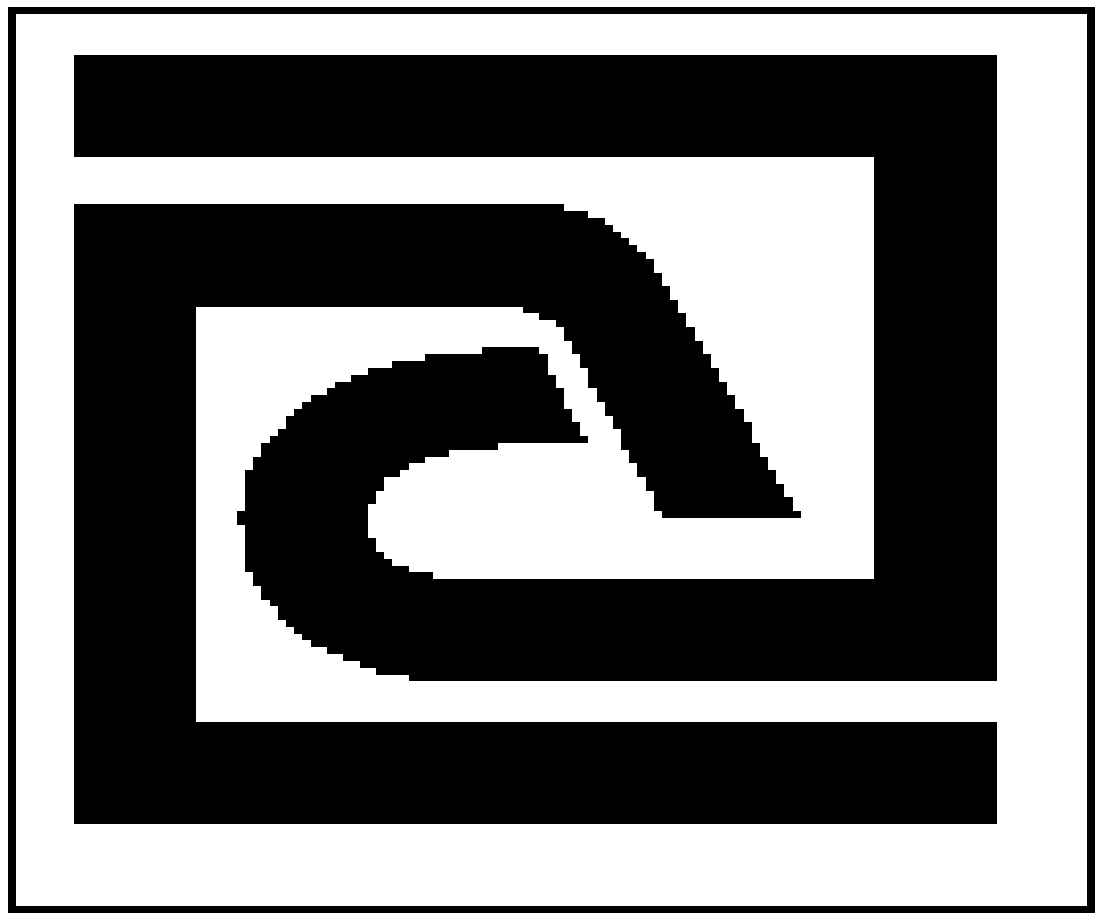


**Canadian Association of Applied Linguistics**

**Association canadienne de linguistique appliquée**

**ACLA-CAAL 2022**

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

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

\*\* Times mentioned are Ottawa times.

