages* in his or her linguistic repertoire, uses or chooses not to use one or more of their resources in various contexts. The manifestations and consequences of this discrimination, however, remain poorly understood (Dovchin & Dryden, 2021; Freynet et al, 2020; Magnan et al., 2022).

Education is embedded within a plurilingual landscape where dominant language policies that separate languages or prohibit the use of particular languages are being challenged (Payant & Galante, 2022). To date, plurilingual approaches in educational contexts have not explicitly addressed language discrimination. Given the growing number of minorities in Canada, the pressure to use the majority language without an *accent* (often at the expense of their language of use), and the poorly understood socio-emotional impacts of discrimination on minorities, there is an urgent need to promote inclusive education systems that promote an awareness of equity, diversity and inclusion.

In this presentation, offered in French with key talking points written in English, I will approach the plurilingual turn from a critical perspective to continue to uncover the potential of plurilingual pedagogical approaches that encourage individuals from minority backgrounds to make connections between their languages and to feel that their repertoire and identities are recognized and legitimized, in an effort to prevent linguistic discrimination in educational contexts.

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TABLES RONDES | ROUND TABLES

Favoriser la sécurité linguistique des francophones dans les contextes anglo-dominants du Canada

Organisatrices :
Marie-Eve Bouchard (University of British Columbia)

Catherine Levasseur (Université d'Ottawa)

En collaboration avec le Centre jeunesse francophone de la Colombie-Britannique (CJCB)

Modérateur : Vincent Bédard (Université du Québec à Montréal)

Intervenants: Marie-Eve Bouchard (University of British Columbia), Hannah Sutherland (Université d'Ottawa), Isabelle Violette (Université de Moncton), Johanne Jean-Pierre (York University), Cloé Robert (CJFCB), Geneviève Poitras (CJFCB)

L'insécurité linguistique est devenue un important enjeu dans les dernières années au sein des minorités francophones au Canada. L'insécurité linguistique est le sentiment que peuvent vivre des individus lorsqu'ils.elles considèrent que la variété linguistique qu'ils.elles utilisent est inférieure, laide ou mauvaise (Meyerhoff, 2006). Ce sentiment émerge lorsque les locuteurs.trices ou les communautés linguistiques estiment qu'il y a un écart entre leurs pratiques langagières et les formes ou variations linguistiques valorisées et légitimées (Labov, 2006; Meyerhoff, 2006; Preston, 2013). L'insécurité linguistique devient particulièrement aiguë lorsque les locuteurs.trices craignent d'être jugé.e.s ou discriminé.e.s sur la base de leurs pratiques langagières (Dewaele & Sevinc, 2017; Jean-Pierre, 2017; O'Rourke, 2011). Cette insécurité, qui s'exprime comme un sentiment d'inconfort ou d'anxiété lorsqu'on parle, peut mener à une baisse du sentiment de confiance au moment de parler une langue, voire à l'érosion de la connaissance et de la compétence dans cette langue (Bretegnier, 2020; Office of the Commissioner of Official Languages, 2021). L'insécurité linguistique a un impact sur les pratiques langagières des locuteurs.trices, qui peuvent alors décider d'utiliser une variété linguistique dominante ou de se taire (Boudreau & Dubois, 2008; Courteau, 2020).

Au Canada, l'insécurité linguistique a particulièrement été étudiée au Québec (p. ex. Beaudoin-Bégin, 2015; Remysen, 2004, 2018; White, 2019) et en contexte acadien (p. ex. Boudreau, 2020; Boudreau & Dubois, 2008; Wa-Busungu, 2018). Le corpus de recherche dans les autres communautés francophones a pris de l'ampleur dans les dernières décennies, notamment en contexte éducatif (p. ex. Bergeron, 2019; Desabrais, 2013; Jean-Pierre, 2017; Lozon, 2004). Si l'insécurité linguistique peut être renforcée à l'école (Canadian Parents for French, 2020; Courteau, 2020; Francard et al., 1993), elle peut aussi être réduite par des pratiques éducatives qui visent à favoriser la sécurité linguistique (Bergeron, 2019; Boudreau &

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Dubois, 2008; Cormier, 2020; Lamoureux, 2015; Lozon, 2004). La sécurité linguistique peut en effet se développer lorsque des politiques et des pratiques contribuent à un meilleur statut, à un plus grand usage et une plus grande légitimité des langues minorisées (Power et al., 2016). De nos jours, il devient nécessaire de dépasser la question de l'insécurité linguistique pour s'orienter vers les stratégies qui permettront de soutenir la sécurité linguistique.

Les objectifs de la table ronde sont de 1) explorer et identifier les facteurs qui au sentiment d'(in)sécurité linguistique, 2) générer des connaissances sur les façons de favoriser la sécurité linguistique et 3) partager des expériences issues de communautés de différentes régions canadiennes.

Rétrospective et état des enjeux professionnels en enseignement des langues secondes au Canada

Organisatrice : Claude Quevillon Lacasse (Université du Québec à Montréal)

Modérateur : Thomas Tinnefeld (Saarland University of Applied Sciences)

Intervenant.e.s : Un représentant de chacune des trois associations
       1) Association québécoise des enseignant.e.s de français langue seconde (AQEFLS)
       2) L'Association canadienne des professionnels de l'immersion (ACPI)
       3) Association canadienne des professeurs de langues secondes (ACPLS)

Langue : en français avec modération et discussion bilingues

Le champ de la didactique des langues secondes est somme toute jeune, mais en plein essor. En fait foi, entre autres, la création de différentes associations professionnelles pour soutenir les enseignant.e.s de langues secondes au Canada depuis de nombreuses années, notamment l'Association québécoise des enseignant.e.s de français langue seconde (AQEFLS, fondée en 1978), l'Association canadienne des professionnels en immersion (ACPI, fondée en 1979) et l'Association canadienne des professeurs de langue seconde (CASLT/ACPLS, fondée en 1970). Les panélistes de cette table ronde, chacun représentant une de ces trois associations, proposeront une rétrospective des intérêts professionnels portant sur l'enseignement des langues secondes au Canada à travers la lunette de leur histoire respective, puis réfléchiront aux enjeux actuels du champ en lien avec les besoins de leurs membres.

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Walking together: the importance of Indigenous perspectives in teacher education across Canada

Organisers: Nina Woll (Université du Québec à Trois-Rivières)
Pierre-Luc Paquet (University of Texas at Tyler)
Nikolay Slavkov (University of Ottawa)

Facilitator: Donna Patrick (Carleton University)

Participants: Melanie Brice (University of Regina), Andrea Sterzuk (University of Regina), Denise Kennedy (University of Regina), Stanley Henry (Brock University)

This roundtable aims at bringing Indigenous and non-Indigenous researchers/educators from different provincial contexts together to discuss the work that is being done and that needs to be done to integrate Indigenous ways of learning and being in our education system for all students and teachers. Guiding questions may include but not restricted to: 1. What does it mean to integrate Indigenous perspectives into language and/or teacher education programs? 2. How can we build capacity in our teachers and student-teachers throughout the country to engage in Reconciliation in a meaningful way? Beyond these important questions, the roundtable may also be an opportunity to address the anxiety and discomfort of instructors who may be reluctant to adopt culturally unfamiliar knowledge, ways of being, and methods of learning and teaching.

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SYMPOSIA THÉMATIQUES | THEMATIC SYMPOSIA

Évaluation des langues et migration au Canada
Language Assessment and Migration in Canada: Surveying the Landscape

Organisers: Angel Arias (Carleton University), Beverly Baker (University of Ottawa)

Discussant: Rachelle Vessey (Carleton University)

This symposium addresses issues associated with migration in Canada, including immigration to Canada through the province of Quebec, language support for newcomers, federal government language policy analysis, and challenges related specifically to refugee populations. Mobility is driven by diverse factors that may include but are not limited to internationalized education, economic migration, family reunification, and conflict and instability. The ability to communicate in the dominant language of the host society is considered an essential asset that helps with integration (Nakhaie, 2020). Governments have widely used language assessment as a selection tool for controlling migration (Frost & McNamara, 2018; Fulcher & Davidson, 2009; Van Avermaet, 2009). In other words, language assessment in the policy domain not only functions as a measurement tool for test takers' language proficiency but also as a mechanism to regulate the flow of desirable immigrants (Blackledge, 2009; Dickie, 2016; Frost, 2019; Shohamy, 2001; 2006; 2009). The presentations below hone in on critical aspects of language learning and assessment as they relate to migration and investigate from a critical perspective the explicit and implicit narratives related to the valuing and measurement of migrant language abilities.

SYMPOSIUM OUTLINE

Introduction (10 minutes)
Presentations (20 minutes each: 80 minutes total)
Discussant (15 minutes)
Q&A (15 minutes)

PRESENTATION 1: CANADIAN MIGRATION THROUGH QUEBEC

Angel Arias (Carleton University)

This presentation provides a brief background to Quebec immigration and identifies language related issues in this context. It examines the political discourse on language and assessment practices for immigration to Canada through the province of Quebec, outlining political tensions around the protection of French and examining the language policy around government designated French proficiency tests across immigration classes. Research in the context of immigration has suggested that language proficiency is an important predictor of sociocultural integration (Nakhaie, 2020). As a result, language testing for immigration purposes is a ubiquitous practice in the society of the 21st century, and test scores from language measures are often used to make important decisions on behalf of prospective immigrants.

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This practice is not free from scholarly debates as language tests have been highly criticized as being gatekeeping tools to promote the agenda of governments (McNamara, 2009; Shohamy, 2001, 2006). Immigration to Canada through the province of Quebec is an exceptional case in the immigration system because Quebec administers its own immigration programs, and preserving French is a core value. Despite the use of language measures to control the influx of prospective immigrants, the use of designated language tests can have negative consequences in the integration of minoritized groups whose functional language proficiency is not French. Results from this work can shed light on language policy in Quebec and include a call for a transdisciplinary collaboration (Saville, 2009) where key stakeholders come together to address issues associated with the integration of newcomers.

PRÉSENTATION 2 : FRANCISATION AU QUEBEC

Louis-David Bibeau (Université de Montréal)

Ce segment de la discussion rend compte d'une analyse des relations de pouvoir et de collaboration entre une équipe universitaire et une équipe ministérielle dans l'élaboration d'une tâche d'évaluation sommative pour les personnes immigrantes adultes dans les cours de « francisation » (des cours de français gratuits pour les nouvelles personnes arrivantes) au Québec. En 2020, le ministère de l'Immigration, de la Francisation et de l'Intégration (MIFI) de la province du Québec a donné un mandat de 4 ans à une équipe de personnes expertes en évaluation et en didactique des langues de l'Université de Montréal et à une équipe du MIFI (des personnes enseignantes ayant une connaissance approfondie du contexte) pour renouveler les ressources et outils d'évaluation utilisés dans leurs cours. Cela crée une situation souvent observée où les opinions des personnes expertes sont confrontées à des limitations politiques (McNamara & Shohamy, 2008), qui peuvent rendre difficile (ou carrément empêcher) la mise de l'avant des enjeux critiques par les personnes expertes. Pour explorer les relations entre les personnes impliquées dans le projet, une analyse critique du discours (Fairclough, 2010), avec l'approche du cadrage et du positionnement (Gordon, 2015) a été menée sur les transcriptions de quatre entretiens avec des membres de l'équipe universitaire et sur des documents écrits, notamment un journal de bord du projet, mettant de l'avant la manière dont l'identité de toute personne concernée par la tâche a été discursivement produite et positionnée. L'analyse des identités, multiples et diverses, qui se rencontrent dans ce projet a permis d'expliciter trois facteurs qui seront discutés en détails : l'importance de la définition du rôle de chaque individu, de l'équité dans la collaboration pour faire rayonner l'expertise de chaque membre et d'un groupe presque oublié, les personnes évaluées.

PRESENTATION 3: POLICY ARCHAEOLOGY

Coral Qin (University of Ottawa)

This work explores discourses of language assessment and immigration in Canadian immigration policy using policy archaeology (Scheurich, 1994) and includes plans to explore the impact of these policies on Chinese immigrants to Canada. While numerous studies have pointed out the inconsistency between test purpose and test use in the immigration policy context, Canada--as a country with a unique multiculturalism policy and point system--has attracted limited attention. It is beneficial to examine the rationale for setting language requirements for immigrants from a policy perspective and scrutinise the

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consequences for a specific group in Canada. In this presentation, I will report on the first phase of my Ph.D. research, a document analysis result guided by policy archaeology (Scheurich, 1994). Policy archaeology is a research framework as well as a research tool that forces a reconsideration of how any policy problem emerges or is constructed in the first place (Haque, 2019). My research questions are the following: a) What are the conditions, rules, or regularities in the history and current policy of using language assessment (IELTS and CELPIP) for immigration purposes in Canada? b) How do these conditions, rules or regularities shape policy choice and social construction of policy solutions? Discoveries from this analysis will inform subsequent focus groups with Chinese immigrants to Canada in order to explore the impact of these policies on Chinese immigrants, which will suggest connections between policy statements and immigrants' actual experience.

PRESENTATION 4: REFUGEE IMMIGRATION

Li-Shih Huang (University of Victoria)

According to the United Nations High Commission for Refugees (UNHCR), by mid-2022, 103 million people worldwide had been forcibly displaced, among whom refugees accounted for 32.5 million. Since the start of the Syrian civil war, more than 6.8 million Syrians have fled the country, making the Syrian refugee crisis one of the largest humanitarian crises of our time. From January 2014 to February 2020, Syria was the top country of origin for refugees resettled to Canada (Macklin & Blum, 2021). Drawing on interviews from recent work identifying the language-learning needs of refugees in Canada (e.g., Benseman, 2014; Ghadi et al., 2019; Huang, 2021, 2022; Jackson, 2013; Kirova, 2019; Linder et al., 2020; Martani, 2020) and how these relate to their integration into Canadian society, this talk reflects on key issues related to the appropriateness of using standardized language test scores for purposes they were never designed to serve.

The follow-up interviews (Huang, 2021b) in this talk featured the frustrating experiences of learners and instructors in the Language Instruction for Newcomers to Canada (LINC) program in their efforts to reach a required standardized test score for purposes of study, immigration and citizenship, and professional certification. By examining language testing issues when standardized tests are used for purposes other than their original intent (Fulcher, 2018; Huang, 2021a; Muller, 2017), and by sharing the perceptions and insights of instructors and learners alike, the presentation seeks to provoke critical discussion of language testing policy and practices in order to find creative and collaborative solutions to the issues it raises.

DISCUSSANT

Rachel Vessey (Carleton University)

Language assessment in the context of migration is an ideological practice because host societies 'idealize' through hidden and explicit agendas the kind of desired newcomers they want to welcome. The discussant of this symposium will pull together the presentations by considering them from an ideology perspective — exploring how language ideologies may help us understand the discourses of migration and point us toward a path forward to improve our current systems.

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Positive psychology in language learning: What, who, why and how theory FLOWS into practice

Organiser: Laura Ambrosio (University of Ottawa)

Positive psychology (PP) has been blossoming in Second Language Acquisition; however, there are still notable gaps, especially in terms of multilingualism, social critical perspectives, and exploring populations in diverse contexts. This symposium introduces PP to those unfamiliar with this theoretical lens and it also challenges those who already work in the field, by critiquing existent approaches and opening up new perspectives for scholarship and practice. The symposium consists of four interconnected talks. Talk 1 will open the symposium by taking a transformative critical lens to PP. Three empirical talks follow examining different PP constructs in diverse settings: Talk 2 will explore the professional practice of Advising in Language Learning in the official languages and workplace context in Ireland. Talk 3 will discuss the constructs of engagement and flow in a higher education setting. The final talk will focus on a community service-learning project conducted with second language learners.

PRESENTATION 1: Positive psychology: Transformative perspectives

Sarah Mercer (University of Graz)

Positive Psychology (PP) was introduced in order to redress the balance in psychological work, which had placed an undue emphasis on repair and deficit perspectives. Instead, PP argued that there was a need to also look at strengths and understand processes of flourishing. One misunderstanding in PP has been the notion that the focus is only on positive aspects of human psychology and experience; however, the original intention was always to look at both positive and negative aspects and crucially understand how they interrelate (Peterson, 2006). Many of the critiques of PP have unjustly centred around this myth about PP and arguments have been made, for example, for an appreciation of the 'dark side' of emotions and the role of negative emotions in positive human functioning (Ivtzan et al., 2016). A second key area of critique of PP is its emphasis on the individual and their psychology with little attention being paid to social contexts and the interaction between individuals and their social settings. For example, in respect to wellbeing, there have been criticisms about an undue emphasis on the individual's responsibility for self-care, which ignores objective conditions and social structures, which may nurture or damage a person's wellbeing (Mercer, 2021).

Taking these two key critiques to heart, this talk examines work done in SLA to date and considers how the field can move forward with a more socially critical perspective. In line with Ortega's (2005) call for scholars and practitioners to consider the social impact of their work, this talk proposes transformative positive psychology (Mercer & Gregersen, in press) as a possible response. I will outline the developments of PP in SLA, reflect on critiques and gaps, outline a transformative perspective, and suggest an agenda for future work in both research and practice.

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PRESENTATION 2: Exploration of the professional practice of Advising in Language Learning in the official languages and workplace context in Ireland.

Deirdre Ní Loingsigh (University of Limerick)

Considering the recent Official Languages (Amendment) Act 2021 in Ireland and the burgeoning interest in Positive Psychology (PP) in language learning, a language support infrastructure, designed in 2010-2011 to bolster staff confidence to use Irish as a second and official language in an organisational setting, is revisited. The professional practice of Advising in Language Learning (ALL) in this minoritised language context is presented through the fresh lens of PP. Data relating to a group-based ALL model where the phenomenon of linguistic insecurity was addressed, through reflective dialogue and interventions, over a 13-month period are presented. Participants were staff members of a Language Support Network (LSN) on a university campus. Mynard's Dialogue, Tools, and Environments model (2012; 2021) is woven with Mezirow's Theory of Transformation (1991) as the conceptual framework in the Participatory Action Research (PAR) study. 'Relational knowing' (Taylor, 2000) is drawn on as a theoretical 'tool'. The presentation focuses on how the professional practice of a Language Advisor contributed to the creation of a positive institution, one of the three pillars of PP (Seligman & Csikszentmihalyi, 2000). The findings, which evidence a move by LSN members from a situation of isolated individual linguistic insecurity to one of group collaboration, linguistic confidence, and strong relational knowing are reconsidered. Literature on positive organisations (Cameron and McNaughton, 2014), and practices to foster linguistic resilience in the workplace (Varagnolo, 2021) inform the discussion. Having revisited previous practice to influence new directions, the researcher's current exploration of language practitioner roles (e.g., Language for Work - Tools for Professional Development, ECML), and the anticipated creation of context-based continuous professional development opportunities in ALL for the workplace in Ireland are shared. At present, positive participatory approaches to the professional practice of language support and flourishing communities of language learners in the organisational setting are key considerations.

PRESENTATION 3: Emotional engagement: The dynamo powering long-term motivation.

Jason Brown (Thompson Rivers University)

Directed motivational currents (DMCs) have been identified as powerful long-term motivational phenomenon capable of boosting one's progress along a goal-directed pathway (Dörnyei et al., 2015). DMCs explain how complex sets of social, affective, cognitive, and contextual factors can play a role in motivating L2 learners in contexts where vision-informed, goal-oriented syllabi activate student agency. Drawing on this framework, the current study investigated prominent factors that triggered sustained periods of intensified L2 task engagement during a community service-learning course offered for international students at a Canadian university. The participants (N = 21) were students from a variety of countries, and the course prepared them for volunteer roles at community charity organizations where they completed their service for the course credit. The data was collected through repeated measures sampling over 13 weeks. Data sources included reflection journals, interviews, and idiodynamic wave graphs generated during retrospective participant recalls using the idiodynamic method (MacIntyre &

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Legatto, 2010). Data from focus learners (n = 9) was analyzed using retrodictive qualitative modeling (Dornyëi, 2014), which enabled the trajectory of the overall constellation of system variables under study to be captured. Results show that when students chose community placements that aligned with their IL2S visions, positive emotionality enveloped their participation in the class activities. In turn, this positive emotionality energized behaviour, resulting in overall improvement in engagement trajectories.

PRESENTATION 4: Community service learning: a bridge between positive psychology theory and pedagogical approaches in language learning for developing transversal competencies.

Laura Ambrosio (University of Ottawa)

This session will look at pedagogical approaches that include community service learning (CSL) as an integral part of language learning processes at a university level. The CSL model puts language learners in direct contact with reality and allows them to tackle new, concrete challenges involved in learning a discipline, while exploring their commitment to the community. To strengthen the learning process, the tasks accomplished in the community context must be meaningful and satisfy students' motivational needs and be accompanied by opportunities to reflect on their experiences. Autonomy, beliefs, emotions, goal setting, group dynamics, motivation, are part of some of the results linked to this experiential community learning tool, documented in a corpus of over 600 reflective journals representing a compulsory component of the experience. A representative sample (n=100) preliminary qualitative analysis of the journals is leading us to further develop the relationship between CSL, positive psychology and the development of transversal competences. Languages are a great vehicle to enable participatory attitude, allowing collaboration, cooperation and sharing for a more democratic and sustainable world. Such a CSL-inspired learning process deepens and enhances the skills students acquire throughout their university program and empowers them to meet the challenges posed by society, both today and tomorrow. While it is not possible to be an expert in all fields of knowledge, it is important to be able to link knowledge to capacities of using possible skills and be open to collaboration with others to achieve diverse goals and objectives. This is why an education valorising transversal competencies has become an important asset in the personal profile of learners.

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Integrated Language Teaching and Learning – Plurilingual Pedagogy for Additional Language Development

Organiser: Nina Woll (Université du Québec à Trois-Rivières)

<u>INTRODUCTION</u>

Despite an unprecedented rise of plurilingual pedagogies (Candelier *et al.*, 2012), additional language (Lx) classrooms are still largely constrained by an ideology of language separation (Cummins, 2007), especially in contexts where Lx education programs explicitly advocate the exclusive use of the target language, as is the case in Quebec. Meanwhile, researchers have increasingly investigated the benefits and feasibility of plurilingual practices in Lx classrooms. This bilingual symposium focuses on the contribution of innovative pedagogical interventions developed in the Canadian context to promote Integrated Language Teaching (ILT) and Learning. The aim of ILT being to help learners make connections between the language they are learning and other languages in their repertoire (Candelier & Manno, 2023), identifying pedagogical practices having proved effective in Lx instruction is an essential step in implementing contextually sensitive language policies and creating appropriate educational programs.

PRESENTATION 1: INTEGRATED LANGUAGE TEACHING / DIDACTIQUE INTÉGRÉE DES LANGUES AS A SPECIFIC TYPE OF MULTILINGUAL APPROACH

Michel Candelier (Le Mans Université), Giuseppe Manno (Pädagogische Hochschule FHNW)

One of the current characteristics of multilingual approaches, which hampers their dissemination, is the variety of terms under which they are known, and therefore of the concepts used to define them. This applies to what we call "Integrated Language Teaching/Learning", sometimes also referred to as "Integrative Sprachendidaktik", "Crosslinguistic Approach to Second/Foreign Language Teaching", "Crosslinguistic Pedagogy" or "Teaching for Transfer". A number of choices made in a recent collective publication (Candelier & Manno, 2023), which draws particularly on the reflections and experience gained in some European countries, will be proposed for discussion. First, we shall deal with the definition adopted for Integrated Language Teaching (ILT) and with its place in relation to other multilingual approaches to teaching and learning (or: pluralistic approaches), notably language awareness, the teaching and learning of intercomprehension, cross-linguistic mediation or bilingual teaching. Furthermore, we shall propose to briefly share a view of the justifications for the use of ILT (reference to contributions of research on language contact in learning, mention of observed or expected benefits), as well as an overview of the obstacles faced when disseminating the approach.

PRESENTATION 2 : COENSEIGNER L'ÉCRITURE DE MANIÈRE BILINGUE AU PRIMAIRE : PERSPECTIVES D'UN TANDEM D'ENSEIGNANTES

Joël Thibeault (Université d'Ottawa), Marie-Hélène Forget (Université du Québec à Trois-Rivières)

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Si la didactique intégrée des langues, laquelle repose sur la mise en commun des langues qu'apprend l'élève en contexte éducatif (Candelier *et al*., 2012), gagne actuellement en popularité au sein de la collectivité scientifique (Cavalli, 2008), peu de recherche a tenté de documenter les perspectives du corps enseignant lorsqu'il la met en œuvre. C'est dans cette optique que nous avons travaillé avec une enseignante titulaire et une enseignante d'anglais langue seconde au primaire québécois dans la conception de séquences didactiques visant l'écriture de deux genres textuels (Chartrand *et al*., 2015; Gentil, 2011) : la recommandation d'œuvres narratives et la lettre d'opinion. Ces séquences, élaborées pour que les élèves construisent conjointement des connaissances en français et en anglais, ont ensuite été mises à l'essai lors d'un coenseignement bilingue piloté par nos deux enseignantes collaboratrices.

Pour cette communication, nous présenterons les données collectées lors d'entretiens individuels réalisés avec les enseignantes après l'enseignement de chaque séquence. Plus particulièrement, grâce aux résultats d'une analyse thématique menée à partir de ces données, nous nous focaliserons sur les propos avancés par les deux enseignantes à la suite de leur coenseignement de la lettre d'opinion. Les résultats seront présentés selon les trois thèmes ayant émergé au gré de l'analyse : les perspectives des enseignantes par rapport aux paramètres de la séquence (p. ex., l'ordre des tâches dans la séquence, le temps qu'elles ont pris à les réaliser), leurs perspectives sur le vécu des élèves au fil de la séquence (p. ex., leur niveau de motivation, leurs apprentissages du genre visé) et leurs perspectives vis-à-vis du coenseignement bilingue. Nous conclurons notre présentation en nous inspirant des résultats pour mettre en avant des propositions visant une mise en œuvre optimale de la didactique intégrée des langues.

PRESENTATION 3 : LES TÂCHES INTÉGRÉES PLURILINGUES EN CONTEXTE UNIVERSITAIRE : QUE SAVONS-NOUS ?

Philippa Bell (Université du Québec à Montréal), Caroline Payant (Université du Québec à Montréal)

En contexte universitaire, les connaissances disciplinaires sont souvent créées en lisant des textes scientifiques, très souvent publiés en anglais. Cette réalité se maintient, peu importe la langue d'enseignement de l'université. Dans notre contexte, la majorité des cours de cycles supérieurs sont offerts en français et les personnes étudiantes soumettent leurs travaux en français. Toutefois, la lecture des textes scientifiques, et donc le développement de la littératie académique qui englobe le développement des contenus disciplinaires, de la démarche scientifique et des genres académiques pertinents, repose sur des compétences avancées dans une langue non dominante. Jusqu'à présent, cette réalité a été examinée en utilisant le cadre adopté dans des travaux de recherche dans le domaine de l'anglais à des fins académiques avec des apprenants d'anglais. Dans cette communication, nous nous penchons plutôt sur la réalité des scripteurs francophones qui doivent lire en anglais pour écrire en français, ce que nous appellerons les tâches intégrées plurilingues. Nous présenterons ces tâches omniprésentes en contexte universitaire et nous parlerons des travaux de recherche en cours. L'objectif de ces recherches est de comprendre le rôle de ces tâches dans le développement de la littératie académique des étudiants n'ayant pas l'anglais comme langue dominante pour être capable de soutenir le développement de leurs compétences académiques et linguistiques, peu importe leur répertoire linguistique.

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PRESENTATION 4: A CROSSLINGUISTIC-COMMUNICATIVE TASK SEQUENCE FOR ADDITIONAL LANGUAGE CLASSROOMS

Pierre-Luc Paquet (University of Texas at Tyler), Nina Woll (Université du Québec à Trois-Rivières)

A growing concern for linguistically and culturally sensitive teaching is meant to encourage instructors of additional languages (Lx) to adopt plurilingual approaches that involve several languages, language features or varieties (Candelier et al., 2012). However, by capitalizing on learners' full repertoires, plurilingual approaches challenge monolingual ideologies according to which languages must remain separate (Cummins, 2007). This explains why language instructors are often reluctant to plurilingual classroom practices which appear to contradict the tenets of communicative language teaching (Paquet & Woll, 2021). The aim of this presentation is to provide a comprehensive overview of an instructional task sequence that builds on the interaction between all the languages known by learners in order to facilitate Lx development. The particular focus of each task sequence is on specific grammatical features of the target language to which correspondences are likely to be established, based on both similarities and differences between different languages in the learners' repertoire. To bridge the gap between so-called communicative and plurilingual approaches to Lx pedagogy, we have developed a teaching model that combines crosslinguistic consciousness-raising tasks with communicative practice in the target language. Based on this model, task sequences have been designed for different language combinations, targeting respectively German, Spanish and French as Lx. By drawing on findings from several classroom-based interventions, we will provide insight into the design of our material, its usefulness as well as its implementation, both from learners' and teachers' perspectives. Potential challenges and future directions will be discussed based on preliminary findings from participatory action research.

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Les diverses formes de l'insécurité linguistique : une perspective internationale. The many forms of linguistic insecurities: an international perspective.

Organisateurs.trices : Catherine Levasseur (Université d'Ottawa) et Constantin Ntiranyibagira (Université du Burundi)

L'insécurité linguistique est un enjeu important pour nombre de communautés linguistiques à travers le monde, notamment en contexte minoritaire. L'insécurité linguistique émerge lorsque les locutrices et locuteurs portent un regard négatif sur les langues qu'ils parlent, en raison d'un écart perçu entre leurs pratiques langagières et les formes linguistiques valorisées et légitimées (Dewaele & Sevinc, 2017; Labov, 2006). L'insécurité linguistique a un effet majeur sur les pratiques langagières des locutrices et locuteurs, qui peuvent décider d'utiliser une variété linguistique plutôt qu'une autre; de prendre la parole ou de se taire (Boudreau & Dubois, 2008). Or, l'insécurité linguistique peut s'exprimer de diverses façons selon les contextes, les communautés et les locutrices et locuteurs, en plus d'entraîner des conséquences tout aussi variées pour celles-ci/ceux-ci. Ce symposium bilingue vise à adopter une perspective internationale sur l'insécurité linguistique afin de 1) rendre visible la diversité des dynamiques sociales et linguistiques au cœur de ce phénomène; 2) rassembler des chercheuses et chercheurs qui apporteront un éclairage particulier et complémentaire à la fois sur la question de l'insécurité linguistique; et 3) mettre en commun les connaissances issues de traditions universitaires variées pour appréhender l'insécurité linguistique dans toute sa complexité.

* * *

Linguistic insecurity is an important issue for many speech communities around the world, especially in minority contexts. Linguistic insecurity emerges when speakers view their languages negatively, due to a perceived gap between their practices and the language forms valued or legitimized (Dewaele & Sevinc, 2017; Labov, 2006). Linguistic insecurity has an important impact on speakers' language practices, as they may decide to use one language variety over another; to speak up or to remain silent (Boudreau & Dubois, 2008). Linguistic insecurity can take many forms according to the contexts, communities, and speakers. Its consequences are equally diverse for the speakers. This bilingual symposium aims to take an international perspective on linguistic insecurity to 1) make visible the diversity of social and linguistic dynamics at the root of this phenomenon; 2) bring together researchers who will shed specific and complementary light on the issue of linguistic insecurity; and 3) share knowledge from a variety of academic traditions to understand language insecurity in all its complexity.

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Présentations:

1) Les types de code switching en usage au Burundi ou le reflet de l'insécurité linguistique résultant des politiques linguistiques officielle et familiale

Constantin Ntiranyibagira (Université du Burundi)

Le Burundi compte 4 principales langues, à savoir le kirundi, le français, le kiswahili, et l'anglais. Dans l'ensemble, le kirundi (la L1 pour la quasi-totalité de Burundais) est majoritairement la langue la plus parlée dans tout le pays (Frey, 1996 ; Cazenave Piarrot, 2012). Le kiswahili, le français et l'anglais constituent généralement des L2 pour la plupart de locuteurs. L'exception du kiswahili est cependant à noter. En effet, il existe un certain nombre de locuteurs natifs de cette langue généralement associés à la religion musulmane. Depuis l'indépendance du pays (1962) jusqu'en 2014 (année de la promulgation de la loi N°1/31 du 3 novembre portant statut des langues), le kirundi et le français constituaient les seules langues officielles enseignées et d'enseignement ; tandis que l'anglais était une langue enseignée. Quant au kiswahili, il ne jouissait d'aucun statut officiel (Ntiranyibagira, 2017). À partir de 2014, on a assisté à un regain de vitalité de l'anglais et du kiswahili grâce à l'adhésion du Burundi à la Communauté est-Africaine. Dans cette communauté, l'anglais est une langue officielle tandis que le kiswahili sert d'outil de communication régionale. Cependant, malgré cette situation, le français sert encore de langue de l'administration et de promotion socioprofessionnelle par excellence (Bigirimana, 2018). Les autres langues sont liées à la vie familiale et/ou aux sphères les moins prisées. Le statut prestigieux de la langue française occasionne une course vers sa maîtrise, même si elle reste en grande partie la chasse gardée des intellectuels (Ntahonkiriye, 2012). Concernant le code switching, son emploi reflète le statut des locuteurs. Ainsi, hormis les intellectuels bilingues qui utilisent le code switching français-autres langues comme une stratégie de communication, d'autres locuteurs natifs (surtout ceux du kirundi et du kiswahili) cachent mal leur état d'insécurité linguistique en recourant surtout aux hybrides intranominaux, intraverbaux et/ou extraphrastiques (Ntiranyibagira, 2019).

2) Linguistic insecurity by itself: a sociolinguistic situation among Mlabri groups, a hunter-gatherer in Thailand and Laos

Yuma ITO (Yokohama City University)

This paper will introduce sociolinguistic situation in Mlabri, one of the smallest hunter-gatherer nomadic groups in Southeast Asia to show that linguistic insecurity can emerge without interaction with other language groups. Mlabri language has at least 3 different dialect groups, A, B, and C. There is an important difference in sociolinguistic context among them, especially for language inheritance. People in group A are in Thailand and its members still speak Mlabri as their native language. Group C is in Laos and its members seem to have abandoned their native language as they only speak Lao, even with their family members. One might assume that group A, where Mlabri is spoken fluently, should be isolated, while group C, who has lost Mlabri language, be in a multilingual setting. Contrary to our expectation, our findings based on an extensive ethnographic fieldwork show that the opposite is true. On the one hand,

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group A lives along other language groups (Thai, Hmong, Mien) and its members speak several other languages. On the other hand, group C lives in the forest and is isolated from other language groups. This contradiction could be explained by their belief about language; (a) when you are in the forest, speaking is not recommended because animals hear you and (b) when you tell a traditional story, you should end it without any mistake because it could curse you. Mlabri speakers can feel linguistic insecurity towards their native language for anthropological factors such as belief, myths, and taboos. This suggests that speakers can show reluctance to speak at any time and in any situation: eloquence is not always favorable, and an excessive dependence on verbal communication could be one of the reasons for linguistic insecurity.

3) L'accueil du langage inclusif : une question d'insécurité linguistique?

Gabrielle Le Tallec (CNRS, ENS & Université Sorbonne Nouvelle Paris 3)

A priori, la question de la féminisation des noms de métiers, titres et fonctions, qui a soulevé de vives polémiques, linguistiques, médiatiques, et politiques, en France, depuis 2017, n'entre pas véritablement dans les études de ce qu'il est communément appelé dans les sciences du langage, « l'insécurité linguistique ». Pourtant, c'est cette question qui nous servira d'entrée pour aborder plus largement, en langue française et en anglais, l'accueil, au niveau sociétal, de ce que l'on nomme désormais le « langage inclusif ».

Le thème de l'écriture inclusive en France, par exemple, a, en effet, porté sur la place publique l'idée que la langue, cette pratique sociale la plus commune, codifiée, partagée au quotidien par tout le monde, est source d'inégalité et d'exclusion dans la société. De fait, si l'on emprunte à l'appel à communication de ce colloque, les notions de « contexte minoritaire », de « regard négatif, d' « écart perçu entre pratiques langagières et formes linguistiques valorisées et légitimées », ou encore « prendre la parole ou se taire », les revendications linguistiques portées par la communauté féministe, et plus largement LGBTQI, s'inscrivent sans ambiguïté dans cette problématique ; la particularité, ici, et l'intérêt, si l'on peut dire, de la question que nous soulevons, étant d'adopter un point de vue sociologique disons inversé, où ce sont les revendications des femmes et d'une certaine partie de la société, qui s'expriment face à une norme conçue comme totalement en inadéquation avec l'évolution de la société (celle de l'Académie française et, au-delà, d'un parti-pris exprimant une forme d'incompréhension face aux revendications linguistiques de femmes et de certaines féministes).

Même si l'écriture inclusive dans la langue anglaise a été pensée et proposée dans les politiques linguistiques, en particulier au Canada, elle ne s'est pas réellement implantée, ni n'a suscité autant de polémiques qu'en français de France. En écriture inclusive seuls les noms étaient concernés, avec l'ajout d'un suffixe féminin (poet.ess), et pour les noms déjà suffixés, l'ajout d'un suffixe féminin : manager.ess, waiter.ess. Seuls le pluriel – nécessitant parfois une modification orthographique comme dans waitresses, et les noms composés imposant un changement de mot (paper boys/paper girls) pouvaient soulever des difficultés. Pourtant, la langue anglaise est aussi perçue comme discriminante, privilégiant le point de vue masculin. Établissant un parallèle avec la place inférieure des femmes dans la société, les mouvements féministes utilisent, comme en France, des arguments linguistiques visant à prouver la

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nécessaire réforme de la langue, la question étant de savoir s'il faut rendre le féminin plus visible ou s'il vaut mieux neutraliser la différence.

Nous proposons ici, de revenir sur ces propositions et débats, en adoptant un point de vue nettement sociolinguistique, d'autant plus que ces questions sont loin d'être réglées et nous laissent observer une variété linguistique remarquable dans le lexique et, de façon générale dans la communication écrite et orale.

4) Linguistic insecurity and the unequalness of language barriers in interpreting

Jinhyun Cho (Macquarie University)

The presentation examines the intersections between language barriers and linguistic insecurity in the case of interpreter-mediated healthcare consultations involving linguistic minority populations in Australia. Drawing on one-on-one interviews with healthcare interpreters in Australia, it specifically investigates the unequalness of language barriers, which particularly impacts individuals speaking uncommon languages (e.g., Dari, Hazaragi, and Pashto), and how access inequality compounds linguistic insecurity held by individuals from minority backgrounds.

There is a wide range of literature on language barriers encountered by migrant and refugee patients that seeks to understand the impact of communication challenges on minority individuals' access to healthcare (e.g., Bauer & Alegría, 2010; Gil-Salmerón et al., 2021). While interpreting services tend to be identified as a solution to address language barriers, finding a right language interpreter often represents a challenge to speakers of minority languages. In the case of the Uyghur language in Australia, for example, there are only six Uyghur interpreters across the country. Because Uyghur speakers tend to speak Mandarin as their second language, those minority individuals may end up having Mandarin, rather than Uyghur, interpreters, despite significant challenges associated with expressing oneself in second language (Cho, 2021).

Access to interpreting may be further compounded by linguistic insecurity relating to linguistic hierarchies often held by multilingual individuals from minority backgrounds. The presentation illuminates the relationships between linguistic hierarchies and linguistic insecurity in the case of Hazaragi, Dari and Pashto speakers in Australia. These individuals tend to perceive Farsi as a superior language, and how beliefs in the superiority of Farsi influences interpreter choices and actual communication outcomes will be explored. By highlighting the unequal nature of language barriers and its influence on linguistic insecurity, the presentation seeks to rethink the notion of language barriers.

5) De l'insécurité à la sécurité linguistique en milieux scolaire et académique en Ontario français?

Sylvie A. Lamoureux (Conseil de recherches en sciences humaines du Canada)

Depuis le lancement des documents de travail en construction identitaire, animation culturelle et aménagement linguistique pour les écoles de langue française en Ontario en 1994 par le ministère de l'Éducation, le personnel enseignant et scolaire de ces écoles travaillent avec acharnement à créer les conditions gagnantes pour la construction identitaire et le développement d'un sens d'appartenance solide à la francophonie pour leurs élèves, ainsi qu'un amour et une valorisation de la langue française.

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Ces finalités ont officiellement été intégrées à la mission des écoles de l'Ontario français au moment de la création de la politique d'aménagement linguistique en 2004 et de toutes les initiatives qui en ont découlé. L'insécurité linguistique des élèves, des étudiants, voire du personnel scolaire des écoles de langue française, entre autres, a fait l'objet de plusieurs études depuis 2000. Les chercheurs ont documenté avec minutie l'interprétation que font les élèves et les étudiants du regard de l'autre, de leur réaction face au manque de reconnaissance de leur identité francophone et de la légitimité de leurs compétences linguistiques en français. Ils ont su mettre en relief l'importance du déplacement géographique de régions où le français est fortement minorisé et minoritaire vers des régions où le français l'est moins ou est majoritaire (Lamoureux et al., 2013), constats qui ne sont pas uniques à l'Ontario français (Boudreau, 2016).

En faisant appel à des résultats de quatre recherches menées entre 2002 et 2022 en Ontario français, cette présentation mettra en relief l'évolution du discours de l'insécurité vers la sécurité linguistique, en parallèle avec i) l'appropriation du concept d'insécurité linguistique par les principaux acteurs : les élèves et les étudiants (FESFO, 2014), ainsi que 2) l'évolution du discours de société sur la diversité, l'équité et l'inclusion. Au-delà d'un survol des causes et conséquences de l'insécurité linguistique, nous discuterons de pistes d'intervention pour assurer la sécurité linguistique (Savoir média, 2022).

Synthèse critique, discussion et pistes pour l'avenir

Catherine Levasseur (Université d'Ottawa)

Pour clore le symposium, une brève intervention fera la synthèse critique des enjeux abordés lors des communications précédentes. La diversité et la complexité des dynamiques sociales qui font émerger des sentiments d'insécurité linguistique seront mis en lumière, puis des pistes de recherche et d'action futures seront explorées. L'audience, ainsi que les participantes et participants du symposium seront alors invités à prendre part à une discussion ouverte sur le thème de l'insécurité linguistique.

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ATELIERS | WORKSHOPS

Affordances of corpus linguistics tools for the teaching and learning of pragmatics, grammar, and lexis
Ella Alhudithi (Iowa State University), Shamini Shetye (Columbia University)

Traditional language-learning materials are often designed to cover general topics suited for a wide range of learners. However, the predetermined topics in such curriculums may fail to empower learners with opportunities for personalized and meaningful engagement with the content. These traditional materials have commonly met with criticisms claiming that they "ignore the needs and wants of learners," remove "initiative and power from teachers," and are "inevitably superficial and reductionist in its coverage of language points and in its provision of language experience" (Tomlinson, 2012, p. 158). Alternatively, many have advocated a data-discovery approach in which learners have access to authentic, digitally stored collection of texts (known as 'corpus') to make self-discoveries and tailor their actual interests (Bennett, 2010; Boulton, 2017; Friginal, 2018; Meunier & Reppen, 2015). Given these affordances, this workshop is designed to demonstrate how corpus-informed tools can be used to empower language learners to advance their knowledge of lexis, grammar, and pragmatics. During the session, we will discuss questions critical to creating authentic-language materials and personalized language learning opportunities, such as "how linguistic features are used in different contexts". We will offer hands-on experience that involves using a large-size corpus for testing language hypotheses and generating accurate, instant results. Our goals for this workshop are: 1) finding a corpus of interest, 2) preparing the corpus for analysis, 3) running the analysis, 4) understanding the analyzed data, and 5) using the results to inform teaching and to meet learners' needs. Teachers, curriculum developers, practitioners, and any individual with an interest in empowering language learners would leave this workshop with ideas on how to promote autonomy and self-discovery in language learning.

Centering well-being to optimize FSL teacher preparation: A pan-Canadian perspective.
Stephanie Arnott (University of Ottawa), Cam Smith (University of Ottawa), Valia Spiliotopoulos (University of Ottawa), Meike Wernicke (University of British Columbia)

Minority language teachers face the challenge of maintaining and developing their linguistic and pedagogical skills (Borg, 2006). In Canada, efforts to help future French as a second language (FSL) teachers develop their linguistic expertise have focused primarily on measuring French proficiency for the purposes of teacher education (ITE) program admission (Salvatori, 2009). Yet, research shows that FSL teacher investment in professional practice requires consideration of language development that simultaneously values instructional experiences (Arnott & Vignola, 2018) as well as professional identities (Wernicke, 2017). Such consideration becomes particularly critical amidst efforts to recruit and retain FSL teachers in the context of the chronic teacher shortage across Canada, and pandemic-related teacher burnout (Kendrick, 2022).
In response, this workshop reports findings from a multi-year pan-Canadian research project investigating gaps in the FSL teacher preparation pipeline. Using online surveys and focus groups, we documented the current practices and perspectives of new FSL teachers (n = 190), district (n = 93), and Faculty of education (n = 59) representatives related to three dimensions of FSL teacher preparation and professional learning - language development, pedagogical knowledge and skills, and mentorship.
Attendees are invited to react to findings revealing a collective concern about FSL teacher retention in particular, spanning the teacher education timeline from those just entering ITE, through to established

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professionals. This concern stemmed from ongoing challenges which undermined teachers' wellbeing and motivation to remain in the profession. Participants expressed anxiety about the adverse impact of a system-level FSL culture of deficit thinking, siloing, and marginalization of FSL teacher candidates in ITE, and new FSL teachers in Canadian-K-12 schools. We provide a snapshot of five specific gaps that emerged from our analysis, and collaboratively examine how the well-being of FSL teachers must be at the forefront of ongoing efforts to recruit and retain teachers in response to the chronic shortage.

Expanding oral language assessment: narrative microstructure
Diana Burchell (Ontario Institute for Studies in Education), Bonita Squires (Dalhousie University), Cleave Patricia (Dalhousie University)

In this workshop, we invite you to participate in a rich discussion on new ways to assess narrative language skills in elementary classrooms. Research tells us that narrative skills are an effective way to evaluate children's language development in their first and second language for both in-person and online teaching contexts (Burchell et al., 2022). Furthermore, oral narrative skills directly influence students' narrative writing ability (Spencer & Petersen, 2018). Intervention studies also show that narrative skill interventions are effective and cost-efficient for students from diverse backgrounds (Spencer & Slocum, 2010). However, in a typical classroom, narratives are only assessed for macrostructure (i.e., content, structure). We aim to expand your assessment toolkit by showing you how to assess microstructural language (i.e., sentence complexity, morphology, breadth of vocabulary knowledge). These elements of language are more generalizable and can give more specific recommendations for interventions and IEPs. In this presentation, teachers will learn (1) the different aspects of narrative language, (2) multiple ways to assess narratives in the classroom, and (3) practical ways to evaluate microstructural narrative language skills in your own classroom. We aim to have a participatory discussion where we can tailor these approaches to your specific context in real time.

Écriture inclusive – Lignes directrices et ressources / Inclusive writing – Guidelines and resources
Joanne Leclair (Portail linguistique du Canada, Bureau de la Traduction), Joséphine Versace (Portail linguistique du Canada, Bureau de la Traduction)

Vous souhaitez écrire de façon inclusive en français ou en anglais? Vous voulez connaître les principes et procédés d'écriture inclusive qui vous permettront d'y arriver? Laissez-nous vous présenter les [Lignes directrices et ressources sur l'écriture inclusive](#)!
Ces lignes directrices et ressources, publiées dans le Portail linguistique en septembre 2022, ont été conçues pour aider quiconque souhaite adopter une écriture évitant toute forme de discrimination, qu'elle soit fondée sur le sexe, le genre, l'orientation sexuelle, la race, l'origine ethnique, les handicaps ou tout autre facteur identitaire. Elles comprennent des principes permettant de rédiger des textes inclusifs, des procédés concrets parmi lesquels choisir selon le contexte et des recueils de solutions inclusives, soit l'[Inclusionnaire](#) et son pendant anglais l'[Inclusionary](#).
Les Lignes directrices et les recueils de solutions inclusives ont été préparés par le Groupe de travail interministériel sur l'écriture inclusive, coprésidé par Services publics et Approvisionnement (représenté par le Bureau de la traduction), Femmes et Égalité des genres Canada et Patrimoine canadien. Ces ressources ont fait l'objet de vastes consultations, notamment auprès de réseaux d'équité, de diversité et d'inclusion ainsi que de spécialistes de la langue et des communications.

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À la fin de l'atelier, les participants auront une vue d'ensemble des Lignes directrices et des ressources et seront en mesure de les utiliser efficacement.

* * *

Want to write more inclusively in English or French? Looking for inclusive writing principles and techniques to help you do just that? Let us present the Guidelines and resources for Inclusive Writing!

These guidelines and resources, published on the Language Portal of Canada in September 2022, are designed to help anyone produce writing that is free of discrimination based on sex, gender, sexual orientation, race, ethnicity, disability or any other identity factor. The Guidelines contain principles for writing inclusive texts, practical techniques to use in various contexts and collections of inclusive solutions: the Inclusionary and its French counterpart, the Inclusionnaire.

The guidelines and the collections of inclusive solutions were developed by the Interdepartmental Working Group on Inclusive Writing, which is co chaired by Public Services and Procurement Canada (represented by the Language Portal of Canada, Translation Bureau), Women and Gender Equality Canada, and Canadian Heritage. The guidelines and resources were the subject of extensive consultations with equity, diversity and inclusion networks, and language professionals and communications specialists. At the end of the workshop, participants will have a good overview of the guidelines and resources and will be able to use them effectively.

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PRÉSENTATIONS INDIVIDUELLES | INDIVIDUAL PRESENTATIONS

Interaction multilingue dans une intervention scolaire à distance. Bien-être dans la participation virtuelle

Dagmar Abendroth-Timmer (Universität Siegen), Christian Koch (Universität Siegen)

Le projet ViMuLEnc (*Virtual Multilingual Learning Encounters in the Language Classroom*) a proposé aux élèves de l'enseignement secondaire supérieur (n=28) un environnement d'apprentissage virtuel visant à les encourager à utiliser leurs répertoires plurilingues dans le cadre d'échanges avec un groupe de chercheurs internationaux, dits « experts ».

L'intervention s'est réalisée au début de l'année 2022 dans un atelier de langues non obligatoire. Notre objectif était de permettre aux apprenants de vivre des situations de communication authentique et multilingue avec des locuteurs multilingues de différents pays par une plateforme de communication numérique. Même si c'était un groupe d'experts et d'élèves, ils formaient une communauté de discours d'égal à égal, intéressée par la négociation de thèmes communs (le multilinguisme, la numérisation et la durabilité).