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

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

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

**May 13, 2022**

**13 mai 2022**

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

**12:30 - 2:30 pm**

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| --- | --- | --- | --- | --- | --- |
| Rooms/salles | 1 | 2 | 3 | 4 | 5 |
| Chair/président | Roy | Vasilopoulos | Peng | Rodgers | Arnott |
| 12:30 pm – 1 pm | **Murray**  Rapport à l’écrit en français et en anglais d’une étudiante issue de l’immigration et inscrite dans un programme universitaire d’immersion française : une étude de cas | **Garrett**  My dissertation in action: A dual—dimensional approach to inclusionary education In the French Immersion setting | **Nematizadeh**  An idiodynamic investigation of willingness to communicate in interaction with utterance and cognitive fluency | **Lasan**  English Learners’ Perception of Formality in Writing: Ratings, Approach, and Confidence | Symposium  (12:30 pm -3:30 pm)  **Organizer: Arnott**  Beyond linguistic surveillance: Demystifying access and support for French language development in Canadian FLS teacher education programs  Presenters: Arnott, Culligan, Kristmanson, Masson, Wernicke |
| 1 pm – 1:30 pm | **Papin**  Apprentissage du vocabulaire en L2 : le potentiel des images immersives | **Salvato**  The pragmatics of L2 gestures in Italian classes in Canada and in Italy | **Thibert**  Struggling for legitimacy: Discourses of nativeness and pre-service bi/plurilingual French language educators | **Takam**  Participation and attitudes: an exploratory look into the current Ontario French as second language programme at the secondary school level |
| 1:30 – 2 pm | **Charron-Bigras**  Effets des particularités graphémiques sur le développement de représentations orthographiques chez des élèves francophones en début de scolarisation | **Bhowmik**  Pedagogical Approaches and Classroom Techniques in K-12 ESL Writing | **Tsedryk**  Teaching idioms within an intermediate language course based on noticing and dual-code theories: a case study using psycholinguistic norms for idiomatic expressions | **Zeaiter**  The Role of Plurilingualism in Improving Learners' Emotionality |
| 2 pm – 2:30 pm | **Reid**  Identification des paramètres des situations de communication représentant les plus grands défis pour des personnes immigrantes apprenant le français langue cible (Lx) | **Carter**  Gender-neutral and inclusive language use in the Spanish classroom: a needs analysis in British Columbia and Alberta | **Krasovitski**  Endangered and Extinct: the effects of classification on the perception of Judeo-languages | **Payant**  An exploration of how linguicism manifests itself in students' academic, professional, and social circles |

**3 pm – 5 pm**

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| Rooms/salles | 1 | 2 | 3 | 4 | 5 |
| Chair/président | Murray | dela Cruz | Zeaiter | Granger |  |
| 3 pm – 3:30 pm | **Roy**  La sociolinguistique pour le changement en immersion française : une synthèse des idéologies des enseignant.e.s à travers les prairies canadiennes | **Michaud**  Written Corrective Feedback in real time: what are the possibilities for the classroom? | **Kartchava**  Exploring writing task repetition through learner reflection and output | **Choi**  Understanding students’ perception of online language learning |  |
| 3:30 pm – 4 pm | **Deveau**  Récits rétrospectifs d’usagers experts du français langue seconde : regard sur le développement de la compétence communicative et les stratégies autorégulées | **Affes**  Age effects and language exposure on the acquisition of French pronunciation across different task types: the case of Tunisian learners | **Gentil**  Machine translation and L2 writing: Insights from case studies of biliteracy development | **Rehner**  The (In)formal Language Learning Experiences of Adult Migrants: Insights from a Transnationalism and Translanguaging Perspective |
| 4 pm – 4:30 pm | **Duchemin**  Croyances et connaissances d’enseignant(e)s de français langue seconde aux adultes sur la variation sociostylistique | **George**  Perceptions and attitudes of second and heritage language learners toward mixed language classes: A Sentiment Analysis | **Assaf**  Exploring Immigrant and Refugee Children’s Mathematics Experiences from a Child-Centered Ethnographic Approach | **Lira-Gonzales**  Written Corrective Feedback (WCF): Teachers’ Knowledge, Beliefs and Practice |
| 4:30 pm – 5 pm |  | **Vasilopoulos**  Instructor Affect in the Material and Spatial Exigencies of Online EAP | **Vermeki**  Fixed and Semi-Fixed Lexical Chunks in a Children's Spoken Language Corpus | **Spiliotopoulos**  Emerging research on an English immersion model of support at the university level: Expanding the tradition |