En permettant aux apprenants de décider librement du moment de leur interaction, on a accordé un grand espace au désir individuel de contribuer au discours et au besoin de se sentir à l'aise. Il en va de même pour le choix de langue véhiculaire.

Le projet a généré un vaste corpus d'enregistrements vidéos, de questionnaires préliminaires et d'entretiens individuels approfondis. L'analyse des données porte notamment sur les questions suivantes :

- Comment les environnements virtuels peuvent-ils promouvoir les compétences plurilingues des apprenants et quelles sont les émotions des élèves à cet égard ?
- Dans quelle mesure l'interaction virtuelle d'égal à égal constitue-t-elle un moyen de didactisation pour la communication des experts extrascolaires avec les élèves ?
- Dans quelle mesure l'échange virtuel avec des acteurs extrascolaires contribue-t-il au bien-être dans la communication au-delà de la L1 ?

Notre présentation soumet à la discussion la mise en œuvre du projet et des résultats d'analyse avec un accent particulier sur la question du bien-être affectif (cf. Tov 2018, 46ss.) des participants.

Le programme d'immersion française au Canada comme modèle efficace à adopter pour rehausser l'apprentissage du français au Nigeria

Michael Akinpelu (University of Regina), Olushola Adedeji (University of Regina)

L'engouement pour la langue française au Nigeria est loin de s'exténuer en dépit des nombreux défis que connaît le système éducatif en général (Mbanefo, 2009, VOA Afrique, 2018 ; RFI, 2019). Cette ferveur s'explique entre autres par une prise de conscience générale de l'emplacement géographique du pays vis-à-vis des pays avoisinants qui sont exclusivement francophones, des occasions de carrière professionnelle qu'offre un bilinguisme anglais-français aujourd'hui. Il y a surtout une très forte demande exprimée au niveau secondaire, en vertu d'une politique éducative de 1998 qui rendit obligatoire l'apprentissage du

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français à partir de la quatrième année du primaire à la troisième année du secondaire. Cette politique découle d'ailleurs de l'annonce de l'ancien dirigeant militaire Sani Abacha qui a tenté de faire du français la deuxième langue officielle du pays en 1996. Or, bien que le cursus du français à ce niveau mette l'accent sur le développement des aptitudes orales et communicatives chez l'apprenant, dans les faits, cet objectif est loin d'être atteint, en raison des problèmes auxquels est confronté l'enseignement du français (Akinpelu, 2020). Cette communication soutient que le programme d'immersion française au Canada, qui d'ailleurs s'est avéré un modèle très efficace pour l'apprentissage de langue seconde / étrangère, offre un cadre idéal qui aiderait à mieux réaliser les objectifs de l'adoption du français au Nigeria. En effet, ce programme demeure un excellent moyen pour les non francophones d'acquérir la langue française et peut offrir une base linguistique solide pour ceux et celles dont le but est de se perfectionner dans la langue (Fraser, 2006). Cette étude vise donc à décrire la réussite de ce programme au Canada et à montrer comment cela pourrait être adapté à la politique linguistique et au système d'éducation du Nigeria.

Exploring the relationship between literacy, multilingualism, creativity, gender and displacement: Outcomes of a project with illiterate refugee women in Greece.
George Androulakis (University of Thessaly)

In the context of Greece as the first European country of reception of refugees, the research and educational project "MEINART", funded (2020-2023) by the Hellenic Foundation of Research and Innovation, focused on illiterate refugee women, their learning needs, as well as the need for culturally appropriate teaching methods and educational material. With the limits of linguistic communication easily visible in this context, creativity and the arts function as a crucial bridge to social and educational inclusion. The project's objectives were: to investigate how multilingual/translingual creative practices shape identities of women with a refugee background; to explore the relationship between gender, displacement, literacy and language education; to investigate the potential of using modes of art and creative applications of ICT for the multilingual/translingual self-expression of women speakers; to design alternative (digital, blended and face-to-face) learning spaces that will facilitate and valorize women's identities; to propose ways for addressing the participants' needs, taking into account both their educational background and gender.
Women refugees mostly come from patriarchal and usually oppressive environments and face multiple difficulties, related to their gender that shape their experiences. They face several obstacles and have lower levels of education than any other group, including refugee men, other immigrant women, and women who are native-born (Neske and Rich, 2016). Our evidence shows that specific gender stereotypes that still exist in Greece determine the lives and educational opportunities of refugee women.
Our research used qualitative methods, and the outcomes confirm the effectiveness of alternative approaches for literacy and language education and show that educators play a decisive role in refugee education when they manage to successfully respond to their students' needs by creating a supporting learning environment that promotes their empowerment (Pathiaki and Simopoulos, 2014). The paper will present teaching methods and techniques that, linked to values and attitudes, help their refugee women students develop a feeling of "belonging" and "well-being".

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Quand le napolitain s'invite en cours d'italien

Simone Bacci (Laboratoire LiLPa, Université de Strasbourg)

Cette proposition concerne l'enseignement de l'italien, mais nous conduit à une réflexion plus vaste sur la compréhension de l'interculturalité que la formation linguistique implique : dans quelle mesure l'enseignement d'une langue vivante peut-il prendre en compte le multilinguisme du répertoire, de la langue standard aux dialectes ? Nous proposons de mettre l'apprenant face au plurilinguisme endogène italien en suivant une démarche sociolinguistique. Nous proposons notamment d'étudier en classe des documents authentiques (articles de presse, publicités, posts sur les réseaux sociaux, extraits de séries télévisées présentant des passages en napolitain) pouvant révéler toute la complexité des relations entre la langue nationale et la langue locale. Tous les exemples choisis permettront d'observer cette zone de contact linguistique et de réfléchir aux représentations sociolinguistiques des locuteurs. En effet, l'enseignant de langue devrait pouvoir amener le sujet communiquant à « identifier le stéréotype, percevoir la valeur que lui accorde celui qui l'emploie, accepter ou rejeter cette valeur pas forcément explicite [1] ».En outre, Bourdieu rappelle que « si la région n'existait pas comme espace stigmatisé, comme province définie par la distance économique et sociale (et non géographique) au centre, c'est-à-dire par la privation de capital (matériel et symbolique) que concentre la capitale, elle n'aurait pas à revendiquer l'existence [2] ». C'est pourquoi nous nous intéressons également au repli identitaire qui passe par l'emploi du napolitain dans la communication orale et écrite au sein de l'espace italophone. De manière non exhaustive et à travers des exemples concrets de documents utilisés à l'Université de Strasbourg, cette communication tâchera donc de montrer comment un cours de langue étrangère ouvert aux variétés dialectales peut s'approcher des objectifs souvent visés en études interculturelles, comme augmenter le bien-être des apprenants, faciliter la compréhension et l'appropriation de la diversité culturelle [3] et promouvoir une approche holistique de tous les apprentissages langagiers [4].

[1] ADEN, Joëlle (éd.), 2007. *Construction identitaire et altérité en didactique des langues*. Paris : Manuscrit. Recherche-université, p. 43.
[2] Bourdieu in DALGALIAN, Gilbert, 2020. *Présent et avenir des langues : une question de civilisation*. Limoges : Lambert-Lucas. Didactique des langues et plurilinguisme, p. 126.
[3] DENIMAL, Amandine, 2022. « Dilemmes et paradoxes de la didactique interculturelle. Retours sur la "crise" de l'interculturel », in BRETEGNIER, Aude ; DELORME, Vera ; NICOLAS, Laura (dir.), *"L'interculturel" dans l'enseignement supérieur. Conceptions, démarches et dispositifs* [en ligne]. Éditions des archives contemporaines. Disponible à l'adresse : https://doi.org/10.17184/eac.4994 [consulté le 25 mai 2022].
[4] BEACCO, Jean-Claude et COSTE, Daniel, 2017. *L'éducation plurilingue et interculturelle : la perspective du Conseil de l'Europe*. Paris : Didier. Langues & didactique.

Using digital technologies with (im)migrant bi/Plurilingual Students: A Systematic Review of Current Research

Francis Bangou (University of Ottawa), Cameron Smith (University of Ottawa), Heather Kosiol (University of Ottawa), Cindy Savard (University of Ottawa), Douglas Fleming (University of Ottawa), Carole Fleuret (University of Ottawa)

With the massive migratory flows that we now observe around the world, schools across North America are experiencing an unprecedented increase in the enrollment of children who speak a diversity of languages. Undoubtedly, within this context, taking into account competencies in both taught and home

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languages is crucial to supporting bi/plurilingual learners' successful function in today's fast-changing and information-based Canadian society (Dagenais, 2008).

In this regard, research also shows that digital technologies offer great potential to promote language learning and inclusive plurilingual teaching practices for bi/plurilingual learners (Pellerin, 2013). However, language teachers often feel unprepared to mobilize inclusive plurilingual pedagogical practices and integrate digital technologies into their practices (Son & Windeatt, 2017).

In light of these observations, the purpose of this communication is to present the initial results of a systematic review of francophone and anglophone scientific journal articles published since 2000 that focus on the use of digital technologies with (im)migrant bi/plurilingual language learners. More precisely, the research question that guided this research synthesis is: To what extent is research on the use of digital technology with (im)migrant bi/plurilingual language learners informed by plurilingual approaches to language teaching and learning? With the help of the web-based software platform Covidence, we screened a total of 1,172 articles for initial eligibility. Decision conflicts were resolved by reviewing the article collectively in light of the inclusion criteria (e.g., empirical research, K-12 education, French or English publications, focus on allophone, immigrants, refugees, and/or second language learners, involves digital technologies). Of those, 135 articles were read in full to determine the final corpus of 22 articles. We are currently analysing the articles and the results will be presented at the conference.

Towards a Pan-African Language Policy: A Survey-based approach to linking official language policy and family language policy
Aisha Barisé (McGill University)

National languages (NLs) are a source of contention in African countries (Phillipson, 1997; Simpson, 2008), given the complex triglossic ecology: a colonial language at the top of the hierarchy, subordinated by a regional African lingua franca, and multiple indigenous languages at the bottom (Rubagumya 1991). NLs are typically a widely spoken variety, such as a regional African lingua franca– presenting a dilemma of being counter hegemonic over colonial languages, and hegemonic over indigenous languages (Guardado et al. 2022). Many Sub-Saharan African countries (SSAC) are seeking to implement NLs as a vehicle of national integration, however, are faced with issues of reconciling claims of efficiency in retaining the colonial official language policy (Fishman, 1968). African language policy and planning is marked by vagueness, fluctuation, and declaration without implementation (Bamgbose, 1991). To understand the overall African language policy and planning, this study surveys the linguistic situation in all 49 SSACs to create a taxonomy of: (i) official language policy type, and (ii) the national language implementation approach, through decolonial and African plurilingualism. As such, this study conducts a rigorous policy analysis of various data sources on African language policy such as legislative and constitutional provisions of all SSACs. Then links the language policy type data to family language policy by using the Afrobarometer Survey (2008 & 2009), which contains ethnolinguistic data (such as home language use) of approximately 30 thousand individuals in 20 SSACs. This reveals that the language policy of SSAC is overwhelmingly monolingual and mostly colonial language oriented. Further, a wide gap in official language policy and family language policy is revealed, the latter indicating African plurilingualism. These findings are significant in understanding the successful emergence of African NL implementation strategies, which

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point to (i): a decision towards African NLs, (ii) plurilingual policy through pan-africanism, and (iii) colonial language refusals.

Understanding 'Mother Tongue' language teachers' experiences in an English-dominant setting
Nurul Taqiah Binte Yussof (Nanyang Technological University) Mukhlis Abu Bakar (Nanyang Technological University), Beth O'brien (Nanyang Technological University)

Despite increasing multilingualism among learners and teachers, policy insistence on language separation remains widespread. Still, teachers across different contexts have applied bilingual approaches for diverse learners (Littlewood & Yu, 2011). Gaps between policy and classroom reality negatively impact teacher self-efficacy (Chimbutane, 2013; Macaro, 2001), and so do a lack of bilingual pedagogy training (de la Campa & Nassaji, 2009), and perceptions that bilingual approaches reflect inadequacy in teachers' linguistic skills and target language knowledge (Butler, 2004). As language teachers are indispensable for language acquisition, it is important to understand teachers' experiences, to better support them.

Due to a language hierarchy favouring English acquisition, young bilinguals in Singapore are receiving decreasing input of their 'Mother Tongue' (MTL), a language officially assigned for learning, based on assumptions of ethnicity and home language use (Dixon, 2009). The perceived value of MTLs has thus suffered (Wee, 2011). To boost MTL acquisition, recommendations were made for applying bilingual approaches (Ministry of Education, 2010), and teachers have been observed to use English in language classrooms (Sun et al, 2019). Still, research on contemporary MTL teachers' beliefs regarding appropriate language approaches for instruction, and in particular, the sense of control and ability they have over employing their preferred approach, remains limited.

A teacher questionnaire was developed for this study to capture teacher beliefs including perceived control over their preferred language approach. Experiential factors from prior schooling, teaching experience, and general bilingual practice that may influence teachers' perception of control, will also be captured. As this is a work-in-progress, focus will be on considering the context of 'Mother Tongue' teaching and learning in Singapore, and the concepts behind the development and validation of the questionnaire. Available data scheduled for collection in early 2023, will be used to visualize teacher perceptions and potential links to the experiential factors.

Bringing Gaelic home: fostering parental engagement with minority language immersion education
Inge Birnie (University of Strathclyde [Glasgow])

Gaelic is a minority language in Scotland, with around 1.1% of the population being able to speak the language (National Records of Scotland, 2015), 'runaway language shift' (MacKinnon, 2011) has resulted in a reduction of intergenerational transmission of the language, and the education system, and in particular Gaelic Medium Education (GME), a minority language immersion model, being recognised as the prime mechanism for language acquisition (Bòrd na Gàidhlig, 2018; Education Scotland, 2015). Most children enrolled in GME live in households where Gaelic is not spoken (O'Hanlon, 2014). This has significant implications for the way the language is perceived by young people, both whilst children are

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still enrolled in GME (Oliver, 2010; Smith-Christmas, 2016) and after they have left school (Dunmore, 2017).

This presentation will discuss the findings of a small, multi-modal study which aimed to explore the role that digital learning technologies could play in supporting the increased use and proficiency of Gaelic in the home by children enrolled in GME. The data from this study, which consisted of parental questionnaires, classroom observations and evaluations of children's language skills, as well as interviews with the children themselves, show that those children who actively engaged in the online learning activities, especially those created by the classroom teacher which targeted specific language skills, showed a greater confidence and proficiency in Gaelic than their peers who did not. Parental engagement in these homework activities was higher and contributed towards fostering positive attitudes towards the language and their ability to support their children's learning, in and through Gaelic. The findings of this study allow for a re-imagining of how the immersion education model is conceptualised and enacted, and how online technology can support language acquisition and confidence in children, as well as fostering (wider) positive attitudes towards the language in the home.

Imaginaires et positionnements : stratégies et rapports à l'autre d'apprenant.e.s en dispositif d'accueil pour élèves allophones arrivants
Manon Boucharechas (LInguistique et DIdactique des Langues Étrangères et Maternelles, Université Grenoble Alpe)

À travers ma communication, je souhaite interroger l'expérience d'accueil d'apprenants dits EANA (Élèves Allophones Nouvellement Arrivés). L'objectif de ma recherche entre en adéquation avec ceux du colloque, car je souhaite in fine améliorer le bien-être de ces apprenants ayant vécu une mobilité en réfléchissant à la façon d'induire une meilleure prise en compte de leur expérience et des besoins qui peuvent y être reliés. Cette réflexion s'inscrit dans la thématique Langue, mobilité et migration proposée par l'appel à communication.

Durant une démarche ethnographique réalisée dans le cadre de ma recherche doctorale, au sein de deux dispositifs UPE2A (Unité Pédagogique pour Elèves Allophones Arrivants), j'ai pu observer des apprenants et leurs enseignants de Français Langue de Scolarisation (FLSco) pendant un an. Dans une perspective phénoménologique, j'ai cherché à comprendre l'expérience de ces apprenants et de leurs enseignants telle qu'ils la vivent (Ribau et al., 2005), tout en m'intéressant à leur imaginaire idéel (Muller, 2022). En effet, interroger les différentes images d'eux-mêmes, de l'autre et de la langue que les personnes peuvent avoir permet d'éclairer la compréhension de leurs expériences, en leur apportant une clef d'interprétation (Rivière & Cadet, 2009). J'ai réalisé avec les apprenants des entretiens à visée compréhensive (Kaufmann, 2011) en utilisant une méthode d'entretien dite de photolangage (Bélisle, 2017). Des images y sont utilisées pour solliciter la pensée réflexive des personnes.

Grâce à leurs verbalisations s'appuyant sur les images utilisées, nous pouvons reconstruire en partie l'imaginaire des apprenants par rapport aux dimensions questionnées. Je pourrai ainsi analyser plus précisément leur positionnement par rapport à leurs pairs francophones, à leurs enseignants de FLSco et à ceux d'autres disciplines que le FLSco. La solitude ressort notamment dans leur positionnement à leurs

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pairs, ce qui questionne les modalités d'inclusion mises en place par les établissements et le rôle des enseignants dans leur insertion.

Interroger les apprenants sur leur expérience vécue permettra d'actualiser les stratégies individuelles utilisées par ces jeunes pour s'accommoder des situations qu'ils rencontrent, en mettant au jour leurs savoirs expérientiels (Gardien, 2017). Leur donner directement la parole permet également d'avoir accès à des aspects peu explorés, car envisagés de leur propre point de vue. Cela nous aidera à mieux comprendre la réalité qu'ils vivent, tout en valorisant leur parole.

Loving and religious, not traumatized: Newcomer children with emerging print literacy creating the boundaries of their own identities
Katie Brubacher (University of Alberta)

The participants in this study are students in Grades 4 to 6 who arrived in Canadian elementary schools with emerging print literacy not having learned to read and write before migrating to Canada. I researched with the students to examine what emotions were associated with and shaped their identities. This research combines the theories of translanguaging, which views language as being socially constructed and complex (García & Wei, 2014); identity as social positions through which the self is developed (Hall, 1996; Moje, Luke, Davies & Street, 2009); and the sociality of emotion where emotions create the boundaries of what a person or idea is (Ahmed, 2004). Employing a humanizing methodological design (Paris, 2011), I utilized qualitative critical case studies to work with the students in co-creating oral and written texts which we analyzed together. Much of the data included videos we created on Flipgrid using the students' entire linguistic repertoire. Each of the three case studies took place at a different school site and included four to six students and their teachers. Students spoke the following named languages: Hindi, Tibetan, Arabic, Pashto, Hungarian, Roma, Spanish, Eritrean, Slovak, French and English. Two student-identified themes included love of family and safety in religion, which were pervasive throughout the data. The teachers were also interviewed with some of them identifying trauma, as an emotion they associated with the students' identities. Trauma, as defined by Menakem (2017), is something that happens in the body and is a highly effective tool for survival. The teachers incorporated trauma-informed practices that were culturally sustaining to various degrees. This research shows how emotions and translanguaging combine to take us deeper into understanding how the pedagogical incorporation of the students' multilingualism and previous experiences, especially with family, are essential to a classroom that is culturally sustaining and trauma-informed.

"Today I feel..." – Addressing inclusion through aspects of social-emotional learning with digital media and TBLT in the EFL-classroom
Celestine Caruso (University of Cologne), Judith Hofmann (University of Cologne), Kim-Sarah Schick (University of Cologne)

In inclusive EFL-teaching, both digital media and Task-Based Language Teaching (TBLT, e.g., Nunan, 2004) are considered to be beneficial for all students: It is the openness of tasks, combined with authentic

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possibilities of digital media that seem to make digitally-mediated tasks promising for inclusive classrooms (Reckermann, 2017; Dausend & Nickel, 2017). However, current research shows that teachers need to provide more guidance, structure and redundancy for students with special needs (Grosche & Vock, 2018: 265; Gerlach & Schmidt 2021: 17f). At first sight, this seems to contradict some criteria of TBLT, e.g., cooperating with other students and finding individual solutions (cf. Blume et al. 2018).

In our presentation, we address this discrepancy by arguing that the combination of digital media and TBLT can work in inclusive EFL-classrooms if dimensions of heterogeneity and the needs and strengths that go along with them are adequately addressed.

We will present a task example that was implemented in an inclusive, bilingual primary school classroom and focuses on fostering emotional competences through social-emotional learning (SEL, cf. Durlak et al. 2015). SEL "is the process of gaining competencies and intrinsic motivation for emotional self-awareness and self-regulation, for safe and responsible behaviour and for assertive, empathic, and skillful social interaction" (Schawab & Elias, 2014: p. 95). Therefore, SEL is fundamental for every individual to function adaptively in social context, while it also implies transversal competencies such as inter- and intrapersonal skills or physical and psychological health. Furthermore, SEL can contribute to the prevention of social-emotional difficulties that students might develop and is consequently an essential part of striving towards inclusion and, at the same time, taking the students' (and teachers') well-being into account. Our example shows that both SEL and language learning can be combined particularly well within digitally-mediated tasks.

Polyglottes et négociations identitaires
Natalia Dankova (Université du Québec en Outaouais)

Les personnes polyglottes et multiculturelles sont de plus nombreuses. Certaines par curiosité, d'autres par nécessité. Leurs histoires varient tout comme les combinaisons de langues et de cultures. Les polyglottes suscitent de l'admiration quand il est question de l'apprentissage de langues, mais aussi de la méfiance :

« Une personne multiculturelle et multilingue fait peur : elle change de langue, de comportement, de références, de pays, de passeport... Combien de masques a-t-elle? Quel est son vrai visage? Les questions les plus banales telles que Tu viens d'où? Quelle est ta langue? sont alors difficiles à répondre. Le multiculturalisme intégré et vécu par la personne n'est pas compris par ceux qui se déclarent appartenir à une seule culture, pire il suscite la méfiance : Mais au fond tu te sens qui ? » (Auteur, 2012).

Cette étude qualitative s'intéresse à l'identité des personnes polyglottes multiculturelles qui ont vécu dans différents pays et dans différentes langues au cours de leur vie. Ces personnes ne souffrent pas de déchirement dû à la coexistence de plusieurs langues. La question centrale de l'étude est la perception de l'identité de chacune de ces personnes par leur entourage qui n'est pas toujours en mesure de saisir leur identité polychrome. L'étude est basée sur l'analyse des récits de vie obtenus lors d'entrevues semi-guidées menées dans différents pays.

Cette communication aborde des questions liées aux négociations identitaires, au degré d'importance accordée à la reconnaissance par l'entourage de l'identité telle que définie par des polyglottes eux-mêmes et aux éléments retenus pour s'autodéfinir ou définir l'autre.

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How digital technologies support the development of linguistic and cultural identities of Spanish-speaking immigrants in Scotland
Angela De Britos (University of Strathclyde [Glasgow])

Previous research in the Scottish context has focused on either the most prevalent or most vulnerable immigrant communities (Hancock & Hancock, 2018; Hopkins, 2018; Sime, 2020), therefore, little is known about the Spanish-speaking community. My research gives voice to these bilingual children and their parents to address this gap through a case study approach that investigated the extent to which fourteen families of Latin American and Spanish heritage were able to nurture their linguistic and cultural identities, to understand why did this, and the role that digital technologies played.

From a bioecological perspective (Bronfenbrenner, 1979; 1995) family, friends and community play a vital role in shaping children's linguistic and cultural identities, and supporting their socio-emotional wellbeing; yet little is known about the impact of digital technologies on bilinguals. Empirical data from semi-structured, group interviews highlighted that a lack of opportunity to interact with extended family and a wider Spanish-speaking community had a negative effect on the development of children's linguistic and cultural identities. This was further magnified for Latin American families compared to their European counterparts due to geographical distance and other constraints. Nevertheless, families used digital technologies heavily to mitigate the absence of a Spanish-speaking community, to interact with extended family and friends, and to support the construction of linguistic and cultural identities. I will discuss the growing, positive role that digital technologies play in bilingual children's lives and present an adapted bioecological model incorporating a new 'digital trans-system' dimension, which illustrates how digital technology transcends international borders to support the development of linguistic and cultural identities of immigrants.

Presuming competence: Plurilingual pedagogical-clinical approach to supporting emergent plurilingual immigrant children
John Wayne Dela Cruz (McGill University), Nicole Salvador

Canada's growing multilingualism and multiculturalism beyond its official French and English languages (Statistics Canada, 2022) presents both challenges and opportunities in additional language (AL) education. For one, many Canadian AL teachers report feeling unprepared to effectively teach plurilingual learners, especially those with immigrant backgrounds (e.g., Boisvert et al., 2019; Querrien, 2017). Such unreadiness is complicated by trends showing how racialized, immigrant plurilingual children are often over-identified for language/learning disorders, yet also under-identified by educators and clinicians should they actually need AL learning support (Muñoz et al., 2014; Samson & Lesaux, 2009). Thus, these learners are likely to be misdiagnosed, or unable to access the support they require (Chondrogianni, 2016). Together, these barriers exacerbate persisting deficit perspectives surrounding emergent plurilingual learners (Kleyn & García, 2019), whose developing AL competence are often considered deficient when compared to a monolingual, native speaker baseline (Cook, 2016).

To address this knowledge gap among AL teachers, we propose an approach for teacher training that bridges plurilingual pedagogies and evidence-based clinical practices. Plurilingualism is an alternative to

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monolingual frameworks in language teaching, learning, and assessment: it emphasizes the interconnection between languages and cultures in a learner's composite repertoire (Marshall & Moore, 2018). Within a plurilingual pedagogical-clinical approach, AL instruction–and intervention–aims to frame learners as competent, and to draw from their entire repertoire to support overall language development. We also share an implementation of this approach piloted with undergraduate pre-service English as AL and French immersion teachers in an anglophone university in Québec. We discuss this approach's potential affordances and challenges stemmed from the student teachers' perceptions and questions during piloting. We also discuss these student teachers' willingness to engage in collaborative practice with clinical professionals, including speech-language pathologists, to better support young AL learners' emergent plurilingual competence. We conclude with implications for AL teacher training in Canada.

A Critical Examination of the Imperialist Discourse "English as a Necessity for Success" and its (Re)production in the Mexican Context
Astrid Diaz Cabrera (Simon Fraser University), Michael Witten (Benemérita Universidad Autónoma de Puebla)

This study aims to critically explore the type of discourses that have become prevalent in convincing non-native speakers of English into believing that this language is axiomatically a gateway requirement for economic and social prosperity in postmodern Mexico. This research also aims to examine how English as a Foreign Language learners in Mexico report the role that the ideological tenets of these discourses have played in their lives as non-native speakers who need English to attain certain professional and social goals to achieve "success". The methodology employed is a critical perspective to discourse analysis, i.e., CDA (Fairclough, 1989, 1995). This methodology examined the discourse strategies of Mexican national language policy texts and established connections between them and the extent to which language policy consumers reproduce or resist the discourses embedded in the texts. The critical analysis of the language policy discourse uncovered some interesting patterns employed by the policymakers to devise policies that inculcate English as foreign language in the Mexican educational system (i.e., English as a necessity for better employment opportunities, international communication, business, social mobility, and equality and inclusiveness). Subsequently, English language learners were interviewed to explore the extent to which they reproduced the discourses of 'English as a necessity for success' and to what extent they (dis)agreed with the truth value of the discourses uncovered in the Mexican national language policy. The interviews analysis revealed that the discourses generate different expectations that might open the door for some yet become quite problematic for most.

Pluri-mobilités et reconstitution des répertoires linguistiques : Cas des diasporas francophones d'Afrique subsaharienne en Colombie-Britannique à l'ouest du Canada
Zinsou Cosme Fandy (Simon Fraser University)

Cette recherche explore comment les répertoires linguistiques d'immigrants issus de l'Afrique francophone subsaharienne installés dans une province anglophone du Canada se (re)construisent et se

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reconfigurent au regard de leurs parcours de mobilités. Les réalités migratoires actuelles par leur caractère complexe et dynamique, résistent de plus en plus aux tentatives de classifications conventionnelles établies par les chercheurs en ce qui concerne les pratiques de langues d'immigration, langues du pays d'accueil et ou de transit. Ce constat amène à se demander : dans quelle(s) mesure(s) de nouvelles formes de mobilité bousculent-elles les catégorisations sociolinguistiques et identitaires conventionnelles? Quelles notions envisager pour décrire les pratiques de langues et les choix identitaires en contexte migratoire diasporique? En nous appuyant sur des concepts théoriques de plurilinguisme, de la pluri mobilité et des identités plurielles, nous présenterons notre cas d'étude à travers une analyse qualitative des données recueillies dans le cadre d'une enquête de terrain et d'observation réalisée à Vancouver et à Victoria en Colombie-Britannique avec 15 membres des diasporas francophones d'Afrique subsaharienne. Les résultats de cette recherche permettent de noter que les expériences de pluri mobilité façonneraient chez les immigrants des identités plurielles et une reconstitution de leurs répertoires linguistiques qui échappent aux schémas conventionnels des pratiques de langues et d'intégration-inclusion des immigrants.

English/Spanish non-native bilingualism as an emergent family language policy in Spain

Alicia Fernández Barrera (University of Castilla La Mancha), Esther Nieto Moreno De Diezmas (University of Castilla La Mancha)

This contribution delves into a highly interesting phenomenon which is burgeoning in Spain in recent years: the implementation of English/Spanish non-native bilingual upbringing. With the aim of providing more efficient and natural methods for enhancing English learning, monolingual parents whose first language is Spanish and have a certain knowledge of English as a second language, establish a family language policy (FLP) (Curdt-Christiansen, 2018) consisting of raising their children in English and Spanish. The particularity of this approach is that contrary to actual native bi-multilingual families, children are raised in a foreign language that is nobody's mother tongue in the family and it is not naturally present in the social context either. Based on data collected through interviews conducted with 18 Spanish families within the framework of the research project ENIFALPO (funded by the Spanish Ministry of Science and Innovation), in this presentation this socialization practice will be analysed drawing upon the multilevel approach to FLP enunciated by Spolsky (2009). The study sheds light on the constructions of the world, along with the values assigned to languages, and language ideologies and aspirations of these families. The strategies and management that these families put in motion to carry out this "elective bilingualism" (Valdés & Figueroa, 1994) will be analysed and expounded. Data will be discussed against the backdrop of the neoliberal dominant ideologies that consider that languages (and particularly, English, as the global lingua franca) are part of the capital of individuals and essential acquisitions to compete in the global market.

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Graduate Faculty Perspectives on Their Provision of Academic Writing Support to Plurilingual Graduate Students: A Critical Analytic Autoethnography

Antoinette Gagné (University of Toronto), Sreemali Herath (University of Manitoba), Megan Mcintosh (University of Melbourne), Mary-Ann Fowler (University of Toronto), Jade Kim (University of Toronto), Victorina Baxan (University of Toronto)

Academic writing is an inseparable aspect of the graduate school experience (Holmes et al., 2018). However, student writing development often remains up to chance (Odena & Burgess, 2017) and plurilingual students are frequently asked to "tidy up" their writing (Corcoran et al., 2018; Lea & Street 1998). Discussions of academic writing in previous studies do not sufficiently address linguistically and culturally diverse students (Phillips, 2013).

As there is a need to appraise issues of access and support, our critical analytical autoethnography involves six faculty members from three universities in Canada and Australia in an exploration of their experiences providing academic writing support to plurilingual graduate students in both course-oriented and research-oriented programs. Our study also investigates how our multiple identities including race, language, culture, and migration experiences influence how we respond to plurilingual graduate students' academic writing needs and provide or refer them for writing support.

We understand our critical analytical autoethnography as a change-oriented methodology that seeks to contextualise our experiences as autoethnographers and critique power and privilege (Anderson, 2005: Kempny, 2022). As such, through a series of conversations focusing on the operations of power in the social world (Kramsch, 2021), using both plurilingualism (Galante, 2020; Piccardo, 2013) and critical intersectional (Crenshaw, 1989; Hankivsky; 2014) lenses, and considering the particularities of each of our graduate education context, our research proposes new forms of collaboration (Ndhlovu, 2021) with graduate faculty and students in the hope of creating more inclusive and asset-oriented spaces for plurilingual graduate writers in English-dominant university contexts.

Amplifying minoritized voices with decolonial plurilingual education:
A pedagogical model from South America
Angelica Galante (McGill University)

Decolonial education in the Global South has been advocated for decades but little has been explored in language education. Using the lenses of decoloniality in language education (Macedo, 2019, Mignolo, 2007), critical pedagogy (Freire, 2019) and plurilingualism (CoE, 2020), the PluriDigit Project explored the emergence of a digital pedagogical model for decolonial language education, specifically designed to address learners' linguistic insecurity in additional language use. A research team from three Canadian institutions collaborated with 11 refugee/immigrant teachers in a Brazilian NGO (4 of English, 4 of French, and 3 of Spanish). The theoretical lenses were used to co-design five projects for 13 courses (total of 65 projects) and two research questions guided the study: 1) To what extent does decolonial and plurilingual pedagogy address learners' linguistic insecurity in the additional language?, and 2) What are learners' perceptions of the emerging pedagogy? Data included bi-weekly audio and video posts made on the asynchronous platform VoiceThread by 103 language learners for 4 months. Semi-structured interviews

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with a representative sample of 13 learners were conducted at the end of the course. Critical narrative analysis (Souto-Manning, 2012) with a representative sample of 67 VoiceThread posts and content analysis (Patton, 2015) with interview data were conducted. Findings show 4 key features for decolonial and plurilingual pedagogy: 1) plurilingualism and pluriculturalism as a political act to decolonize the minds of the language learner; 2) non-hierarchical model in the digital space; 3) bottom-up approaches where learners had control over their own learning; 4) centering learners' voices and lived experiences for engagement and sense of community. Learners also reported feeling empowered as language variation and hybridity were highly valued. This study contributes with an emerging decolonial model from the South America which can inform language education in other colonial contexts such as Canada.

Council of Europe (2020). Common European framework of reference for languages: Learning, teaching, and Assessment. Companion Volume. Council of Europe.

Transferable language skills in deaf mobility
Julia Gspandl
(University of Graz)

Embedded in a hearing-dominated world, deaf individuals have extensive experiences with challenging communicative situations. Deaf migrants in particular are exposed to several spoken and signed languages during the course of their lives. These diverse communicative experiences may lead to particularly multifaceted semiotic repertoires (Kusters et al., 2017). This study explores what impact these may have on the acquisition and use of Austrian Sign Language (ÖGS) as an additional sign language, using data from semi-structured interviews with twelve deaf adult migrant signers in Graz, Austria, conducted by deaf ÖGS signer. Interviews were recorded, translated, coded and analyzed using ELAN and MaxQDA. Additionally, two deaf native ÖGS signers rated the signing skills exhibited by the participants during the interviews using a version of the Sign Language Proficiency Interview (Caccamise and Newell, 1995). Results identify several relevant factors: First, they demonstrate a connection between good ÖGS competence and exposure to signing peers throughout life. This supports previous results by Koulidobrova (2019) who found that proficiency in an additional sign language did not depend on age of acquisition (of this language or an L1) but the general amount of practice in the visual-gestural modality. Additionally, iconicity as well as shared features of ÖGS and previously acquired languages, which include cognates and structural similarities, may aid additional sign language learning. Finally, I discuss wider factors such as cultural similarity and interpersonal skills and preferences as factors influencing ÖGS acquisition.

Strength-based approaches to supporting exceptional students in the elementary French Immersion Elementary classroom
Melissa Dockrill Garrett (University of New Brunswick)

Often, students displaying academic or behavioural concerns within French Immersion (FI) classrooms lack access to necessary support and intervention strategies, frequently resulting in their transitioning to English classrooms (Cobb, 2015; Wise, 2014). This can lead to students feeling unaccepted and inferior to

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their peers. Strength-based approaches, on the other hand, focus on educators developing relationships with students, identifying their individual strengths. Recent perspectives highlight the need for the mobilization of student strengths to be embedded into the classroom culture and planning initiatives of educators, allowing for students to feel a sense of belonging and self-efficacy in their second language (L2) learning. This research, guided by Deci & Ryan's (2008) model of motivation, explores the impact the intentional application of strength-based practices, when embedded within the FI classroom environment, can have on student engagement, second language acquisition (SLA), and wellbeing.

Using an Appreciative Inquiry design, elementary FI teachers explored learning and support challenges commonly experienced within the FI classrooms at the elementary level, reframing these challenges as opportunities within a strength-based paradigm. This allowed for the further development and elaboration of strength-based practices within participants' daily instruction and classroom structures. Data were collected through interviews, focus groups, and classroom observations throughout a school year and analyzed using an inductive content analysis approach (Hsief & Shannon, 2005; Thomas, 2006) breaking the data into meaning units, assigning codes according to recurring and common themes through the lens of students' applied strengths and experienced learning enhancements.

This presentation will share examples of the specific practices and observed impacts in the participating FI classrooms relating specifically to student engagement, SLA, and wellbeing. The findings of this study hold implications to the inclusive nature of the FI program and student retention through the unearthing of innovative approaches to support exceptional L2 learners within the FI program.

Linguistic self-confidence among pre-service teachers in a French-as-second-language BEd program
Rachelle Gauthier (University of Prince Edward Island)

This mixed methods study (Creswell & Creswell, 2017) focused on pre-service French as a Second Language (FSL) teachers who are also second language (L2) speakers of French. More specifically, it aimed to better understand issues of L2 self-confidence, L2 willingness to communicate (Edwards & Roger, 2015; Khatib & Nourzadeh, 2015; MacIntyre, 1998) as they related to this under-represented group within the literature on second language acquisition. The impetus for this study evolved as a way to better understand and respond to the national trend of weak enrolment numbers in FSL teacher education programs. As teacher educators working within the BEd (FSL) program, we hypothesized that L2 self-confidence was a factor in low enrolment numbers at our institution. In order to better understand the role L2 self-confidence plays as a deterrent to enrollment and to make recommendations that could mitigate its impact, we conducted a questionnaire we developed (n= 59), as well as a focus group (n=5), among BEd (FSL) teacher candidates from six English-language post-secondary institutions across Canada. Findings of the questionnaire revealed that, when compared to their classmates who identified French as their first language, second language (L2) speakers of French scored statistically lower on the linguistic self-confidence and identity scale that we developed. This, taken alongside qualitative data derived from the questionnaire and focus group session, highlights the particular needs of L2 speakers as they train to be FSL teachers. Factors that increased and fortified levels of L2 self-confidence for FLS teacher-candidates are also explored. Recommendations for BEd (FSL) programs include: embedding on-going language

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supports throughout the BEd programs; establishing clear expectations as well as safe spaces for risk-taking and language growth within the courses themselves; and creating connections with French-speaking communities in order to increase access to French opportunities for teacher-candidates outside the academic context.

Minority Language Learning: An Exploration of Affective Factors and Their Enduring Effects
Eimear Geary (University of Cologne)

When an individual acquires a second or more languages, this invariably has repercussions for the inner workings of the linguistic system and the co-existence of these languages, with increased use of one language influencing availability of the other. In this regard, this paper explores the long-term effects of minority language pedagogy and language education policy from the perspective of attrition and asks what leads to retention of linguistic knowledge even years after contact with the language in question has ceased and a new language has been acquired in the meantime. In particular, it looks at the psychology of language learning, as well as learner well-being, and the corresponding lasting repercussions of the language learning experience.

This exploration is based on a study in which four Irish adults, currently residing in Germany and bilingual English-German speakers, who had not had contact with the Irish language in approximately thirty years were tested on Irish lexical item knowledge and interviewed in depth on their identification with the Irish language and their experiences in learning it in an educational setting.

Test results regarding levels of retention demonstrated considerable divergence across participants despite all having learned Irish according to the same curriculum, within the same period, and their current bilingual profile. The learning experiences of the participants and their resulting linguistic decisions were found to be critical in understanding how accessibility to linguistic information is affected in the long run.

The Irish language provides a unique focus for analysis because unlike languages typically explored in multilingual research, a monolingual Irish speaker currently does not exist. This, alongside its status as a minority language, also leads to unique motivations in learning it, the examination of which can enhance our understanding of language learner experience and how language pedagogy can be correspondingly adapted to achieve greater effectiveness.

Examining teacher agency with plurilingual, action-oriented, and technology-mediated pedagogies
Aline Germain-Rutherford (University of Ottawa), Karam Noel (University of Toronto), Enrica Piccardo (University of Toronto), Shaily Zolfaghari (University of Ottawa)

In a globalized world, language education (LE) that values an individual's existing linguistic and cultural resources is crucial for the development of an inclusive and diverse society. Adopting plurilingual, action-oriented, and technology-mediated pedagogies can foster innovation in LE pedagogies while encouraging learner agency and the flexible use of learners' linguistic and cultural repertoires. This presentation reports on findings from an ongoing study examining language teacher beliefs and situated LE practices

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in relation to innovative approaches (plurilingual, action-oriented, and technology-mediated) across three Canadian provinces. The study follows a mixed methods research design (Creswell & Plano Clark, 2018) and a design-based methodology (Anderson & Shattuck, 2012), with each phase involving design, enactment, analysis, and redesign based on insights gained from earlier phases. The first phase examined teacher beliefs, knowledge, and current realities of practice to understand factors that facilitate and impede the adoption of innovative LE pedagogies. Data collected in this phase using Q-methodology, a research method developed for investigating participant beliefs and identifying subjectivities in survey data (Watts & Stenner, 2012, Lundberg, 2020), combined with focus groups and written teacher reflections, allowed for the in-depth exploration and understanding of how teachers exercised their beliefs regarding the project's core approaches in their classrooms, and how these beliefs inform their teaching practice and curricular materials. The presentation will also detail the development of an online toolkit in later phases of the project to identify the most effective resources and strategies for addressing the facilitators and barriers that emerged from the data collected in the first phase and through collaboration with select teachers. As such, the toolkit intends to help teachers exercise their agency in adopting plurilingual, action-oriented, and technology-mediated pedagogies as they prepare learners for today's transnational societies. Research implications and next steps will conclude the presentation.

Spanish Family Language Policies:
'Future Proofing' Immersion Strategies through Transnational Mobility
Frances Giampapa (University of Bristol), Matt Kedzierski (University of Bristol)

The paper reports on a critical sociolinguistic study exploring the ways in which the participating Spanish families view English language proficiency as a future-proofing strategy that leads to the development of global identities and transversal competencies. Such competencies are seen as crucial for long-term success in both material and symbolic terms.

Drawing from a series of 15 ethnographic interviews with young Spanish bilingual/multilingual speakers and their families, we show how desires and imaginaries surrounding the English language, culture and global citizenship shape their transnational trajectories, allocation of resources, and their family language policies. We shed light on the logics that underpin these desires, and the strategies that are employed to achieve them. We also consider how recent disruptions (i.e., the pandemic and Brexit) have inflected their desires, strategies, and opportunities, shifting the trajectories and temporalities of mobility.

Our presentation adds to the current research on different kinds of immersion practices within the Spanish context (Codo & Patino-Santos 2018; Giampapa & Fernandez Barrera in press; Relano-Pastor 2018; Relano Pastor & Fernandez Barrera 2019); and family language practices and policies (Curdt-Christiansen 2016, 2018; Spolsky 2012; Zhu & Wei 2016). We show how young Spanish speakers and their families rationalise investing in particular forms of linguistic and cultural capital and how long term and varied types of investments in distinctive forms of English also lead to a valued form of multilingualism and the global identities attached for future success in the labour market.

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Insights into Ontario International Languages administrators' reflections on their plurilingual identities
Lesya Alexandra Granger (University of Ottawa)

This presentation describes how public school board administrators who oversee secondary Ontario International Languages (IL) classes perceive plurilingual identity and how their understanding might impact teachers, students, and other stakeholders in the IL context and beyond. Ontario IL education consists of immersion classes in over 75 minority languages taught as a curriculum subject in a public education system which aims to put into action principles of intercultural understanding, global citizenship, and critical pedagogy. The 2016 Ontario IL curriculum is founded on the notion of plurilingualism (PL) as defined in the Common European Framework of Reference for Languages, with an accent on supporting the development of a sense of identity through language and culture (COE, 2001). Reflecting on the role of PL in their lives, in IL classrooms, and in the school system, participating administrators commented on their own language learning trajectories and linguistic repertoires in an online survey (n = 11) and in semi-structured interviews (n = 4). Focus group participants (n=4) discussed how to effectively advocate to ensure that students' linguistic and cultural identities are actively included and leveraged, and eight of the participants produced multimodal representations of their reflections. The findings of the study echo literature that describes Ontario school administrators' active support of linguistically and culturally diverse learners (Peterson & Heywood, 2007) and provide insights into more complex elements of language learner identity and how educators might implement plurilingual or cross-linguistic practices (Ballinger et. al., 2017) that include language awareness, discursive practices (Krasny & Sachar, 2017) and critical pedagogy to address language hierarchy and power dynamics (Kubota, 2020) in the minority language classroom. The findings also expanded the theoretical framework guiding the study and contributed to PL theory by providing a more in-depth understanding of the place of PL in the IL context.

Paysage linguistique en didactique des langues secondes : applis de géolocalisation pour contextualiser le récit d'expériences multimodales et bi-/multilingues
Marie-Josée Hamel (Université d'Ottawa), Sébastien Dubreil (Carnegie Mellon University)

Les applis de géolocalisation, comme Google Map, commencent à faire leur place dans la didactique des langues et culture grâce à des affordances qui permettent le déplacement 'visuel' virtuel dans des lieux hors/au-delà de l'espace de la salle de classe et ainsi donner lieu à des expériences d'apprentissage multimodales sémiotiquement riches (Malinowski, Maxim et Dubreil, 2021). Elles permettent notamment aux apprenants de langue de décrire et d'analyser les lieux et espaces observés, de raconter des parcours (des histoires de vie, réelles ou fictives – y compris les leurs) en les situant et les contextualisant dans des espaces géographiques (Bedou & Hamel, 2021). Dans cette présentation, nous allons nous intéresser aux paysages linguistiques (Zabrodskaja et Milani, 2014) comme moyen d'aborder des dimensions bi-/multilingues et culturelles dans la classe de langue et cela, par le biais l'usage de StoryMap, une appli conçue pour créer des récits multimodaux qui mettent l'accent sur la géolocalisation et la géographie comme principes organisateurs.

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Nous ferons d'abord un rappel théorique du concept de paysage linguistique (van Mensel, Vandenbroucke et Blackwood, 2016) et le considérer en didactique des langues secondes selon une perspective de 'digital place-based pedagogy' (Dubreil, Malinowski et Maxim, in press; Sykes, 2021) et de développement de multi-littératies (Hamel, 2019).

Nous allons dans un deuxième temps présenter une tâche d'apprentissage déployée dans le cadre d'un séminaire de maîtrise en ALAO, tâche dans laquelle les apprenant.e.s ont conçu une étude du paysage linguistique qu'ils ont analysée de façon critique pour développer leur compétence symbolique (Kramsch, 2011) et en faire émerger les significations. Cette tâche a donné lieu à des productions intéressantes que nous souhaitons partager sous forme d'une étude exploratoire. Le corpus de paysages linguistiques collectionné provient des travaux d'un groupe étudiants de profils géolinguistiques variés (n = 20 au total). Les résultats ont été/seront analysés qualitativement. Les thèmes saillants émergents de cette étude seront discutés, notamment le choix du thème et de la question d'enquête, la structure du récit, la prise de conscience des langues et communautés en présence, l'interprétation sémiotique des signes, etc.

Disciplinary literacy, academic integrity, and the use of L1 private tutoring in EMI postsecondary settings

Joel Heng Hartse (Simon Fraser University), Sandra Zappa-Hollman (University of British Columbia), Tim Anderson (University of Victoria)

The concept of literacy brokering (Curry & Lillis, 2006) has been helpful to view academic writing as a social practice typically involving text mediators (e.g., editors, peers, proofreaders). The reliance on such mediators, however, is less understood and becomes somewhat problematic when applied to undergraduates seeking academic writing support (see Conrad, 2022). Most discussions of students' use of paid literacy brokers or other support services have been described as "contract cheating" (see, for example, Chang, 2018, Lancaster, 2018; Lines, 2016). One grey area of undergraduates' use of paid academic support services that requires attention given its growth in EMI university contexts is private supplementary tutoring (PST). Drawing from academic literacies, which conceptualizes language and literacy practices as socially mediated and contextually situated (Lea & Street, 1998), we report on a study examining how and why undergraduate international students at three large Canadian EMI universities seek first language (L1) PST tailored to specific EMI university courses. The findings are derived from a subset of data from a mixed methods study that used surveys (N=898) and semi-structured interviews. We focus on the L1 (Mandarin) tutoring services used by some Chinese international students, interrogating their reasons for seeking this type of support, and aiming to demystify the process and outcomes of PST-seeking practices. Descriptive statistics results from the survey alongside a reflexive thematic analysis (Terry & Heyfield, 2021) of interviews reveal a wide range of reasons for using L1 PST, which we represent along a spectrum of literacy brokering practices (Conrad, 2022). What emerges is a picture of an industry that seems to address an important cultural, linguistic, and educational need for many students, but which is viewed by some as a potentially dishonest or unfair set of para-academic (i.e., complementary) practices. Finally, we discuss policy and pedagogy implications derived from this study.

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Transversal competences in young learners at the primary level
Barbara Hofer (Free University of Bozen-Bolzano)

In an increasingly networked and pluralistic world, transversal competences come to play a key role because they determine how flexibly and successfully speakers can operate in multilingual settings. As such, transversal competences – conceptualised as transferable meta- and crosslingual and metacognitive skills – are predictive of speakers' functional multilingualism and overall communicative agency. Yet, in institutional contexts transversal competences receive scant attention.

The present talk focuses on transversal competences in a trilingual minority context in Northern Italy. The author reports recent research into 5th graders' multilingual and metacognitive abilities. The aim is to establish whether primary schoolers are at all able to transfer knowledge and skills between languages and if so, which transversal competences children with different multilingual experiences develop. A special multilingual competence test (MCT) is administered for this purpose. The procedure elicits linguistic and metacognitve competences in order to ascertain how successfully young emergent multilinguals can operate with and across multiple languages and whether they are capable of verbalising their metacognitive reflections in writing. The test results and data from individual interviews and children's verbal reflections are analysed and discussed against the background of sociolinguistic and educational variables that have been found to impact the nature and extent of their transversal competencies. Finally, educational implications are pinpointed and practical recommendations for the curricular promotion of transversal skills are given.