**5:30 pm – 7 pm**

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| Rooms/salles | 1 | 2 | 3 | 4 | 5 |
| Chair/président | Kristmanson | Wong | Culligan | Walsh Marr |  |
| 5 :30 – 6 pm | **Dunn**  Fostering language teacher leadership and pedagogical innovation in an online community of practice | **Podboj**  'Hello my Priends, Welcome Back to My Channel!' Narrativity, Tellership, and Authenticity on TikTok | **Gerbrandt**  Mathematics as Gatekeeper? Investigating Systemic Barriers to French Immersion through a Bourdieuian Lens | **Corcoran**  Diversity, Legitimacy, Agency, and Precarity: A Mixed Methods Study of Canadian EAP Practitioners |  |
| 6 pm – 6 :30 pm | **Douglas**  Virtual Additional Language Socialization: Online EAP Student Reflections | **Barrett**  An analysis of the language needs of Social Science students at the University of the West Indies, Jamaica | **Shank Lauwo**  “I grew up thinking English was the superior language”: Literacy autobiographies in preservice teacher education | **Leu**  Impact of Action Research Training on Language Instructors’ Reflective Practice |
| 6 :30 pm – 7pm | **Hu**  What are ESL students’ academic integrity challenges and how can universities help? | **Herath**  Identity Transformation during Mentoring for Scholarly Publication: A Multiethnography | **Makarova**  What international graduate students seek and find in an online Academic English Writing tutorial course. | **Zuercher**  Taking a holistic view of analytic pronunciation evaluation rubrics |

Day Ends at 7:00 pm (Ottawa time)

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

**May 14, 2022**

**14 mai 2022**

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

**12:30-2:30 pm**

**12h30 – 14h30**

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| --- | --- | --- | --- | --- | --- |
| Rooms/salles | 1 | 2 | 3 | 4 | 5 |
| Chair/président | Ballinger | Chung | Lira-Gonzales | Michaud | Calman |
| 12:30 pm – 1 pm | **Poljak**  Being Immersion: Group Identity and Accent in British Columbia’s French Immersion Students | **Hala**  Conceptual Metaphors in Michif | **Hermans-Nymark**  FSL teacher language proficiency: Research into an innovative approach in New Brunswick | **Meighan**  Technology in relation and for reclamation: Indigenous language revitalization online | Symposium  (12:30 pm-3:30 pm)  **Organizer: Galante**  Plurilingual pedagogies for empowerment and social justice: Language teachers and learners shifting power dynamics  Discussant: Piccardo  Presenters: Lau, Moore, Galante, Marshall, Van Viegen, Snoddon |
| 1 pm – 1:30 pm | **Guo**  The Impact of COVID-19 on the Wellness of International Students in Alberta High Schools | **Ilieva**  Informal leadership in scholarly collaborations of applied linguists and content faculty in support of multilingual students | **Wong**  Beyond the Lens: Remote Learning Experiences at a K-12 Ballet School | **Li**  Face-to-face and face-to-screen learning: A look into non-English speaking doctoral students’ experiences of learning thesis writing in a hybrid learning environment |
| 1:30 – 2 pm | **Bourgoin**  Designing Oral Language Tasks for Young Language Learners in French Immersion | **Abu-Rabiah**  Assessing Hebrew as L2 learners' productive vocabulary knowledge | **Wiebe**  Self-taught: What are the successful self-driven language learning practices used by British Columbia’s newcomers in the workplace? | **Ahn**  “Too Much Vague Information Floating in Their Heads”: A Closer Look at EAP Learning and Teaching |
| 2 pm – 2:30 pm | **Landry**  Language instructors on their development of digital practices in times of pandemic | **Kaya**  Teaching Vocabulary Learning Strategies to Support Adolescent Native Speakers’ Literacy | **Dressler**  Second Language Teaching during the COVID-19 pandemic | **Riches**  Missed the multilingual turn? Monolingual resistance by future ESL and FLS/FI teachers |