Understanding the role of language policy in the construction and maintenance of inequalities in Morocco and Tunisia
Giacomo Iazzetta (University of Essex)

Since the 1970s, studies on language policy (LP) have considered the socioeconomic aspects of LP and its role in establishing inequalities (Rubin & Jernudd 1971; Tollefson 1991; Phillipson 1992; Shohamy 2005; Makoni 2016; Pennycook 2017). Interest in educational institutions as the main place of action for LP has increased in recent years (Tollefson 2015, 2016; Cushing 2019), driving the need for ethnographic research that connects language practices within the school environment with the broader analysis of socio-historical context (Cooper 1989; Hornberger & Johnson 2007; Ricento 2015; Tollefson & Pérez-Milans 2018; Spolsky 2021). The socioeconomic implications of LP have not received enough attention in studies on Morocco and Tunisia, multilingual and postcolonial contexts where language issues have always been at the heart of the debate on identity and social rights.This project employs a mixed methods approach that analyses the ways in which the socioeconomic status (SES) is shaped in and through language policy in education in the Moroccan and Tunisian context. The political metamorphosis that took place after the '2008 economic crisis' and the social protests and revolts in 2010-2011 affect the LP of the countries through the education system and I identify the political, economic and ideological factors influencing the LP and the SES of the Moroccan and Tunisian population after that period with a focus on the higher education field. I investigate the ways in which the language planning established by the Moroccan and Tunisian governments influence the language attitudes, ideologies and practices of university students

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and professors and thereby contribute to the construction of their socioeconomic status. Two ethnographic studies analyse the 'real' language policies of the communities (Spolsky 2012), the Tunisian and Moroccan sociolinguistic contexts and through surveys and interviews with linguistic 'influencers' (Badwan 2019) in the university context, I analyse and describe the relationship between various hierarchical levels of language policies (Hornberger & Johnson 2007) and the relationship with the SES of the participants. It will be noticed that even in the higher education context, three inter-related but independent components (Spolsky 2004) such as language practices, language ideologies and language planning reflect socioeconomic hierarchies. The comparative analysis of these two case studies allows to identify new models of language policy that can be considered by the policymakers in order to reduce the inequalities that have increased since 2008 and it can contribute to develop other LP analyses in other multilingual and postcolonial contexts. The data collected show that there is a substantial difference between the de facto LP and the de jure LP. The quantitative analysis of the questionnaires uses the participants' SES as an independent variable and shows us how participants from similar social classes share recurring patterns of language practices, ideologies and planning. The general trend sees a situation in which the lower social classes and the mother tongues (Moroccan, Tunisian, Amazigh varieties) are at a disadvantage due to language planning reflecting language ideologies that put Arabic, French and English on the podium.

Strategies for supporting young multilingual speakers in distance-learning environments
Alexandra Inglis (University of Cologne)

During the pandemic-induced distance learning period in 2019-2021, most pupils in NRW, Germany, whose home language differed from the classroom language (German), lost their main source of language input and opportunities for interaction. Foreign language classrooms (English) similarly lacked face-to-face contact. This development impacted language acquisition and development of pupils' additional languages, thus underlining the need for additional language support and individualized learning strategies for succeeding in distance-learning contexts.

The study aims to offer practical strategies for supporting these learners both in the foreign language classroom and in the subject classroom. Approaching heritage languages as a tool, rather than an obstacle, could offer some solutions. It is argued that translanguaging, "the process of supporting learning, both language and content, by using the mother tongue" (e.g., Mertin et al. 2018:18) with learners using "all their communicative resources in the classroom" (Holmes & Wilson 2022:60) can also be applied to distance-learning contexts.

Two types of data are dealt with in this study – interviews and strategy suggestions. Expert interviews with primary and secondary school teachers serve as the main source of data on what measures had already been implemented. Informal preliminary conversations with teachers suggest that distance learning had a negative effect on the language development of heritage speakers, but also that various efforts to help had been attempted. Parallel to interviews, further suggestions for learning strategies are being developed. As an example, teachers encourage students to use words from their heritage languages in place of the unfamiliar target language words in the texts they write, thus capitalizing on the pre-existing linguistic repertoire and highlighting the lexical language gaps. Preliminary pilot study results

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suggest that, under certain circumstances, this strategy supports students' writing and allows for more communicative possibilities.

It is hoped that the findings of the study will encourage teachers to allow heritage languages a more prominent place in the classroom and beyond, while more practical solutions will provide learners with additional language-learning strategies in distance-learning contexts.

Understanding Challenges and Strategy Use of Russian-Dominant Kazakhs Studying in Kazakh-Medium Schools: A Qualitative Inquiry
Sabina Kairatova (Nazarbayev University)

An increasing number of empirical studies have been conducted to capture the linguistic and academic difficulties that non-English speaking students often face while studying through the medium of English. However, there is still a dearth of research on students' experiences in studying through the medium of a language other than English. Little research also exists related to the language learning strategies (LLSs) deployed by young people to manage their own limitations and affordances as they endeavor to encounter their diverse challenges. Therefore, this qualitative study documents the challenges and LLSs used by a group of Russian-dominant Kazakhs studying in a Kazakh-medium school. Drawing on a sociocultural perspective on LLS research, this study sought to answer the following research questions: 1) What challenges did the sampled participants face in studying in Kazakh-medium schools? 2) What contextual factors influenced the participants' Kazakh language learning experiences? 3) How did they deal with these challenges? Due to the Covid-19 pandemic, the data were collected online from eight Grade 8 students, using a written narrative and individual semi-structured online interviews. The study reported on the participants' linguistic, content comprehension, and individual challenges of studying in Kazakh, particularly, their insufficient repertoire of Kazakh vocabulary which negatively influenced on most participants' Kazakh language proficiency. Also, almost all participants were not satisfied with the traditional practices of their teachers who did not permit the use of other languages than Kazakh during their lessons, which made some of them reluctant to participate inside the classroom. This study also revealed that most participants used a few LLSs, which might be attributed to the lack of explicit LLS instruction introduced by their teachers. From this study, pedagogical implications such as the use of translanguaging, the near-peer role models strategy, and explicit LLS instruction, as well as directions for further research are suggested.

The beliefs that motivate multilingual parenting in Quebec
Ruth Kircher (European Centre for Minority Issues), Erin Quirk, Melanie Brouillard (Concordia University), Alexa Ahooja, Susan Ballinger, Linda Polka (McGill University), Krista Byers-Heinlein (Concordia University)

In recent years, family language policy has emerged as an effective lens through which multilingual child-rearing can be examined. The study of family language policy includes three components, namely language beliefs, language practices, and language management. This paper focuses on the first

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component: within a language attitudes framework, we investigate the beliefs that motivate Quebec-based parents to raise their children multilingually.

In a previous study based on quantitative data, we established that Quebec-based parents' attitudes towards childhood multilingualism have three distinct evaluative dimensions: status (multilingualism holds utilitarian value), solidarity (multilingualism enhances social identity), and cognitive development (multilingualism entails learning benefits). Together, these dimensions account for almost 60% of the variance in our data, indicating their importance – but also the possibility that other dimensions exist.

In this paper, we examine qualitative data from the same Quebec-based parents (n=747) with the aim of shedding further light on what motivates them to raise their children multilingually. The data were obtained with an open-ended questionnaire item, and based on parents' responses to this, we created two corpora: one in French (12,055 words) and one in English (18,322 words). A comparative, corpus-assisted discourse study was chosen as the most suitable approach to analysing the data. This involves investigating frequencies and collocations to reveal significant and meaningful trends in each corpus, as well as examining concordance lines and larger discourse segments to establish meaning in context.

Analysis is still ongoing – but the initial findings not only confirm the results from our previous, quantitative study; they also provide more nuanced insights regarding each of the attitudinal dimensions. Moreover, the findings show that the specific linguistic situation in Quebec shapes (some of) the parents' beliefs. In this paper, we will present our final findings to provide comprehensive insights into why Quebec-based parents raise their children multilingually.

Improving French Immersion: Suggestions from racialized French immersion students
Marika Kunnas (York University)

In recent years, race has become a more important question in French as a second language research and education. French immersion has been critiqued for being an elite program that caters to the White middle-class for decades (Olson & Burns, 1983). As such, it is worth questioning: what are the experiences of racially minoritized students in French immersion programs, and what can we do to improve their experiences? In this two-stage study, participants were racial minorities enrolled in French immersion programs in Ontario. Stage 1 of the study was an online modified version of the Playbuilding (Norris, 2016) method: participants shared stories relating to race and racism in French immersion and created monologues about a key experience or experiences in immersion. Participants' stories and monologues were shared online with a questionnaire in stage 2 of the study. This presentation focuses on suggestions from participants of ways to improve French immersion. Some key suggestions include: creating a French cultural course; having (subsidized) field trips to French locations; targeting recruitment of Black teachers and mentors; less leniency toward the use of English in French class; more authentic learning activities; and, more engaging and representational resources. The suggestions from participants reveal that diverse racial representation in course materials and within the school at large was missing. Participants felt disengaged in their learning because it so often focused on White men. Further, there were few racial minority teachers or mentors within the school who could help support the participants. Lastly, participants did not feel confident in their French proficiency and emphasized that students' language

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proficiency needed to be a top priority in the program. These suggestions point to possible avenues for improving French immersion, particularly for those who are marginalized in the program.

Mobilizing strengths in the development of French second language teacher identity
Josee Le Bouthillier (University of New Brunswick), Melissa Dockrill Garrett (University of New Brunswick)

The purpose of this case study is to explore the construction of pre-service French as a Second Language (FSL) teachers' professional identity through the application of their inherent strengths. Professional identity refers to the image that teacher candidates hold of what it is to be a teacher (Wolff & De Costa, 2017). FSL teachers may experience dissonance between their pre-established vision and the realities of the career (Kanno and Stuart, 2011). Focusing on identity during initial teacher training, making connections between their personal and educational experiences, and encouraging reflection engages students in a process of "self-discovery, transformation and evolution." (Buendía-Arias & al., 2020, p. 585). A qualitative case study design was adopted (Merriam, 2009). The concept of professional identity construction was addressed in the literacy methods courses in the FSL stream of the University of New Brunswick's 10-month educator training program in which a limited number of teacher candidates participated (9 from the elementary cohort and 17 from the secondary cohort). Data from a professional identity journal assignment as well as a focus group at the end of the program were collected and analyzed using qualitative data analysis (Merriam, 2009) which involved breaking the data into meaning units. These data were subsequently coded according to recurring and common themes. A final analysis was conducted through the lens of critical incidents and inherent strengths.
This session will be presented bilingually and will share convergent findings of the process in which professional FSL teacher identities are developed and evolve during that first year of preparation and training, delineating key moments of tension which challenged their pre-existing beliefs, as well as how they were able to confront these moments through the application of their identified areas of strength. These findings hold implications to recruitment and retention of teachers in L2 contexts in Canada.

Planning, shaping, and adapting family language policies: An Icelandic study with immigrant parents and children
Samúel Lefever (University of Iceland), Hanna Ragnarsdóttir (University of Iceland), Renata Emilsson Peskova (University of Iceland), Kriselle Lou Suson Jónsdóttir (University of Iceland)

Migration to Iceland has grown rapidly in recent years and caused changes in society as well as the education system. The qualitative research project, Language Policies and Practices of diverse immigrant families in Iceland and their implications for education (LPP) aims at critically exploring the language policies and practices of diverse immigrant families. The project focuses on how they impact their children's education and the relationships between families, their heritage language communities, their

teachers and principals. This paper answers the research question: How do children and parents shape their family language policies?

Families face various challenges in their attempt to bring up a plurilingual child. These include "identity conflicts, time pressure restraints in negotiating conflicting language demands and the negative effects of macro-level social processes such as state language policy" (Schwartz & Vershik, 2013, p. 1). Despite these challenging circumstances, some families succeed in maintaining their heritage language and using it with their children.

Sixteen immigrant families with diverse languages, educational and socio-economic backgrounds participated in the LPP project. Additional participants were the children's teachers and school principals and, where relevant, their heritage language teachers. Methods included semi-structured interviews with the parents and children (ages 10-16) in a language of their choice in order to gain deep understanding of their learning experiences and multiple language use.

This paper presents findings from interviews with parents and children. It explores the initial ideas of parents about language management at home, challenges that the families faced in maintaining their family language policies, children´s agency in shaping family language policies, and adaptations that both children and parents made in language practices at home. Children's and parents' negotiations of their multiple languages and literacies will also be discussed.

Access to and usage of services among Francophones across Ontario: understanding the role of sociodemographic and structural factors
Shannon Leitch (University of Ottawa), Luisa Veronis (University of Ottawa)

Ontario is home to Canada's largest Francophone minority community (FMC), but its landscape is rapidly changing due to multiple demographic processes. On the one hand, the Francophone population is aging, and its demographic weight has been declining. On the other hand, Ontario's FMCs are diversifying through immigration, but most immigrants settle in large gateway cities such as Toronto and Ottawa (Statistics Canada, 2021). These dynamics raise questions about Francophones' lived experiences of place, space, and community across the province depending on their migrant status, particularly relating to their everyday access to and use of French-language services (Éthier & Carrier, 2022). Using a social resilience lens (Preston et al., 2022), this study has three main objectives: (1) to document patterns of Francophones' access to and use of French-language services across Ontario; (2) to examine the influence of sociodemographic characteristics on Francophones' service access and use with a focus on the role of migrant status (i.e., foreign-born vs. Canadian-born); and (3) to improve understanding of Francophone immigrants' access to and usage of services in their preferred language, paying attention to the influence of sociodemographic characteristics (e.g., immigration category, gender, age, language) and structural factors (e.g., location, availability, distance, cost). We present preliminary findings from a large-scale, province-wide, online survey. Data analysis focuses on sociodemographic characteristics and language practices in diverse public spaces and services (e.g., schools, daycares, community centres) using a descriptive analysis, and we infer the significance of these relationships using a series of non-parametric tests. The results will provide an updated cartography of Francophones' access to and use of services across Ontario and help to identify potential barriers. This study will contribute to refining

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conceptualizations of Francophones' diverse lived experiences in minority contexts and to develop recommendations to improve accessibility and usage of services in their preferred language.

Comment un groupe d'enseignantes s'est-il approprié un projet artistique plurilingue pour le rendre transdisciplinaire ? Le cas d'une école primaire montréalaise.

Marie-Paule Lory (University of Toronto), Catherine Maynard (Université Laval)

Depuis plusieurs décennies déjà et dans le monde entier, de nombreux chercheurs ont documenté les effets bénéfiques aux niveaux social, affectif et cognitif des approches plurilingues, qui valorisent et mobilisent la diversité linguistique et culturelle dans les pratiques d'enseignement en classe (Armand et Maynard, 2021; Cummins, 2009; Moore, 2006; Piccardo, Germain-Rutheford et Lawrence, 2022). Aujourd'hui, on fait ainsi le constat d'un espace scolaire de plus en plus inclusif linguistiquement et culturellement (Lory, 2022). Toutefois, dans la pratique, les approches plurilingues sont souvent implantées de façon sporadique et ne le sont généralement pas dans toutes les disciplines. Comment alors faire de la diversité linguistique et culturelle une composante quotidienne et incontournable du processus d'enseignement-apprentissage ? Pour répondre à cette préoccupation, nous avons collaboré avec une école primaire de Montréal-Nord (Québec) pendant deux ans afin de concevoir et documenter un projet d'écriture artistique plurilingue prenant appui sur un outil novateur, le kamishibaï plurilingue (Lory, 2018; Pedley et Stevanato, 2018). Une analyse thématique (Paillé et Mucchielli, 2021) d'entrevues individuelles semi-dirigées menées auprès de 8 enseignantes pendant et après le projet nous permet de rendre compte de son processus de « didactisation » par ces enseignantes. En effet, elles ont fait le choix de transformer le projet initial d'écriture plurilingue pour qu'il s'inscrive également dans le projet éducatif prioritaire de l'école associé à l'enseignement des mathématiques. Plus spécifiquement, nous décrivons les stratégies qui ont permis à ces enseignantes déjà convaincues et formées aux approches plurilingues d'intégrer cette composante dans leurs pratiques d'enseignement au quotidien et dans plusieurs disciplines.

Linguistic and Socio-cultural Strategies in a Transcultural Context: Resourceful Chinese-Speaking International Students' Adjustments in the UK

Xinyang Lu (University of Southampton), Vanessa Mar-Molinero (University of Southampton), Vicky Wright (University of Southampton), Ying Zheng (University of Southampton)

This presentation reports on a multiple case study that investigates how four resourceful Chinese-speaking sojourners exhibit their transcultural abilities and awareness through mediating their autonomy, agency, linguistic and sociocultural strategies to seek out affordances in a 'Language Exchange' social event in the UK. Chinese sojourners are currently the largest group of international students in the UK (HESA, 2022), and these sojourners, mostly, conduct low-level integration (Page, 2019, Lu, 2021). Nonetheless, there is a lack of research investigating any successful Chinese-speaking sojourners who stand out from their co-nationals to interact with local and international social networks during their study abroad to better adapt themselves through having linguistic and non-linguistic encounters. To bridge this gap, this study employs an ecological perspective (e.g., Palfreyman, 2014) and ethnographic methods

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through participant observations and interviews to identify various strategies employed by these sojourners to deal with a whole package of language, social contexts, and emotional issues in a complex transcultural ecosystem. The results predominantly show these sojourners exercise their agency by utilizing a set of newly-observed strategies, such as 'pay attention to affect', 'orchestrate target language', 'orchestrate table', and 'imitation' strategies to overcome their affective, cultural, and communication barriers within this specific social setting. In this way, this study shows the interactive relationship between agency, autonomy, and strategies in response to affordances in a dynamic transcultural circumstance based on the ecological perspective. These identified strategies can also benefit international students' multidimensional integrations by supporting them to become global citizens with such transversal competencies to cope with a range of shocks during their mobility journey. Thus, this study can support reducing social discrimination of race and ethnicity in the UK by promoting international students' high-level integration, which can expand the concept of Equality, Diversity, and Inclusion in academic institutions but also in the wider UK society.

Learners' Investment and Identity Development in the Language Instruction for Newcomers to Canada (LINC) Program
Albert Maganaka (McGill University)

The Language Instruction for Newcomers to Canada (LINC), a language program funded by the Federal Government of Canada helps newcomers settle and integrate into the Canadian mainstream. What is its impact to student-beneficiaries?

Norton's Construct of Investment and Imagined Communities guide this presentation. The former "seeks to make a meaningful connection between a learner's desire and commitment to learn a language and the language practices of the classroom or community." While the latter "focuses on the future when learners imagine who they might be, and who their communities might be when they learn a language." This presentation captures the accounts of some former CLB 5 students at a LINC school in Edmonton Alberta. Through a qualitative data analysis, this session answers: 1. What are the students' motivations of studying LINC; 2. How invested are they in their free LINC program; 3. In what way did the program help them? 4. What do they do now? and 5. What are their future goals in Canada? Data were gathered through phone and Zoom interviews last April and October 2022. Prior to the interview, a permission was sought and granted by the academic coordinator of the school. Students were oriented on the rationale of the study and sought their voluntary involvement.

Results show that the multilingual student-respondents have various interesting stories, especially on how they foresee themselves in Canada. They are either continuing their education or working. Their English language is being enhanced through their LINC education. Their voices have implications to LINC program implementation.

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Teachers' perceptions of plurilingual, decolonial and digital (PluriDigit) foreign language education
Faith Marcel (Niagara College), Angelica Galante (McGill University), Enrica Piccardo (University of Toronto), John Wayne Dela Cruz (McGill University), Lana Zeaiter (McGill University), Aisha Barisé (McGill University)

Plurilingual pedagogies have been implemented in many language programs and contexts, but there is little investigation in foreign language programs in South America. Drawing on plurilingualism (CoE, 2020) as a theoretical lens, our SSHRC-funded study was conducted in an NGO in São Paulo, Brazil. Participants were 11 refugee/immigrant teachers (4 of English, 4 of French, and 3 of Spanish) from different countries teaching the languages in their repertoire (sometimes more than one) to Brazilian students (n=103). A team of researchers based in Canada (authors) collaborated with the teachers to design PluriDigit, a project that engaged teacher participants in co-creating language projects with researchers for 13 courses (5 projects for each course, total of 65). Based on contextual needs and interests, the projects included socially situated content such as anti-racism, decolonialism, discrimination, sustainability, and LGBTQIA+ rights. The main research questions were: 1) To what extent has PluriDigit shifted power dynamics between teachers and students?, and 2) What are teachers' perceptions of PluriDigit? Data was collected through teachers' and students' bi-weekly VoiceThread video posts (~300), and semi-structured interviews with all 12 teachers. We used Video Data Analysis (Nassauer et al., 2019) of VoiceThread posts and content analysis (Patton, 2015) with interview data. Results show that the PluriDigit project promoted decolonial pedagogical practices such as positioning teachers as learners, elimination of references to native speakerism, valuing students' plurilingual practices, and letting situated rather than linguistic content drive language exchanges. Moreover, teachers reported benefits such as learner empowerment, semiotic resources augmenting the use of the foreign language, and teacher agency to create their own plurilingual projects, suggesting sustainability of educational implementation. This study shows an effective model for the enactment of plurilingual pedagogy in South America that can inform pedagogy in other colonial contexts such as Canada through situated decolonial content and pedagogical practices.

Devenir parents dans un contexte bi/plurilingue anglodominant:
Quelle(s) langue(s) choisir lorsqu'on a le choix ?
Marie-Helene Marquis (Université de Moncton)

Vivre en contexte bi/plurilingue anglodominant au Canada requiert d'effectuer constamment, consciemment ou non, des choix langagiers pour soi et sa famille. Il est présumé que les comportements langagiers des parents auraient une incidence sur l'apprentissage d'une ou de plusieurs langues par leur enfant et ce, dès sa naissance (CLO, 2016). Cette communication présentera le contexte, le modèle théorique sous-jacent, une partie des résultats et leur interprétation d'une étude prospective de type mixte, dont le devis est transversal séquentiel explicatif. Ce projet novateur s'inscrit au cœur des domaines de l'éducation à la petite enfance en contexte minoritaire et de la sociolinguistique, plus particulièrement l'approche en politique langagière familiale (PLF). Cette étude vise à mettre en relation divers facteurs écosystémiques qui pourraient structurer les choix langagiers envisagés et réalisés par des parents d'enfant(s) d'au plus 4 ans, contribuant ainsi à l'usage d'une ou plusieurs langues par leur(s) enfant(s). Des

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questionnaires sociolinguistiques ont d'abord été administrés à deux cohortes de répondants, des parents en attente d'un enfant (n=27) et des parents d'enfants d'au plus 3 ans (n=99), afin de brosser un portrait sociolinguistique d'un échantillon de la population du Sud-Est du Nouveau-Brunswick en transition vers la parentalité (n=126). Trois couples de futurs parents et quatre de parents d'enfants âgés entre 4 mois et 4 ans ont par la suite participé à une entrevue semi-dirigée. Ces rencontres virtuelles ont permis de mieux saisir comment leur vécu ethnolangagier et leurs perceptions par rapport aux langues d'usage teintent leurs pratiques langagières et ultimement, structurent leurs choix langagiers pour leur(s) enfant(s). Bien que les résultats montrent un engouement des participants pour la langue française, certaines lacunes du système éducatif Néobrunswickois ont été discutées, notamment la nécessité, de la part du secteur de la petite enfance, de mieux soutenir les familles dans l'atteinte de leur projet langagier familial.

Caring in intercultural mediation: A transversal competency
Kelle Marshall (Pepperdine University), Wendy Bokhorst-Heng (Crandall University)

Disruptions caused by the COVID-19 global pandemic revealed in new ways the vulnerabilities of students' sense of self as members of unsettled local and global communities. Though true across all learning contexts, it was especially evident in the contexts of intercultural orientations to languages education which can themselves be disorienting for learners as they engage in intra- and interpersonal reflection, leading them to experience a decentered sense of self (Scarino & Liddicoat 2009). We argue that such decentering requires attention to the development of "caring" (Noddings, 1984/2003) as a core transversal competency, with the goal of human flourishing for self and community (Nussbaum 2011; Levine 2020). The educator is thus called to mediation of care both in their pedagogical approach towards students and their definition of learning outcomes.

Our discussions are premised on transcripts collected during a course on intercultural mediation (Kohler, 2015) in French immersion education taught virtually in 2020 in the early COVID-19 pandemic lockdowns. Through our discourse analysis of email exchanges between the professor and the four students, recorded Zoom class sessions, and student reflections, we examine how intercultural mediation alongside the mediation of care created a caring community even in discussions of potentially divisive topics. We identify six components that define the instructor's caring pedagogical approach in intercultural mediation: priority of relationship; motivational displacement; seeing the person in their context; flexibility; engrossment; and "mentality" of care. We further note how students themselves enacted ethics of care in their interactions with each other and the instructor and in how they themselves engaged in intercultural mediation. We propose that a caring and compassionate approach to language pedagogy can be instrumental in mediating a space where students might develop not only intercultural competencies but also a positionality of care and compassion, a transversal competency that attends to human well-being.