**3 pm – 5 pm**

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| Rooms/salles | 1 | 2 | 3 | 4 | 5 |
| Chair/président | Gentil | Riches | Arnott | Byrd-Clark |  |
| 3 pm – 3:30 pm | **Bell**  Plurilingual reading-to-write: Novice academic writers’ strategies for reading in English to write in French | **Landry**  Student Perceptions of Intercultural Communicative Competence for EAP: A Qualitative Case Study | **Eamer**  Pre-Service teachers and Language Learning with Digital Tools | **Arora**  Decolonizing classroom participation: The cultures of silence |  |
| 3:30 pm – 4 pm | **LaFontaine**  Looking Forward: Tools Designed Specifically for Indigenous Language Instruction | **Nikouee**  Grammar practice at the pretask stage: Is there a better way? | **Michalovich**  Engaging Youth from Refugee Backgrounds in Language and Literacy Learning through Digital Multimodal Composing: Teachers’ Perspectives | **dela Cruz**  Plurilingual strategies for teaching pronunciation in TESOL: A research-based and action-oriented approach |
| 4 pm – 4:30 pm | **Ahmed**  Shame and Interest in Post-Secondary EAP Writing | **Yang**  Interacting with Local Students: Experience of Chinese EAL Students in a Canadian University | **Wong**  Enhancing Meaning-Based Instruction with Structured Input | **Li**  English Academic Publishing Experience of Chinese Plurilingual Scholars |
| 4:30 pm – 5 pm | **Chiras**  Institutional Discourses about Multilingual Students and Language and Writing in English-speaking Colleges | **Calman**  Subtle discrimination: Plurilingual international students’ experiences of raciolinguistic microaggressions at a Canadian university | **Granger**  International Languages administrators’ understanding of plurilingualism: Expanding theory to develop practice | **Peng**  Teachers’ Perceptions of a Plurilingual Approach to Language Teaching |

Day Ends at 5:00 pm (Ottawa time)

La journée se termine à 17h (Ottawa time)

**May 15, 2022**

**15 mai 2022**

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

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

**3 pm – 5 pm**

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| --- | --- | --- | --- | --- | --- |
| Rooms/salles | 1 | 2 | 3 | 4 | 5 |
| Chair/président | Douglas | Davis | Kartchava | Hu |  |
| 3 pm – 3:30 pm | **Fang**  Faculty instructors' perceptions of and support for international students in academic writing | **Liebscher**  Interaction in the linguistic landscape | **Bouchard**  Translanguaging to support English as an additional language learning in a French medium primary classroom in Quebec. | **Chung**  Plurilingualism in the “second language” classroom: Inclusive pedagogies begin from within |  |
| 3:30 pm – 4 pm | **Walsh Marr**  Making sense of noun groups: Appliable linguistics for EAP | **Ballinger**  Building immersion teachers’ knowledge base: A comparison of immersion teacher education at Canadian universities | **Magisano**  What’s in a ne? Ne Deletion and Quebec identity in the spoken French of two Canadian politicians: François Legault and Justin Trudeau | **LeBouthillier**  Using Design-Based Research to Develop Theories of Effective L2 Instruction Related to Oral Language Acquisition |
| 4 pm – 4:30 pm | **Lam**  The linguistic insecurities of students in a Hul'q'umi'num' language program | **Barise**  Applying an Anti-Racist Black Plurilingual Pedagogy in Quebec Language Education: Towards Academic Engagement, Validation, and Empowerment | **Diallo**  “Challenging clitics”: Examining the differential effects of Processing Instruction and Traditional Instruction on the acquisition of French object pronouns | **Li**  Exploring the influence of citation styles on citation practices in two disciplines |
| 4:30 pm – 5 pm | **Charlebois**  “It’s Dangerous to Go Alone! Take This.”: An exploration of multimodal supports for vocabulary learning through video games |  |  |  |

Day Ends at 5:00 pm (Ottawa time)

La journée se termine à 17h (heure d’Ottawa)