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Family language policy in a xenophobic context: the case of Kalanga transnational families in South Africa

Busani Maseko (North-West University), Dion Nkomo (Rhodes University)

Due to globalisation and people's mobility, transnational families have become a common feature the world over. As they settle in host countries, there usually follows a diminished need and opportunity to use their heritage languages. This places pressure on immigrant languages, particularly in countries that do not support their teaching in education. In highly ethnicised and racialised contexts like South Africa, parents' transnational experiences impact decisions regarding language use in identity construction in the host country. This study examines family language policies of three transnational Zimbabwean Kalanga families in South Africa. It reveals how their language transactions, negotiations and contestations are enmeshed with considerations of the ever-present xenophobic sentiment in South African society. Data was collected through semi-structured interviews with parents from three focal Zimbabwean families of Kalanga heritage. Findings show that parents' experiences of xenophobia in South Africa shape their language acquisition decisions for their children in considerable ways. The preference for the acquisition and use of Zulu and English at the expense of Kalanga is motivated by parents' desire and aspiration for their children's assimilation into a South African identity to minimise exposure to xenophobic attacks, for children's schooling and general upward social mobility. Findings also suggest that transnationalism presents challenges for the intergenerational transmission of Kalanga within the focal families. Given that Kalanga is already minoritised and marginalised in Zimbabwe, characterised by diminished use in public and official domains, parents' language ideologies are key to its revitalisation and the family domain is critical in that endeavor. This study is therefore a contribution to the understanding of the dynamics of intergenerational language transmission among transnational families, particularly those in hostile contexts.

Penser autrement l'enseignement de l'écrit aux personnes adultes immigrantes en apprentissage de la langue et de la littératie : enjeux et conditions facilitantes entourant la mise en œuvre d'un projet de bibliothèque vivante

Catherine Maynard (Université Laval), Suzie Beaulieu (Université Laval), Carl Laberge (Université Laval)

Nombreuses dans les centres québécois d'éducation aux adultes, les personnes adultes immigrantes en apprentissage de la langue et de la littératie (PAIALeL) font face à un défi de taille : développer, en français, des compétences de base en littératie pour prendre leur place dans une société d'accueil où l'écrit joue un rôle prépondérant. Les rares études menées auprès des PAIALeL indiquent que les activités utilisées pour développer leurs compétences en littératie misent surtout sur le développement d'habiletés techniques, sur de courtes productions et lectures guidées et sur les correspondances graphophonologiques (Ollerhead, 2012). Or, ces activités engendrent des gains limités en lecture et en écriture (Choi et Ziegler, 2015), en plus de laisser peu de place à l'instauration d'un climat socioaffectif favorisant les apprentissages littératiés (Hichri, 2019). Dès lors, l'engagement des PAIALeL dans un répertoire grandissant de pratiques de littératie différentes d'activités scolaires plus traditionnelles

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apparaît comme un tremplin prometteur pour susciter, à long terme, des apprentissages significatifs (Reder, 2015).

C'est dans cet esprit que nous avons démarré cette année une recherche-action visant à favoriser le plaisir de lire et d'écrire de PAIALeL au moyen d'un projet de bibliothèque vivante (BV). Impliquant entre autres des discussions autour de photos et d'albums sans texte, ce projet amènera les PAIALeL à produire des textes identitaires plurilingues et multimodaux (Cummins et Early, 2011) qu'elles partageront avec des interlocuteur·trices réel·les. Pour accompagner les enseignantes dans la mise en œuvre de ces nouvelles pratiques, à partir d'observations en classe, nous avons dressé le portrait des activités littératiées habituellement proposées aux élèves de quatre groupes de deux centres d'éducation aux adultes en région. L'analyse de ces activités, réalisée à partir d'une grille adaptée de Altherr Flores (2021) et faisant ressortir les exigences inhérentes à leur réalisation, met en lumière les enjeux et les conditions facilitantes entourant l'implantation de la BV.

Towards an ecosystemic model of bilingual phonological development

Sabah R. Meziane (Université d'Ottawa), Daniel Bérubé (Université d'Ottawa), Andrea Macleod (Université d'Alberta)

Bilingual language development is fundamentally different from that of monolinguals (Hambly et al., 2013). An ecosystemic model of bilingual development predicts that internal (e.g. development abilities) and external factors (e.g. language exposure) uniquely influence bilingual development (Kay-Raining Bird et al., 2016). The current study extends the ecosystemic model, and examines how the internal/external factors predict bilingual phonological development. Internal factors included vocabulary skills and external factors consisted of the amount of language exposure and its social status. The study adds an analysis of how languages interact together (Meziane & MacLeod, 2021).

A total of 23 four-year-old Arabic-French simultaneous bilingual children were examined once in each of their two languages. Children were assessed on parallel measures of receptive and expressive vocabulary, and phonological production of single words. In addition, we gathered information from parents about the child's language use, language exposure, and the sociolinguistic context. Pearson correlation analysis revealed that internal factors were related between languages, both for receptive and expressive vocabulary. Moreover, vocabulary and consonant production were associated between and across languages, even though consonant accuracy was higher in French compared to Arabic. As predicted by the ecosystemic model, a significant correlation was found between Arabic language exposure and Arabic consonant accuracy.

Exploring University Teachers' and Students' Beliefs and Practices about Translanguaging in Kazakh Language Learning Classes

Symbat Mukhamediyeva (Nazarbayev University)

Since the multilingual turn, a growing amount of research has been conducted on translanguaging and teachers' use of it as a pedagogical tool that enhances students' performance. However, there is little

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research on voicing students' perceptions and practices of the notion. Therefore, this qualitative interview-based study explores university teachers' and Russian-speaking students' beliefs and practices of translanguaging in classes where Kazakh is taught as a subject. Under Soviet colonization, the linguistic situation in Kazakhstan underwent drastic changes: from the support of the Kazakh language to a forced language shift and following tendencies toward loss (Smagulova, 2016). Therefore, the language policy of independent Kazakhstan aims at both maintaining multilingualism and enhancing the status of Kazakh by making high proficiency an important job requirement and making Kazakh taught as a core subject at all levels of education. This study is built on Macaro's (2014) three positions (virtual, maximal, optimal) of teachers' beliefs towards language mixing. The data were collected online through semi-structured interviews. The target population of the study was English-medium university undergraduate students who attended core Intermediate and Upper-Intermediate Kazakh classes and their teachers. The findings reported the presence of monolingual practices in the classroom and participants' beliefs that a monolingual environment in a language classroom is more efficient for successful language acquisition. On the other hand, they demonstrated students' challenges with the target language-only policy and their need for more flexible language practices to facilitate Kazakh language proficiency development.

Translanguaging: An Exploration of Its Impact on Motivation Among Multilingual Language Learners
Onur Özkaynak (Ohio State University)

The roots of traditional language teaching methodology can be traced back to the emergence of the Direct Method, in which languages were considered separate entities that should not be mixed or be in contact with one another (Cook, 2001; Howatt & Smith 2014). In recent times, there has been a growing prominence of translanguaging in the fields of language teaching and bilingual education. This approach acknowledges the entirety of the linguistic repertoire of individuals and permits the concurrent use of multiple languages by learners (García, 2009; García & Wei, 2014). Despite the extensive investigation into the pedagogical applications of translanguaging, there is a dearth of studies that specifically examine its potential impact on the affective states of learners. To address this gap, this quantitative study explored the relationship between translanguaging practices and L2 motivation of EFL learners at an English-medium university in Türkiye. The data were collected through a survey consisting of two sections (i.e., Translanguaging Practices; Reconceptualized L2MSS (Dörnyei, 2009; Peker, 2016)). Structural Equation Modeling (SEM) was utilized to analyze the data. Results revealed that there was a statistically significant relationship between translanguaging practices and reconceptualized L2 motivational self system. This suggests that, in contrast to conventional monolingual language teaching assumptions and approaches, the utilization of translanguaging practices may offer valuable benefits for emergent bilingual learners. This includes increased motivation levels and the creation of a non-threatening foreign language classroom environment.

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L'accès à l'information pour la population sourde québécoise

Anne-Marie Parisot (Université du Québec à Montréal), Darren Saunders (Université du Québec à Montréal), Amélie Voghel (Université du Québec à Montréal)

Les États ayant signé la Convention relative aux droits des personnes handicapées de l'ONU (2006), dont le Canada, ont l'obligation d'identifier et d'éliminer les obstacles à l'accessibilité concernant, entre autres, les services d'information et de communication. Les obligations des États en matière d'accessibilité se trouvent dans de nombreuses sphères de la vie sociale dont la justice, l'information, la santé, le travail, la vie culturelle, la vie politique et publique et l'éducation. Entre autres actions endossées par le Canada, on trouve l'élaboration de normes nationales d'accessibilité pour les organismes publics et privés qui offrent des services et le développement de formations sur les problèmes d'accès (Loi canadienne sur l'accessibilité, 2019). Pour les personnes sourdes, la convention de l'ONU et la loi canadienne recommandent le recours à la langue des signes.

Cette communication présente la perception de personnes sourdes canadiennes quant aux besoins et aux services en matière de communication accessible. Premièrement, nous présenterons un état des lieux sur la législation nationale et internationale concernant l'accessibilité. Ensuite, présenterons les résultats de l'analyse du croisement de trois sources de données, soit des groupes de discussion, des entrevues et un sondage pancanadien. Les participants à l'étude sont des citoyens sourds et malentendants, des interprètes et traducteurs, des fournisseurs de service et des diffuseurs publics. Les thèmes analysés (à l'aide du logiciel NVivo) sont i) l'accès aux différents domaines de la vie sociale tels qu'énoncés par l'ONU, ii) la sensibilisation publique, iii) la formation et la qualification des travailleurs, iv) les normes et les formats techniques adéquats, ainsi que v) l'accès à l'information en situation d'urgence nationale. Finalement, nous conclurons en soulignant notamment l'importance de 1) l'accès simultané à l'information dans la langue des signes du citoyen et du sous-titrage et de 2) l'implication des interprètes sourds dans l'accès à l'information.

"Because I'm racialized I need to justify why I use a language that is not official:" Examining plurilingual privilege in Canada

Li Peng (McGill University), Angelica Galante (McGill University), Hannah Keim (McGill University)

Canada's multilingualism in on the rise, reaching historical record numbers, with 12.7% of the population speaking one of 130 immigrant languages as a mother tongue (Statistics Canada, 2022). While research has shown that French/English bilinguals can often engage freely in plurilingual practices such as translanguaging (Galante & dela Cruz, 2021; Paquet & Levasseur, 2019), little is known as to whether speakers of non-official languages enjoy the same plurilingual privilege in the Canadian context. This mixed methods exploratory study examined the experiences of 18 plurilingual users (of two or more languages) living in Canada. All participants had English as one of the languages in their repertoire; 13 spoke a language other than English or French as a mother tongue and had an immigrant background. Two research questions guided the study: 1) What are participants' levels of plurilingual and pluricultural competence?, and 2) To what extent do participants feel free engaging in plurilingual practices in all of their languages, official or non-official? Data included a demographic questionnaire, the Plurilingual and

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Pluricultural Competence scale (Galante, 2020), and semi-structured interviews. Statistical analyses examined the relationship between PPC scores and demographic factors, and an inductive content analysis (Patton, 2015) of interview data examined patterns across participants. Results suggest that while all participants had high levels of PPC scores, indicating they engaged in plurilingual practices, those with an immigrant background faced several challenges. The most reported accounts included linguistic discrimination based on race, gender, and ascribed status as "outsiders" even among those who held Canadian citizenship. Participants also reported less engagement with Canada's non-official languages in public spaces because of fear of retaliation based on others' political ideologies, racism, and xenophobia. This study shows that English/French is a bilingual privilege in Canada, but plurilingual privilege among non-official languages is a key challenge among immigrant populations.

Fostering inclusivity and multimodality through a plurilingual, action-oriented approach to language education
Enrica Piccardo (University of Toronto), Rebecca Schmor (University of Toronto), Andre Scholze (University of Toronto), Giacomo Folinazzo (Niagara College), Karam Noel (University of Toronto)

Inclusivity and multimodality belong to the current list of buzzwords in the field of applied linguistics - and for good reason - fostering inclusive and multimodal language education can support learner wellbeing and aid in the development of transversal competencies necessary in contexts of hypermobility. While the popularity of these terms continues to grow, the connection between them remains less apparent. However, these concepts clearly unite in a plurilingual, action-oriented approach to language learning, which promotes the inclusion of learners' diverse backgrounds and knowledge along with the use of more than one mode of communication in meaning-making processes. This presentation highlights findings on inclusivity and multimodality in a plurilingual, action-oriented approach implemented over 2 years by more than 280 language teachers across Italy. The presentation aims to 1) expand understanding of the connection between inclusivity and multimodality; 2) empirically exemplify the benefits of an inclusive multimodal approach to language education; and 3) provide practical examples of flexible, accessible, and authentic tasks that can be developed and implemented within a plurilingual and action-oriented framework. The presenters support these aims through an analysis of qualitative findings from survey and interview responses as well as a multimodal discourse analysis of a selection of task artifacts (e.g., a plurilingual class cookbook; a collaboratively produced song; an in-person community event; a screencast of an active Whatsapp group chat). Drawing from the analysis of these findings, the presenters will share a series of recommendations for incorporating inclusive and multimodal approaches to language education in diverse contexts. Attendees will be prompted to consider and discuss strategies and approaches that have supported inclusivity and multimodality in their own teaching contexts. They will also receive a list of specific multimodal tools and resources used by teachers over the course of the research project.

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Creating catalysts: Redesigning university-school partnerships for plurilinguals
Diane Potts (Lancaster University), Sarah Gallagher, Nik Marsdin (Lancaster University)

A naïve interpretation of transversal or 21st century learning skills, those foregrounding communicative, interpersonal and critical thinking competencies (Council of Europe ECML, 2021; OECD, 2021), privileges plurilinguals. These competencies, associated with boundary crossing and effective collaboration, align with plurilinguals' defined capacity a) to mix and remix semiotic resources, and b) to fluidly, if unevenly, adapt their communications to the immediate context (CFER, 2020). However, while plurilinguals' agency in boundary-crossing is well-documented (Marshall & Moore, 2018; van Viegan & Zappa-Hollman, 2020), such agency is nonetheless constrained by explicit and implicit expectations of appropriacy, by the constraints of narrowly defined curricula and by the demands of high-stake, large-scale assessments (Fairclough, 1992; Flores & Rosa, 2019). Further, emphasis on decontextualized skills ignores fundamental relations between language and knowledge, undermining plurilinguals' potential contributions to collaborative practice (Battiste, 2013; Slembrouck et al, 2018). The intersection of these competing discourses act on initiatives that prioritize learners' plurilingualism in ways that are not easily foreseen.

This paper explores the challenges of boundary crossing initiatives not from the perspectives of learners, but from the perspective of stakeholders actively attempting to engage with learners' plurilingualism. In a project informed by Moore (2021), a primary school designated as sanctuary for refugees, multiple university departments and a local artist collaborated on a project integrating the science and art of light. Although children's languages were prioritized throughout the planning process, observational notes, reflective journals, and interviews with project collaborators reveal a prevailing tension during lessons between project responsibilities and prioritizing plurilingual interactions with children, uncertainty about the place of teachers' expertise, and a struggle to recognize contingent opportunities for drawing upon children's plurilingual repertoires. Although the project yielded many successes, it nonetheless raises questions about the design of projects for catalyzing change, including integrating professional development for plurilingual collaborators in project designs.

Needs-based innovation in language teacher education: A snapshot of six Canadian pilot interventions.
Gail Prasad (York University), Stephanie Arnott (University of Ottawa), Taylor Boreland (York University, Glendon College), Robert Grant (University of Ottawa), Adam Kaszuba (University of Ottawa), Marika Kunnas (York University), Mimi Masson (Université de Sherbrooke)

Language teacher burnout and attrition is at an all-time high (Hiver & Dörnyei, 2017; Talbot & Mercer, 2021). Specifically, Canada continues to experience a chronic shortage of French as a Second Language (FSL) teachers (OCOL, 2019). FSL teacher candidates in teacher preparation programs face challenges to developing their professional confidence and well-being due to linguistic insecurity and/or proficiency (OPSBA, 2018) and the complexities of integrating content and language instruction (Wieczorek, 2016).

In response, we launched a three-year multi-case study in two Faculties of Education in Ontario designed to address the preparational needs of FSL teacher candidates. In Year 1, we conducted a needs-analysis of FSL teacher development across four key pillars for success: 1) language proficiency, 2) intercultural

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competence, 3) pedagogical knowledge and 4) professional collaboration (Masson, Battistuzzi, & Bastien, 2021). In Year 2, we developed six pilot interventions based on the Year 1 needs analysis. Each intervention was designed to map on to at least two of the four pillars for success. The pilot interventions included: a working group formed with program administrators, a professional learning community for professors, an added French-language section in a mandatory course, "Ask Me Anything" sessions, an online module on lesson planning and a French conversation club.

In this presentation, we will discuss the implementation and outcomes of the pilot interventions, drawing on our teacher candidate surveys (N = 49) and interviews with pilot project participants (N = 22). Findings point to unique strengths and challenges associated with implementing changes in FSL ITE programming, including tensions that emerged at the individual-level (e.g., linguistic insecurity) and system-level (e.g., institutional apathy toward FSL). We conclude by considering the potential for these pilot projects to be adapted and expanded in order to establish more systematic support for future language teachers' well-being during their preparation and beyond.

Textes identitaires et médiation translangagière dans les classes multilingues en périphérie de Paris : Apports des élèves transnationaux à la communauté apprenante ordinaire
Pascale Prax Dubois (Université Paris 8), Lauriane Chesnel (Collège Jean-Renoir)

Alors que les notions de locuteur natif et de bilinguisme « parfait » sont depuis longtemps contestées (Dabène, 1994 ; Coste, Moore & Zarate, 2009), la didactique du français continue à être segmentée en France en fonction des publics visés, selon le lieu de naissance des élèves ou de leur date d'arrivée. Ce cloisonnement didactique entre français langue maternelle (FLM), français langue seconde (FLS) et français langue étrangère (FLE) a ainsi donné lieu à toute une littérature critique qui peine pourtant à déloger en France la vision monoglossique de l'apprentissage des langues. L'une des conséquences en est l'invisibilisation des ressources communicatives des élèves migrants qualifiés en France d'élèves allophones ou à besoins éducatifs particuliers et dont il est en priorité attendu un rattrapage rapide du niveau de langue française supposé être acquis par les élèves déjà là (Bulletin Officiel, 2012).

Dans le cadre d'une recherche collaborative menée au sein d'un collège REP en Seine Saint-Denis, les co-auteures de cette contribution tentent de démystifier ce rapport de subordination aux langues normées (Bertucci, 2013 ; Prax-Dubois & Hélot, 2020) en invitant les élèves scolarisés en Unité Pédagogique pour Élèves Allophones Arrivants (UPE2A) à s'engager dans un projet d'écriture de textes identitaires (Cummins & Early, 2011). L'analyse thématique de ces écrits plurilingues croisée avec celle d'entretiens individuels et collectifs menés dans l'établissement permet de mettre au jour la dimension transnationale de leurs trajectoires et d'identifier plusieurs stratégies de médiation translangagière (Aden, 2012 ; Garcia, 2009). L'émergence de cette compétence transversale cruciale nous conduit en outre à concevoir une grille d'évaluation formative contextualisée, co-construite avec des élèves scolarisés simultanément en UPE2A et en classe ordinaire. De nouvelles passerelles sont ainsi proposées en vue de développer une vision holistique de l'apprentissage formel et informel des langues et des savoirs partagés entre l'école et la maison.

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Effets d'activités interlinguistiques en classe d'English Language Arts (ELA) et de français langue seconde (FLS) sur les habiletés syntaxiques à l'écrit en anglais et en français d'élèves du secondaire

Claude Quevillon Lacasse (Université du Québec à Montréal)

À l'ère de la mondialisation et du numérique, il devient nécessaire de développer une compétence à écrire formelle dans au moins deux langues pour intégrer le marché de l'emploi. En contexte canadien, cet impératif se traduit par des exigences scolaires rehaussées en lien avec la compétence à écrire dans les deux langues officielles, l'anglais et le français (Chong, 2014). Un aspect de cette compétence, les habiletés syntaxiques, sont un indicateur important de la qualité de textes formels écrits (Crossley, 2020), puisqu'elles permettent de construire des phrases efficaces, c'est-à-dire complexes et exactes. Cependant, il semble que l'enseignement de la grammaire (dont la syntaxe fait partie) en soutien à l'écriture en milieu scolaire secondaire anglophone québécois ne permette pas de développer ces habiletés de manière optimale, possiblement en raison de pratiques traditionnelles qui ne favorisent pas le transfert des connaissances, à l'écrit (Peguret, 2014) ou entre les deux langues à l'étude (Cummins, 2007). Pourtant, un dispositif d'enseignement de la syntaxe, la combinaison de phrases libres, semble produire des résultats positifs sur les habiletés syntaxiques à l'écrit (Saddler, 2019). Combiné à une approche interlinguistique visant le transfert entre les langues connues des élèves (Ballinger, Lau et Quevillon Lacasse, 2020), un tel dispositif pourrait améliorer ces habiletés dans les deux langues apprises. Afin de tester cette hypothèse, dans le cadre d'une recherche doctorale de type quasi-expérimental, 215 élèves d'une école secondaire anglophone ont écrit un court texte en anglais et un autre en français au prétest et au posttest, trois mois plus tard. Entre les deux moments de collecte de données, 5 groupes-classes ont pris part à environ une activité de combinaison de phrases libres par semaine, avec réflexion interlinguistique, en classe d'ELA et/ou de FLS. Les résultats sur les habiletés syntaxiques à l'écrit des élèves, en anglais et en français, seront présentés.

Parental concerns regarding multilingual child-rearing

Erin Quirk (Concordia University), Melanie Brouillard (Concordia University), Alexa Ahooja (McGill University), Susan Ballinger (McGill University), Linda Polka (McGill University), Krista Byers-Heinlein (Concordia University), Ruth Kircher (European Centre for Minority Issues)

Parents have concerns about raising their children multilingually, yet our understanding of the nature and strength of these concerns is limited and comes mainly from studies in societies where monolingualism is the norm. However, concerns of parents raising children in multilingual societies may differ.

To address this gap, we conducted two studies of these concerns among Quebec-based parents raising children aged 0-4 with multiple languages in the home. Both studies are based on responses to the Parental Concerns regarding Multilingual Development questionnaire, which comprises 10 Likert-scale items and one open-ended item. 821 parents provided responses to the Likert-scale items and 641 of these parents also responded to the open-ended item.

In the first study, factor analysis of the Likert-scale data revealed two factors: concerns regarding 1) the effect of multilingualism on children's cognition, and 2) children's exposure and attainment of fluency. Concern strength was moderate to weak, and cognition concerns were weaker than exposure-fluency

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concerns. Regression analyses revealed that transmission of three or more languages, presence of developmental issues, and less positive parental attitudes towards childhood multilingualism were associated with stronger concerns.

Subsequently, we conducted a corpus-assisted discourse study of two corpora comprising parents' open-ended responses in English (12,502 words) and French (9,360 words). Examination of word frequencies, collocations, concordance lines, and larger text segments revealed that cognition and exposure-fluency concerns were also prominent in parents' open-ended responses. More nuanced insights emerged regarding the nature of these concerns. Furthermore, two additional concern types were revealed: concerns about the effect of multilingualism on children's identity and social and emotional well-being, and concerns specific to trilingual/heritage language transmission.

We will present these findings as a first step to developing a theory of parental concerns regarding multilingual child rearing and discuss their practical implications for supporting parents.

Linguistic risk-taking in inclusive contexts

Andreas Rohde (University of Cologne), Kim-Sarah Schick (University of Cologne)

Griffiths & Slavkov (2021: 135) argue that linguistic risks "fall within the continuum of task criteria". The special potential of linguistic risk-taking is that learners do not only choose their individual solution, but rather their very own individual task. Task-based language learning and teaching (according to Nunan's 2004 model), in turn, is considered to be a promising approach for inclusive teaching (e.g., Reckermann 2017), because learners can find individual solutions for the real-life tasks they face (openness of communicative outcome).

In our paper, we argue that the linguistic risk-taking passport of the University of Ottawa is a perfect example of orchestrating TBLT and different learner needs in inclusive settings in Germany. For this purpose, we will look at two dimensions of learner heterogeneity/diversity: a) Learners on the autism spectrum (ASD) and, b) learners with developmental language disorder (DLD). We will analyze the linguistic risk-taking passport of the University of Ottawa with respect to the adaptations and extensions that would be required in order to acknowledge the specific needs/linguistic risks of these learners.

Learners with ASD are challenged with respect to theory of mind and will therefore face particular linguistic risks in social interactions (Rohde, 2022). Learners with DLD often have a background of negative experience in terms of language use and language learning. Therefore, some of their specific linguistic risks may be related to affective and emotional aspects (e.g., working up the courage to ask for unknown words) (Motsch 2017; Schick 2018).

 We also argue that these two target groups need systematic support in order to be able to include and face these linguistic risks within their passports and beyond the classroom. This systematic support is provided through targeted work on "enabling tasks" and "pedagogical tasks" (Nunan 2004) which prepare the learners for the real-life tasks of linguistic risk-taking.

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"Stepping out of the Comfort Zone": Exploring Students' Linguistic Challenges in Their Transition to an EMI University in Kazakhstan

Assel Sadykova (Nazarbayev University), Sulushash Kerimkulova (Nazarbayev University)

To secure the benefits associated with English proficiency, non-English speaking countries are increasingly implementing English Medium Instruction (EMI) in institutions to internationalize their education systems and increase students' English skills (Dearden, 2014). For Kazakhstan, the shift to EMI policy promoted top-down by policymakers reflects the neoliberal agenda to become a part of "global economic community" (Reagan, 2019, p. 448), and the desire to "move away from a Soviet past and towards a more westernized future" (Goodman & Karabassova, 2018, p. 160). However, insufficient empirical research on EMI (Galloway et al., 2017) and low English proficiency level in the population (Education First, 2021) may potentially lead to challenges in the implementation of EMI programs. The present study explored academic linguistic challenges of Kazakhstani students with different prior English learning experience during their transition to an EMI university. Data were collected via online survey (n=90) and interviews (n=8) with the Foundation program students of the EMI university. Results analysed through the lens of Aizawa and Rose's (2020) conceptual framework, revealed a strong correlation between English proficiency levels, vocabulary knowledge and linguistic challenges faced by students with the major areas of challenges related to grammar, vocabulary, and academic writing and productive skills being more burdening than receptive skills. The challenges were not homogeneous and presented greater difficulty for students from non-EMI schools (schools with Kazakh medium or Russian medium instruction) who were less linguistically prepared and thus subject to a more onerous transition to EMI than their counterparts from EMI schools. Linguistic challenges faced by students exerted a double effect on their academic achievements, leading, on the one hand, to a heavy cognitive load and underperformance in the initial period of their studies and, on the other hand, improved language skills and stimulating learning environment. This study highlights the significance of providing equitable access to quality English-medium education by addressing existing challenges and providing timely support to students.

I want to speak English like Canadians: Bangladeshi Migrants in Vancouver and Their Language Learning Journey

Shaila Shams (Simon Fraser University)

'Ownership' of English language is becoming an increasingly perplexing concept in the era of globalization and migration. Language ideology scholars have critiqued concepts such as ownership and native speakerism in language education; however, language learners themselves are often found to nurture such ideologies. Needless to say, it is the pervasive dominant ideologies created by complex social and historical processes that continue to shape learners' attitude and views toward language(s) and learning. This paper draws on data from a large-scale ethnography on the settlement of Bangladeshi Bangla speaking Muslim migrants in Vancouver, British Columbia, their language learning experiences, and their attitude toward language(s). Inspired by poststructural and sociocultural understanding of language (Bourdieu, 1977, 1986; Block, 2013) and building on critical language studies, I adopt raciolinguisitc ideology (Flores & Rosa, 2015, 2019; Rosa & Flores, 2017) as a framework to make sense of my

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participants' attitudes and subscription to 'standard' language ideology, and how it impacts their position and identity as ethnolinguistic and religious minority migrants in Canada. I argue that my participants' understanding of and allegiance to 'standard' language practices, learning English from 'white' subjects, and associating Canadianness with the white race position them as white speaking subjects who believe in and promote "idealized linguistic practices of whiteness" and as white listening subjects who interpret the language practices of non-white people as "deviant" (Flores & Rosa, 2015, p. 150). This positionality, in turn, shapes their language and learning practices, interactions, and socialization in Canada. I also argue that such beliefs and practices that stem from a perceived appropriateness of language impact migrant language learners' psychological well-being, shape their perception toward the host country and their position as social agents, and their overall identity construction.

Mainstreaming translanguaging pedagogy through language policy: Opportunities and challenges in a south African university
Liqhwa Siziba (North-West University), Busani Maseko (North-West University)

In the South African higher education sector, significant strides towards inclusion have been made by universities through enacting language policies that deliberately promote multilingualism by mainstreaming previously marginalised indigenous African languages in teaching and learning. This has been a direct consequence of the Department of Higher Education and Training (DHET)'s recommendations obligating universities to craft and implement comprehensive language policies as a contribution to the transformation of the university experience, especially in Historically White Universities (HWUs). The use of indigenous African languages in teaching and learning is meant to foster the inclusion of black students and the elimination of the language factor as a barrier of access and success in higher education. Translanguaging is increasingly becoming one of the innovative multilingual teaching and learning pedagogies foregrounded in university language policies as a strategy of inclusion and transformation. However, the policy provisions to support the implementation of translanguaging have proven to be problematic, given the complexity of South African linguistic landscape and the language politics generally. This study is therefore a critical analysis of principles for the provision of translanguaging in the North-West University (NWU) language policy. We draw on the conceptualisation of translanguaging as a transformative, inclusive, and empowering practice for indigenous African languages. Our analysis attempts to uncover the mood and the disposition of the university towards mainstreaming this practice for the inclusion of indigenous African languages in teaching and learning. We also discuss the opportunities and challenges presented by the NWU language policy for indigenous languages in light of the policy wording, which reveal language policy as power inflected, reproducing historical contestations between indigenous and ex-colonial languages. The paper ends by suggesting a continuous review of the language policy to eliminate uncategorical and escapist policy provisions.

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Making change happen: The impact of a Concept and Value-driven Approach on Multilinguals' Self-perception

Barbara Spinelli (Columbia University [New York])

The COVID-19 pandemic has posed an exceptional challenge for humanity and drawn attention to the importance of human values, and the extent to which they are shared by individuals (Wolf et al. 2020). In the field of Education, a similar orientation can be found in the growing focus on value-based learning (CoE 2022) and innovative pedagogies, which can promote learners' well-being (Barbezat et al. 2014). Learners' well-being, positive emotions, and conscious-awareness (Brown & Hanson 2019; Dewaele & Saito 2022; Forbes et al. 2021, Kalaja & Pitkänen-Huhta 2020; Padilla et al. 2020) play a crucial role in multilingual and multicultural classrooms as closely related to values such as inclusion, diversity, empathy, solidarity.

This paper aims at investigating how a concept-based approach (Lantolf et al. 2020) can develop plurilingual learner's self-definition, self-expression, and self-understanding in an Accelerated Italian language course for multilingual speakers.

De facto, concept-based instruction, which is driven by overarching concepts, encourages students to learn from other disciplines (e.g., in this specific learning context: History, Philology, Neuroscience, Language Policy, Educational Linguistics) and connect these concepts to their lived experiences, their learning community, and the broader global community (Erickson 2008, 2012).

This study, therefore, explores how concept and value-driven multimedia materials and reflective activities can facilitate such mindful conceptual engagement (Negueruela-Azarola 2016) that is how learners can internalize and manipulate conceptual representations, and create new meanings individually (at a personal level), collectively (at the classroom level), and make sense of the world as global citizens.

The analysis of the qualitative and quantitative data - collected from pre to post instructional intervention – and implications for research and teaching will be discussed.

This discussion will mainly focus on: 1) how a concept and value-driven approach can be incorporated into an institutional curriculum; 2) the impact that such approach has on learners' critical self-positioning and reflection on aspects of becoming or being multilinguals, identity (re)construction and language ideology; 3) how this self-identifying process can have an empowering effect and may promote a positive educational experience and motivation to invest in language learning.

The Use of Cross-Linguistic Mediation Tasks in Developing Learners' Transversal Competencies

Maria Stathopoulou (Hellenic Open University), Magdalini Liontou (University of Oulu), Phyllisienne Gauci (University of Malta), Sílvia Melo-Pfeifer (Universität Hamburg)

Cross-linguistic mediation, a competence introduced by the Common European Framework of Reference (CEFR) in 2001, knows a new momentum after the recent publication of the CEFR Companion Volume (CEFR-CV), in 2020, which introduces new can-do statements for the design and assessment of mediation performance. Situated within the framework of plurilingual and intercultural education, mediation is intended to directly contribute to the development not only of plurilingual and intercultural competence

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but also of other competences such as transversal competences which have recently come to the forefront in language education.

This paper discusses the role of cross-linguistic mediation tasks in developing learners' digital competences, intercultural understanding, organizational skills, global citizenship, social skills, media and information literacy, teamwork, and collaboration skills (UNESCO, 2014, 2016; Council of Europe ECML, 2021). When learners are involved in a mediation task across languages, they first have to process information presented in a text in Language A and then transfer some of its messages in Language B (or other languages, i.e., Language C or D etc.) in a way that is appropriate to the situational context. The paper, which aims at highlighting the link between mediation and transversal competences through specific task examples, draws upon the METLA (Mediation in teaching, learning and assessment) project (2020-2022), supported by the European Centre for Modern Languages (www.ecml.at/mediation) of the Council of Europe. The aim of the project was the development of: i) a Guide for teachers who wish to incorporate mediation in their teaching practices and ii) a databank with cross-linguistic mediation tasks which are aligned with the pluralistic approaches of learning foreign languages (i.e., didactic approaches using activities which involve different languages). All materials developed within the project are in line with the new CEFR-CV descriptors which refer to linguistic mediation and can be adapted to a myriad of different teaching contexts.

Exploring Translanguaging-informed Genre Pedagogy for English Academic Writing Instruction in Multilingual Settings

Serikbolsyn Tastanbek (University of British Columbia)

English genre texts have been taught in Australia and beyond through genre pedagogy, e.g., informed by Systemic Functional Linguistics (SFL). However, the persistent English-only norms in genre pedagogy promote a deficit orientation toward students' cultural and linguistic capital in multilingual contexts like Qazaqstan (Khote & Tian, 2019). Scholars have argued that SFL and translanguaging can be aligned conceptually and pedagogically to use students' linguistic repertoires as a resource and engage them more actively in developing genre knowledge (Khote & Tian, 2019; Troyan et al., 2021). With the same belief, this conceptually-oriented paper adopts the translanguaging theoretical lens to propose approaching genre pedagogy in a more culturally and linguistically sustaining manner in Qazaqstan (Li Wei, 2018). In my presentation, I highlight how Khote and Tian's (2019) Culturally Sustaining SFL framework could address the use of genre texts in languages other than English (LOTE), teachers' and students' shared LOTE genre knowledge, and translanguaging scaffolding strategies. To that end, first, I situate English academic writing in the context of Qazaqstan, highlighting the pedagogical role of translanguaging, and learners' genre knowledge in LOTE (Chsherbakov et al., 2022; Goodman et al., 2021; Montgomery et al., 2019). Second, I look at how genre pedagogy could be applied through TLC in Qazaqstan after addressing the monolingual Anglophone norms in genre text examples and scaffolding tasks in Gebhard (2019) and Nagao (2020). Third, I review the use of translanguaging writing strategies and design cycle, emphasizing both the takeaways and challenges of translanguaging writing pedagogy (García et al., 2017; Rafi & Morgan, 2021). Finally, I summarize how genre pedagogy can be reframed from a translanguaging perspective. The implications are to consider both teachers' and students' (overlapping) linguistic and

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cultural capital in scholarship, and to equip instructors with skills to integrate local translanguaging and genre knowledge into genre pedagogy.

Plurilingual Chinese Learners of French: agentivité et créativité dans l'apprentissage

Sarah Théberge (Bishop's University), Sunny Lau Man Chu (Bishop's University), Caroline Dault (Université de Sherbrooke)

Les étudiant.es universitaires chinois.es qui apprennent une langue additionnelle au Canada sont engagé.es dans un plurilinguisme actif au quotidien. Ils/elles disposent d'un répertoire plurilingue (Ambrósio et al., 2015) qui comprend au minimum le chinois (une ou plusieurs variétés), l'anglais et le français, et sont donc, à priori, à même d'établir des interconnexions entre les ressources cognitives et linguistiques de ce répertoire (Conseil de l'Europe, 2004; Coste et al., 2009). Une approche pédagogique plurilingue visant à mobiliser leurs ressources langagières et culturelles (Piccardo, 2013) est donc pertinente. La recherche sur le plurilinguisme, cependant, porte surtout sur les langues alphabétiques et peu sur les non alphabétiques.

Cette communication rend compte d'une étude par entretien avec des étudiant·es universitaires chinois·es en français langue additionnelle (FLA), et fait partie d'une recherche-action sur des approches pédagogiques plurilingues. Les participant·es y ont sélectionné et assemblé des éléments linguistiques avec créativité et ont usé de leurs compétences transversales afin de faciliter leur apprentissage du FLA. Ils/elles ont utilisé des éléments phonétiques, grammaticaux, sémantiques et/ou syntaxiques de leurs langues dominantes (variétés chinoises) et d'autres langues (anglais, japonais, coréen, etc.). Malgré le fait que le "chinois" soit typologiquement éloigné de l'anglais et du français, les étudiant.es participant.es ont généré des liens multilingues, multidirectionnels et multimodaux.

Cette recherche impose une réflexion critique en recherche et en enseignement sur la didactique des langues additionnelles qui répond et tire avantage du répertoire plurilingue de la communauté de salle de classe. Elle plaide en faveur d'une plus grande attention envers les étudiant.es issu.es de milieux linguistiques non alphabétiques et soulève l'importance de reconnaître et de coapprendre ---entre toutes parties prenantes--- des stratégies plurilingues « auto-initiées » actives, spontanées et créatives déjà utilisées par les apprenant·es, afin de créer des espaces de transformation pour des échanges et des apprentissages plus équitables.

Le potentiel des projets intergénérationnels sur le développement des compétences numérique, interculturelle et langagière d'apprenants de langue et de locuteurs de la langue cible

Roxane St-Hilaire (Université Laval)

Les projets ou échanges intergénérationnels impliquent un partage de connaissances, de compétences ou même de valeurs, entre différentes générations (Hoff, 2007, cité dans Leek, 2020). Ces derniers forment des lieux d'échanges linguistiques, sociaux et culturels permettant, entre autres, d'encourager

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le développement d'une langue seconde ou étrangère (Huang, 2016; Miller et coll., 2016). Ils offrent des contextes structurés où des interactions authentiques peuvent avoir lieu (Cordella et coll., 2012; Lai et Kaplan, 2013; Miller et coll., 2016; Reid et Trofimovich, 2018). Les projets intergénérationnels peuvent favoriser la diminution de l'isolement ressenti par les participants (p. ex. Miller et coll., 2016), encourager le développement de connaissances numériques (p. ex. Leek, 2020), faciliter l'acquisition de compétences langagières par les apprenants d'une langue seconde (p. ex. Cordella et coll., 2012; Huang, 2016) et permettre l'enrichissement et le partage de connaissances culturelles entre membres de différentes générations (p. ex. Miller et coll., 2016; Reid et Trofimovich, 2018). À notre connaissance, aucune étude n'a exploré le potentiel des projets intergénérationnels sur le développement des compétences numérique, interculturelle et langagière, des apprenants de langue et des locuteurs de la langue cible.

Asserting one's identity: An empirical study of the positioning of prospective French teachers
Anne Thibert (University of Ottawa)

Canada strives to offer high-quality, equitable language education in both official languages. Despite these goals, the Canadian Government notes within their 2018-2023 Action Plan for Official Languages that a "lack of qualified French educators" (2018, p. 46) continues to be a significant roadblock to FLS programming. These shortages raise significant issues for school boards across Canada which struggle to recruit individuals with the required language and pedagogic competencies (Office of the Commissioner of Official Languages, 2019). This presentation seeks to contribute to reflections concerning French teacher shortages in Canada by focusing on how novice language teachers are trained and the identities that are produced and reinforced during this process. Drawing on the theoretical framework of identity theory (Byrd Clark, 2010; Norton, 2013), the study explores the socialization and identity construction of novice teachers as a reflection of specific ideologies to which they are exposed, notably through discursive practices (Duff, 2017). Emphasis is placed on the impact of ideologies of 'nativeness' (Shuck, 2006, Holliday, 2006) and their ability to shape, constrain and legitimize an individual's ability to claim an identity as a French teacher. The paper reports on a mixed methods case study (Duff, 2014) based on the collection of questionnaires and semi-formal interviews with participants recruited from a university cohort of future language teachers. Research questions and data analysis focus on participants' discursive representations of their experiences pertaining to their self-perceived alignment (or lack of) with a French teacher identity. Findings focus on the specific events, strategies, and interactions that either strengthen or weaken participants' ability to claim a strong French teacher identity. Implications explore how teacher training programs can counter ideologies of nativeness and better foster pre-service teachers' self-perceptions as qualified, competent, and legitimate future French teachers.

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Orchestrating translanguaging spaces in a Chinese immersion classroom: Contextualized learning from teacher-researcher collaborations

Zhongfeng Tian (University of Texas at San Antonio) Sunny Man Chu Lau (Bishop's University)

Teacher-researcher collaborative inquiry helps shed light on contextual demands and affordances of teaching and learning, which can mutually shape and inform theory and practice. There has been increasing collaboration between teachers and researchers in developing translanguaging frameworks and examining the impact of their implementation in various educational contexts (e.g., Ollerhead et al., 2020; García & Kleyn, 2016). However, not many of these collaborations are in dual language immersion contexts, and the focus of these studies also tends to be outcome-driven, with few focusing on how the teacher-researcher partnership works. Elaborating on a university-school study on the strategic and purposeful use of translanguaging allocation policy (Sánchez, García, & Solorza, 2018) in a Chinese immersion program in the U.S., this presentation aims to unpack the dynamic, complex processes involved in teacher-researcher collaborations. We examine how the researcher worked alongside a Grade 3 Mandarin teacher in implementing translanguaging approaches across different content areas, particularly their constant negotiations of translanguaging co-stance, co-designs, and co-shifts (Tian & Shepherd-Carey, 2020). Open coding was used to analyze transcripts of planning/debriefing meetings and teacher interviews, research memos, as well as other artifacts to identify key critical moments (Webster & Mertova, 2007) of unfolding changes in both the researcher and teacher's evolving perspectives and teaching/research practices in relation. Findings revealed that ambivalence, doubts, and contradictions characterized the collaboration process as both the researcher and teacher wrestled with what translanguaging means to Chinese education within an immersion context where English hegemony reigns both inside and outside school. Important critical moments will be highlighted to illuminate how the researcher and teacher gradually developed shared understandings about the need for a more comprehensive, critical, and contextualized lens to translanguaging pedagogies and to learn how to orchestrate translanguaging spaces in immersion programs while privileging student use of Mandarin.

Implémenter le plurilinguisme – la "Stratégie France" de la Sarre en Allemagne
Thomas Tinnefeld (Saarland University of Applied Sciences)

La présente conférence décrira et analysera une initiative politique qui vise à rendre plurilingue la Sarre, qui est le plus petit Land d'Allemagne. Cette initiative, initiée en 2014, appelée Stratégie France et considérée un "exemple de bonne pratique" par la Commission européenne (Orth 2018), a pour but d'établir le plurilinguisme en Sarre d'ici 2043, soit en une génération. Son objectif est de faire de la Sarre le premier Land allemand à instituer une deuxième langue officielle (le français) en plus de l'allemand, tout en reconnaissant le rôle primordial de l'anglais en tant que première langue étrangère enseignée en Allemagne.
La politique de plurilinguisme en Sarre repose sur trois objectifs principaux : améliorer la prospérité économique des habitants, tirer parti du statut unique de la Sarre en tant que seul Land plurilingue en Allemagne et en faire une région exemplaire en Europe qui pourra servir de modèle pour d'autres régions

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(Terrolion & Klos 2022: 26-27). De plus, cette stratégie offrira à la Sarre un accès accru aux marchés de nombreux pays francophones (Aulnette 2018).

Dans ce qui suit, nous examinerons de plus près les trois étapes de cette stratégie, qui ont déjà été réalisées et qui, entre autres, ont conduit aux résultats suivants:

- Presque la moitié des crèches en Sarre sont bilingues,
- Le français est devenu une matière obligatoire dans les écoles primaires à partir de huit ans.
- Le nombre de passations de l'examen DELF (Prim A1.1) a considérablement augmenté, avec 87% des élèves allemands ayant passé cet examen en 2018-2019 provenant de la Sarre.
- Le nombre d'élèves apprenant le français a augmenté d'un quart entre 2013 et 2021. (Terrolion & Klos 2022: 26-27)

Ces résultats sont déjà encourageants et cela est souligné par le fait que les habitants de la Sarre disposent actuellement de nombreuses opportunités de participation active à la Stratégie France, leur permettant ainsi d'établir une identité personnelle forte avec cette initiative (Landesregierung Saarland 2022). En outre, à l'avenir, le plurilinguisme sociétal et familial permettra d'améliorer les compétences transversales des apprenants et leur mobilité personnelle et professionnelle.

An Example of Multilingual Language Use: Ukrainian and Russian Loanwords in the Transcarpathian Variety of the Hungarian Language in Ukraine
Krisztián Váradi (University of Pannonia)

The present study deals with the peculiarities of the language use of Transcarpathian Hungarian students, with a focus on the knowledge of the meanings of Ukrainian and Russian loanwords. Transcarpathia is a region located in the western part of Ukraine where about 156,000 people belonging to the Hungarian minority live along with more than a hundred other nationalities (Csernicskó & Orosz, 2019). In multilingual areas, it is common that the language of the minority group is affected by the language of the dominant group (Skutnabb-Kangas, 1981). Therefore, the Transcarpathian variety of the Hungarian language differs from the language used by native speakers in Hungary in terms of lexical borrowings from the current and previous state languages, i.e., Ukrainian, and Russian (Gazdag, 2018). The Termini Hungarian-Hungarian dictionary was built to summarize the vocabulary elements of the Hungarian minorities living in the Carpathian Basin (Lanstyák et al., 2010). Nevertheless, the Transcarpathian Hungarian minority is generally characterized by the dominance of their mother tongue (Beregszászi & Csernicskó, 2003).

A total of 63 students from local colleges, universities and vocational schools solved five different tasks during an online survey. They were asked to describe pictures in Hungarian, replace Ukrainian and Russian loanwords with Hungarian language elements, solve multiple choice questions on the meaning of loanwords, define concepts, and list additional loanwords from their everyday language use. The responses were checked according to the Termini Online Dictionary, while the data was further analyzed statistically. The results show that the majority of the Transcarpathian Hungarian students are familiar with the meanings of Slavic lexical borrowings; however, in line with Beregszászi & Csernicskó (2003), they prefer the Hungarian language equivalents. The only exceptions are culture-specific terms, including the

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names of currencies, institutions, and food. This work was supported by the Collegium Talentum Programme of Hungary.

Beginning English teachers' understanding of coloniality and race in English language teaching

Eugenia Vasilopoulos (Concordia University), Mimi Masson (Université de Sherbrooke), Adam Kaszuba (University of Ottawa)

With growing societal pressure to grant attention to issues of equity, diversity and inclusion, scholars in applied linguistics have been exploring the relevance and the possibility of decolonizing English language teaching (ELT) in white settler communities and nations, such as Canada and the United States (Kubota, 2021; Motha, 2020). This study contributes to the growing interest in decolonizing second language education (Von Esch, et al., 2020) by documenting students' learning experiences in a second language teacher preparation course at a Canadian university. Specifically, the course was designed to address issues of race, coloniality, and linguistic inequality in ELT (Lin & Motha, 2020; Motha & Lin, 2014) as well as broader issues of multicultural, multilingualism, diversity, identity, and plurilingualism. Six students consented to release their coursework and participate in individual semi-structured interviews (approximately 1.5 hours each) conducted via Zoom. We used Charmaz's (2014) constructivist grounded theory to guide the data analysis, along with participant member checks at two points of the data analysis to build analytical trustworthiness (Butler-Kisber, 2010). Key themes highlight both shared experiences and unique perspectives. Converging themes include: 1) enthusiasm for pedagogies to promote linguistic and cultural diversity; 2) disparity between racial bias in the language classroom and teachers' actual means to impact change; and 3) abstract, inconsistent, or diverging understandings of the coloniality in English language teaching. Collectively, the themes point to varying degrees of clarity regarding the links between language, race, equity, and coloniality and offer a much-needed nuanced understanding of how pre-service English language teachers respond to course content critical of colonial English language supremacy (Motha, 2014). Overall, the findings have implications for language teacher preparation and offer considerations for teacher preparation content that explores critical perspectives in ELT.

Les expériences linguistiques des immigrants qualifiés sur le marché du travail à Ottawa-Gatineau : capital linguistique et bilinguisme asymétrique

Luisa Veronis (Université d'Ottawa), Jasmine Rice (Université d'Ottawa)

Dans le cadre de cette communication, nous réfléchirons aux enjeux concernant la langue, la mobilité et la migration en examinant les expériences linguistiques d'immigrants qualifiés sur le marché du travail à Ottawa-Gatineau. Alors que les politiques d'immigration canadiennes visent à attirer les travailleurs « qualifiés » afin de combler des pénuries importantes en main d'œuvre, l'intégration économique des nouveaux arrivants au Canada est souvent difficile et les trajectoires vers l'obtention d'un emploi peuvent varier de manière significative ; ces difficultés ont été accentuées par la pandémie de COVID-19. Dans cet article, nous utilisons le concept de capital linguistique (Bourdieu 1986, 1991; Nawyn et al. 2012) pour problématiser les expériences d'emploi des nouveaux arrivants à Ottawa-Gatineau, la région de la capitale

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nationale du Canada qui est située à la frontière interprovinciale entre l'Ontario et le Québec et où un bilinguisme asymétrique (anglais-français) sévit (Gilbert et al. 2014). Ce faisant, nous sommes particulièrement attentives aux façons dont les expériences des nouveaux arrivants sont façonnées par les intersections de diverses identités sociales, y compris le genre, la classe, la langue, le statut de migrant et pays d'origine. En nous appuyant sur une étude de cas qualitative de 36 immigrants qualifiés récemment installés (femmes et hommes dont la première langue officielle est le français ou l'anglais), nous analysons l'efficacité des diverses stratégies déployées pour tenter de négocier leur entrée sur le marché du travail en portant une attention particulière au rôle de la langue – dont les expériences et perceptions relatives à l'importance du français, de l'anglais et du bilinguisme pour occuper un emploi, les pratiques linguistiques dans le milieu du travail et les tendances vers une certaine « anglo-normativité » (Baril 2017) de manière plus générale. Nos résultats indiquent que les expériences des nouveaux arrivants ainsi que les possibilités d'emploi varient de manière significative selon s'ils ont l'anglais et/ou le français comme première langue officielle parlée.

The perceptions of Secondary school EFL teachers in mainland China of plurilingual approaches
Yunjia Xie (McGill University)

According to Galante et al. (2020), plurilingual approaches in the field of Second Language Education (SLE) can be viewed as "allowing language students to have the freedom to choose the linguistic resources they wish depending on the context, interlocutor, and sociopolitical conditions" (p. 982). This study focuses on the fact that there are only a few studies about plurilingual approaches in second-language classrooms in mainland China at the secondary school level and intends to investigate Chinese EFL (English as a foreign language) teachers' perceptions about plurilingual approaches in the EFL classroom. The research questions are as follows:

1. To what extent do EFL teachers in public secondary schools in China use Mandarin or other Chinese dialects/languages in the EFL class?

2. To what extent do EFL teachers in public secondary schools in China allow students to use Mandarin or other Chinese dialects/languages in the EFL class?

3. To what extent do EFL teachers in public secondary schools in China see plurilingual approaches as effective teaching and learning methods?

Through online surveys with 19 participants, semi-structured interviews with 4 participants, and class observations, this study hopes to provide Chinese EFL teachers with a space to express their views toward certain teaching approaches and practices and might encourage them to reconsider their methods and practice. What's more, this research might also contribute to the research literature in terms of how plurilingual approaches have been applied in non-Western contexts.

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Filling the Gap: A Review of Language Literacy in English Language Policies in Chinese and Quebec Secondary Schools

Haiyi Yan (McGill University)

With globalization, more and more Chinese students are now coming to English-speaking universities in Canada to pursue higher education (Evans & Morrison, 2011; Ou & Gu, 2021). However, research shows that most Chinese students attending English-speaking universities may encounter many challenges, primarily due to their lack of academic literacy (Yu & Wright, 2017). The lack of academic literacy among students in China is not an accidental phenomenon, but a widespread one, which is largely attributed to the lack or absence of academic literacy learning objectives in the Chinese English curriculum (Evans & Morrison, 2011). The purpose of this study was to explore the alignment of assessment policies with the goals of academic literacy in higher education through critical reading skills. This study compared English assessment policies in high schools in China and Quebec, Canada. Results of the study show that China's English curriculum gives teachers less flexibility, which results in teachers not being able to choose classroom readings that are appropriate for their students, but rather follow the textbook in its entirety. China's English curriculum sets a certain level of English language proficiency for students to some extent, but is too fixed and lacks instruction, practice, and assessment in critical thinking, making it difficult to prepare students for higher education. In contrast, Quebec's English curriculum gives teachers more room to design and organize the readings of their courses, so they can introduce many classroom activities or academic tasks to promote the development of academic literacy in their students. This research suggests English education in China giving teachers more autonomy and flexibility in the classroom activities and in classroom reading selection, which may better prepare students for the use of English in higher education.

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AFFICHES | POSTERS

Linguistic insecurity and mental health of clinical psychologists working in a foreign language
Marie-France Champoux-Larsson (University of Chicago), Anna Leiler (Mid Sweden University)

Although there is a large body of research and several recommendations for psychologists working with patients undergoing therapy in a foreign language, less attention has been given to therapists who themselves work using a foreign language. Yet, in today's global world, mobility oftentimes entails psychologists performing their professional duties abroad using a foreign language (e.g., when migrating to another country where the majority language is different from their native language, international work with Doctors Without Borders). For those therapists, language can become a barrier and additional challenge, especially when speaking the foreign language is accompanied by linguistic insecurity. The aim of this study is thus to investigate how licensed clinical psychologists using a foreign language at work experience the meeting with their patients and the professional exchanges with their colleagues. Semi-structured interviews will be conducted to understand the linguistic insecurity of psychologists speaking Swedish as a foreign language in Sweden and how it affects their perceived capacity to perform their work adequately, their professional related confidence, and their mental health. Participants will stem from diverse backgrounds in terms of the country where they obtained their professional education, their career stage, age, gender, and year of arrival in Sweden. Data collection will continue until data saturation is reached, after which a thematic analysis will be performed. The results of this study will provide crucial insights into the psychological well-being of clinical psychologists providing their services in a foreign language context, which is an area that has received little attention in research until now. Data collection and analysis will be completed by the spring of 2023.

Adopter une approche plurilingue en cours de langue additionnelle à l'université : oui, mais comment?
Caroline Dault (Université de Sherbrooke)

L'enseignement des langues additionnelles dans les milieux universitaires canadiens est encore pratiqué, à plusieurs égards, dans une perspective monolingue (Cummins, 2007), notamment parce que le temps limité incite les enseignants à maximiser le temps passé sur la langue cible (Burton et Rajendram, 2019), ou parce qu'ils sont tout simplement peu familiers avec les approches pédagogiques plurilingues (Galante et al., 2020). Les classes de langue additionnelle sont toutefois de plus en plus hétérogènes (Statistique Canada, 2020), et l'emploi d'approches pédagogiques inclusives (Auger, 2007) tenant compte du plurilinguisme dans lequel sont déjà engagés une bonne part des étudiants a le potentiel de soutenir leur apprentissage du FLA (Cenoz et al., 2019).
Si les fondements théoriques des approches plurilingues ont été largement étudiés au cours des dernières années, le besoin de documenter les moyens didactiques pour y parvenir demeure présent (Auger, 2018). Parmi les travaux existants, une importante proportion de ceux-ci concerne l'enseignement primaire ou secondaire (Chen et al., 2022) et présente des activités ne répondant pas aux objectifs d'un public universitaire ou aux contraintes imposées par ce contexte d'enseignement. La recherche-action que nous

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réalisons présentement dans le cadre doctoral vise donc à explorer et analyser comment un enseignement basé sur une approche plurilingue peut être mis en œuvre dans le cadre d'un cours universitaire de FLA et à étudier la perception que les étudiants ont de ces activités.

Cette affiche présentera les éléments de problématique de la recherche (cadre théorique, procédures de recension des écrits, objectifs de recherche). Des éléments de réponse à la première question, obtenus à travers les premières étapes du cycle de recherche-action, seront proposés sous la forme d'une catégorisation des activités proposées pour répondre aux contraintes du contexte universitaire et d'exemples d'activités mises en œuvre dans les cours de FLA où se déroule la recherche.

L'enseignement en ligne : un outil indispensable pour la redynamisation de l'apprentissage du français au Nigeria à l'ère du post-covid

Casimir Houenon (Ibrahim Badamasi Babangida University, Lapai)

L'une des mesures prises par la plupart des pays pour juguler la crise de la pandémie de covid 19 et ses corollaires est la fermeture des établissements scolaires et le confinement de la population. Au Nigeria, la fermeture des écoles a permis l'expérimentation de nouveaux outils pédagogiques en l'occurrence l'enseignement en ligne. Les technologies informatiques émergentes offrent dans ce cadre de nombreuses promesses et surtout des alternatifs qui ont permis non seulement d'assurer la continuité de la formation des apprenants pendant la période de la crise de covid 19, mais aussi d'améliorer le niveau d'éducation. Avec cette nouvelle approche, les enseignants et les apprenants ont disposé à tout moment et en tout lieu d'une variété de ressources et d'informations destinées à les occuper et à améliorer leurs connaissances. Se basant sur la théorie connectiviste, cet article se propose de faire comprendre la nature de cette solution, ses principes et avantages et aussi la nécessité de poursuivre son utilisation dans d'apprentissage/enseignement du français au Nigeria après la période de la crise.

Transitions in young children's bilingual language environments: What are they and why do they matter?

Tanya Glowacki (Concordia University), Laia Fibla (Concordia University), Krista Byers-Heinlein (Concordia University)

Young bilingual's exposure to each of their languages is highly variable and can change over time and across contexts (Hoff & Core, 2013). Understanding early language exposure is important because it predicts later language outcomes (Place & Hoff, 2011; Hurtado et al., 2013). Previous research has primarily measured children's exposure to each language based on a single estimate of cumulative or current exposure, but this approach obscures the variability due to what we refer to as "transitions". Language environment transitions refer to a change in speaker, language strategy used by each speaker, time spent across contexts, or any combination of the three. The aim of this study is to measure transitions in young bilingual learners and how they affect language exposure. In particular we aim to: a) measure how often transitions occur across children and which types of transitions are the most common; b) describe the reasons for which transitions occur; c) measure whether and how transitions influence language exposure. Our dataset consists of 53 French-English bilingual children (29 boys) from an ongoing longitudinal pre-registered study. Language exposure estimates and environmental

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changes were assessed between birth and 30 months of age through a structured interview with the main caregiver (MAPLE; Byers-Heinlein et al., 2020). Results show that on average children experienced 4.5 (SD = 1.8; range = 1 - 8) transitions between birth and 30 months of age. We found a lot of individual variability in transitions, with the most common transition being the combination of speaker and time which characterised 48.5% of all transitions. Ongoing analyses are investigating relationships between transitions (IV) and language exposure (DV). The results of this study will provide new insights into how environmental variability influences young bilinguals' language development.

La place de l'anglais dans la francisation en milieu de travail au Québec
Marilou Jetté (Université du Québec à Montréal)

Dans le cadre de notre recherche de maîtrise menée autour des axes de l'intégration linguistique des immigrants adultes et de leur intégration au marché de l'emploi dans la région de Montréal (Jetté, à venir), des enseignants en francisation en milieu de travail (n=5) ont été rencontrés en entrevue et des apprenants (n=70) ont été sondés par questionnaire afin de faire ressortir leurs perceptions de ce contexte d'enseignement-apprentissage. Cette communication vise plus précisément à présenter les résultats de notre étude qui ciblent les perceptions des participants quant à la place qu'occupe l'anglais dans les cours de francisation en entreprise à Montréal.

Cette recherche prend pour appui l'importance du monde du travail comme un lieu déterminant d'intégration linguistique (CSLF, 2008). Toutefois, la situation sociolinguistique au Québec se caractérise par une concurrence linguistique qui peut affecter les pratiques langagières des apprenants et les attitudes linguistiques des enseignants en classe de francisation (Thamin, Combes et Armand, 2013). Également, la prise en compte de la langue maternelle ou d'une langue passerelle ou médiatrice en classe de langue seconde favoriserait les transferts possibles entre les langues (Saboundjian, 2012), en plus de valoriser les répertoires linguistiques et d'encourager les transferts de stratégies, entre autres (Castellotti et Moore, 2010).

Les résultats obtenus tendent à montrer une utilisation majoritaire de l'anglais au travail ainsi que dans la vie publique des apprenants sondés (à 94% plurilingues, et connaissant l'anglais à forte majorité). De l'autre côté, les enseignants ont mentionné vivre du découragement et de la frustration quant à la présence de l'anglais dans leurs classes et sur les lieux de travail.

Des pistes didactiques en lien avec l'utilisation de l'anglais, langue médiatrice, en classe de francisation sont également proposées.

Choosing a different family language in urban Fula families of Guinea and Senegal: reasons and consequences
Maria Kosogorova (Russian Academy of Sciences)

Fula (< Atlantic < Niger-Congo) is an indigenous non-minority language used both inside families and as lingua franca on a vast territory (from Senegal to Somalia), and its speakers understand each other and have the same cultural code. However, in the modern urban society (in Senegal and Guinea) parents often

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choose for their children to speak other languages as first language. The choice can be both European (French) and indigenous (Wolof/ Maninka/ Susu, depending on the community). Although Fula is far from being extinct, this intriguing tendency is the topic of the current study: why do parents make their children use other languages, what influences the choice of language and what makes families more susceptible to such drift?

A questionnaire has been distributed among the Fula-speaking families whose children do not use Fula as a first language. The interviewees were chosen a) in urban communities of Guinea in course of the field session of January 2022; b) in European university communities for students from both Senegal and Guinea. The questions to the families were divided in 3 sections. First came the background questions about the education levels, occupations and spoken languages of the parents, parents' age and children's spoken language and subsequent education/ career. The second section was dedicated to the languages spoken in the community and their sociolinguistic distribution, and also of the family's attitude towards Pulaaku. The third section contained questions about the factors that, in parents' opinion, influenced their choice of language for the child and to what extent have their plans so far been fulfilled.

The results of the study show the direct correlation of the parents' occupation and type (but not level) of education with their choice for children's first language. The chosen first language correlates with the family's attitude towards Pulaaku and European community.

Parents' Code-switching Behavior During Shared Book Reading Sessions: What Does it Look Like?
Laurie Lambert (Concordia University), Erin Quirk (Concordia University), Krista Byers-Heinlein (Concordia University)

It is typical for parents in multilingual families to engage in code-switching – the alternation of two languages or more when speaking – to some extent with their children (e.g., Bail et al., 2015; Goodz, 1989; Kremin et al., 2021), and this behavior has been linked to variation in children's language development (e.g., Bail et al., 2015; Byers-Heinlein, 2013). One context where parents code-switch is when reading books to their children (Gonzalez-Barrero et al., 2021; Kabuto, 2010). However, few studies have directly observed code-switching during parent-child shared reading, thus the nature and frequency of such switching remains unclear. In addition, shared book reading sessions between parents and their children can provide opportunities for children to learn new words, making this an important context to understand (e.g., Quiroz et al., 2010). In this study, 24 dyads, each composed of one French-English bilingual parent and their child aged between 3 and 5 years old, were recorded while reading three books together at home: two single-language books in French and in English, and one bilingual book in French and English. Using these recordings, we will investigate the characteristics of parental code-switching during shared reading sessions. First, we will measure the frequency with which parents use four types of code-switches: switches across sentences, within sentences, across speakers and those occurring when parents move between reading and discussing the book. Second, we will code the reasons for switches and compare their frequencies. Third, we will examine the association between contextual (monolingual or bilingual book format) and individual (parents' and children's language dominance, and children's age) factors and the frequency of parents' code-switching to explore potential predictors of parents' code-

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switching. The findings from this study will serve to deepen our understanding of parental code-switching behavior in an important language learning environment, namely shared book reading.

Does parent-reported word knowledge predict bilingual and monolingual children's real-time word comprehension?

Melanie López Pérez (Concordia University), Andrea Sander-Montant (Concordia University), Charlotte Moore (Concordia University), Krista Byers-Heinlein (Concordia University)

Vocabulary size is a key indicator of children's language ability (Lee, 2011). A popular vocabulary size measure is the MacArthur-Bates Communicative Development Inventories (CDI), a binary parent report measure for 8-30-month-olds. From a checklist, parents indicate which words their children can understand/say. Studies suggest that CDIs show good reliability and validity (Law & Roy, 2008), typically assessed by examining the correspondence between CDI reports and direct assessments of children's global (entire) vocabulary. However, finer-grained aspects of the CDI such as item-level accuracy remain understudied for monolinguals and bilinguals although regularly used in research (e.g., Sidhu et al., 2021). This study aims first, to assess how global vs. item-level information uniquely predict children's performance on a real-time word knowledge assessment. Second, as demographic factors like age and language exposure have been found to predict children's performance on word knowledge tasks (Sander-Montant et al., submitted) we will assess how they predict children's real-time word comprehension at both the global and item-level. Our study analyzes archival data from 3 eyetracking studies that directly assessed word comprehension in 137 monolingual and bilingual children aged 14-24 months. Children were tested on their comprehension of familiar words and their eye gaze was recorded (e.g., children looked at a target ball versus distractor shoe when they heard "Look at the ball!"). Analyses revealed a positive relationship between online word comprehension and global CDI score, r=0.60, p=<.05. To assess the role of item-level information and demographic information, we are currently running linear mixed-effects models that include item as a predictor. Results will yield a better understanding of the psychometric properties of the CDI and help us better understand the predictors of children's real-time word comprehension.

Shifting from French to English as a medium of instruction in education in Rwanda: Outcomes, challenges and perspectives

Laurent Nizeyimana (INES-RUHENGERI)

Rwanda switched from French to English as a medium of instruction in 2009. Switching has been done abruptly in such a way that students and teachers were not prepared to use this language as a medium of instruction. This is evidenced by the fact that they still face difficulties especially in speaking skills after 13 years of implementation. When students and teachers face these difficulties, they resort to the use of Kinyarwanda, the mother tongue, instead of using a language they don't know. In addition, they resort to mixing languages in formal and informal situations when conversing among them. The impact of this low proficiency in English language by both teachers and students cannot be undermined since it negatively

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affects students' performance in examinations as indicated by respondents. This is the reason this study put forward recommendations such as in-service English trainings be provided. Also, the study recommends head teachers or stakeholders involved in education to put in place policies to promote English as a medium of instruction. This study has equally highlighted the paramount importance of mother tongue which is a tool for literacy. Mother tongue should be given due consideration while teaching, otherwise, teaching in a medium of instruction which is not well known by learners, would not provide a conducive environment for learning.

Bi-plurilinguisme et politique linguistique familiale en Algérie : la transmission intergénérationnelle des langues : des pratiques et des représentations linguistiques
Kahina Ould Fella (Université de Tizi-Ouzou)

La question du bi- plurilinguisme en interaction avec la transmission linguistique et l'apprentissage est pertinente, elle a fait l'objet de plusieurs publications (Deprez, 1994,2002, 1996 ; Matthey, M.& Fibbi R ;2010,). Elle est même cruciale dès lors qu'on envisage de rendre compte des pratiques langagières familiales, de l'apprentissage des langues et des représentations des parents, des enfants et des enseignants.

En outre, notre problématique est d'analyser le comportement linguistique et épilinguistique de ces acteurs glottopolitiques, face au contact de langues dans un espace plurilingue (kabyle-français-arabe) et à l'égard du changement linguistique qui traverse la société algérienne. En effet, nous prenons pour objet d'étude, à l'instar de DEPREZ Ch ; 1999, d'une part l'observation des pratiques langagières réelles afin de décrire l'évolution du système linguistique et attester de la transmission intergénérationnelle de la langue minorisée le kabyle, d'autre part, il importe d'expliciter, les positions des acteurs sur le contact de langues et le bilinguisme précoce.

Notre approche se situe au niveau micro ou individuel, avec une méthodologie qualitative, fondée sur l'observation et les entretiens semi directifs comme techniques de récolte de données. Notre recherche s'inscrit par ailleurs dans une perspective interdisciplinaire, où intervient sociolinguistique, didactique des langues minorisées et analyse de discours.

Migration and Language Attitudes: The Case of Multilingual Iranians in Vienna
Mandana Piroozfar (University of Vienna)

This paper reports on my ongoing doctoral research, which aims to investigate the language attitudes of Iranian migrants in Vienna towards Persian, the official language in their homeland, Austrian-German language, and also, their respective speakers. In addition to making inferences about the participants' social behavior towards languages and their perceived speakers, the current study will consider the status of Persian among the second generation of migrants and anticipate its future status.
So far, in order to pretest and evaluate the method's performance, relevance, and suitability, two pilot tests have been conducted, the data collecting of the methodically optimized main study has been successfully completed, and the data analysis is in progress. To examine the cognitive and affective

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attitudes of the participants (n=164), their opinions and judgements are asked by using both direct and indirect items in a combination of an attitude evaluation questionnaire and Matched Guise Technique (MGT), which is defined and executed based on a (constructed) context of the search for radio news broadcasting speakers. In addition to gender, age, and type of residence permit, which are investigated as the main variables, the duration of residence and the informants' belonging to linguistic, ethnic and/or religious minority groups in Iran are considered as the secondary variables. The presentation is intended to discuss the methodology and to provide some descriptive examples of the obtained qualitative data and parts of the quantitative results analyzed by SPSS.

The findings of the current research can not only provide a better understanding of several issues the Iranian migrants encounter, such as their social positioning (identity construction), but also, they shed light on the integration and language learning process in the host society.

Defining Harmonious Bilingual Development: the relationship between children's language attitudes and their social-emotional and behavioral skills
Ekaterina Tiulkova (Université Toulouse – Jean Jaurès), Barbara Köpke (Université Toulouse – Jean Jaurès), Vanda Marijanovic (Université Toulouse – Jean Jaurès)

Over the last few years, there has been a growing interest in the notion of Harmonious Bilingual Development proposed in De Houwer (2006) and clarified as the bilingual family experience when "subjective well-being is not negatively affected by factors relating to a bilingual setting" (De Houwer, 2020: 63). Several studies examined the relationship between children's bilingual proficiency and their subjective well-being (Han, 2010; Winsler et al., 2014) as well as the role of parental and school effort of promotion of dual language acquisition in social-emotional and behavioral skills (Sun, 2022). However, the concept of Harmonious Bilingual Development still needs to be further explored and defined through the collection of various personal testimonies. Indeed, the bilingual experience is extremely individual (De Houwer, 2015) and unique -- even "siblings being raised under the same roof show differences in their perception of growing up bilingually" (Wilson, 2019: 15). Therefore, we decided to investigate children's views and feelings about their language contact situation and their social-emotional and behavioral skills using both parents' and children's evaluations.

In the present study, mixed parental couples responded to Strengths and Difficulties Questionnaire (Goodman, 1997), and 37 Russian-French 5-year-old simultaneous bilinguals living in France were interviewed about their bilingual personalities (*Language Portrait* indicates the importance of each language), their love towards their languages *("Amour" Indicator*) and their competences (*Language proficiency self-evaluating scale*) (TALES@home, 2016). The disparity scores indicating the degree of (dis)balance in language importance, love and competences were calculated. Analyses (controlled for SES, birth order, family size) were conducted to see whether a high degree of disparity is correlated with a less harmonious bilingual development. These individual factors were compared with the children's social-emotional and behavioral skills. Preliminary results suggest that the general well-being of these children is significantly related to disparities in language attitudes.

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Teachers and Students' Well-Being through The TPR Method in the Classroom.

Ofelia Villegas (Excellence Learning Center Mexico)

The increasing demand for new and innovative teaching techniques and strategies where the learning process challenges teachers' and students' approaches leads us to research new methods to apply in our classrooms. The TPR Method shows that students learn better when immersed in practical and creative learning processes, especially when it comes to young students who enjoy learning through movement, inviting them to participate in an environment of trust and self-esteem. Games focused on the TPR method will provide interactive linguistic practice and, more importantly, develop and see the importance and value of teamwork, tolerance, equality, collaboration, and well-being. The English Teaching Forum magazine emphasizes through its article "Cooperative Games in the EFL Classroom" that by following the crucial steps, language teachers should feel confident to incorporate games into their lesson plans and be ready to enjoy the learning environment. They are learning that games can create knowledge in the classroom (Pham Huynh Phu Quy, 2019; Teaching English Forum). In this workshop, the presenter will share materials, methods, and ideas to develop the language's oral fluency, vocabulary, and grammatical structures with different materials of daily use in the classroom to capture the audience's attention. These types of activities will also test the student's skills and their development of mental speed in the sense of competition. We will apply the TPR Total Physical Response model, created by Dr James J Asher, based on the form in which the student learns their mother tongue, working on school vocabulary, tenses, connecting vocabulary with actions, and storytelling. The audience will be encouraged to apply the newly acquired strategies, creating variations and adaptations according to their students' needs. Likewise, the participants will have a wide variety of ideas to implement these activities in their classrooms and online teaching.

Ethnically mixed families in Estonia: Preserving linguistic and cultural heritage

Anastassia Zabrodskaja (Tallinn University)

Before 1991, the migration to Estonia was always popular and encouraged by the Soviet authorities. People migrated to Estonia from different Soviet republics, but what they had in common was that they spoke Russian. The proportion of Russophone population in modern Estonia is noticeable: 29%.
According to Fishman (1991:92), the family acts as a united front against external pressures, and the language of the family is the inevitable ground for this. This paper primarily focuses on the family language policies that ethnically mixed families follow in relation to the maintenance of their heritage languages, in order to identify social variables, which either favour or hinder this process. The main aim of this study is to search for commonalities and specifics of each family type within broad categories of the mainstream attitudes towards different heritage languages.
This study is based on an in-depth analysis of a variety of sources, including qualitative sociological materials (semi-structured interviews with parents and participant observations) and quantitative statistical and demographic data on self-reported language behaviour and language ideologies, revealing the "context" of community types. Semi-structured in-depth interviews were conducted with 50 families, which were chosen to reflect the sociolinguistic diversity of Estonian regions: the bilingual capital Tallinn,

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the dominantly Russian-speaking Ida-Viru County and the dominantly Estonian-speaking southern Estonia. There were three different age groups (25-39, 40-59 and over 60 years old). The couples represented the traditional family model.

This paper presents results from ethnographic fieldwork studies conducted in different regions of Estonia, and thus offers important conclusions about sociolinguistic variation in heritage language maintenance and loss. It provides evidence of how social milieu and different sociolinguistic backgrounds may affect all processes related to heritage language transmission: management, maintenance, use and proficiency.

Translanguaging and teacher identity in teaching Chinese as a second language classroom
Shuya Zhao (McGill University)

Chinese as a second language education has come to prominence worldwide. Despite the increasing number of Chinese language learners and Chinese schools all over the world, little attention has been given to Chinese language teachers. This study focuses on the reality and complexity of emergent translanguaging practice in teaching Chinese as a second language classroom in a Chinese university, focusing on Chinese teachers' teaching strategies in a multilingual setting. The study will investigate to what extent do Chinese teachers integrate translanguaging pedagogy in their daily teaching and how do teacher identities influence their teaching strategies, and what kind of identities teachers construct for themselves through their teaching practice. I will carry out a qualitative research study in which teachers collaborate with the researcher to explore teacher identity and teaching practices in a multilingual second-language classroom. Data will consist of the teachers' journals, daily teaching reflections, reports, and semi-structured interviews. This study will help us better understand the difficult-to-explain relationship between teacher identity and translanguaging pedagogy in the multilingual Chinese classroom.

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