



**Canadian Association of Applied Linguistics**  
**Association canadienne de linguistique appliquée**  
**Congrès 2017 Conference**

MONDAY MORNING, MAY 29, 2017

LUNDI MATIN 29 MAI 2017

8:15 - 9:45	<b>Welcome and French Keynote / Mot de bienvenue et session plénière (français)</b> <b>Intégration, réussite scolaire... et les langues dans tout ça?</b> Carole Fleuret, Université d'Ottawa Heidelberg 201				
9:45 - 10:00	Break/Pause: Heidelberg 201				
Room/Salle	Sally Horsfall 560	Sally Horsfall 598	Architecture 206	Image Arts B06	Heidelberg 201
<i>Chair Président(e)</i>	Irasema Mora Pablo	Mehtap Kocatepe	Heike Neumann	Monica Waterhouse	Mela Sarkar
<i>Session themes Thèmes des sessions</i>	<i>Second Language Literacy / Litteracie langue seconde</i>	<i>Phonology &amp; Pronunciation / Phonologie &amp; prononciation</i>	<i>Grammar / Grammaire</i>	<i>ESL &amp; EFL / Anglais langue seconde/étrangère</i>	<i>Symposium</i>
10:00- 10:30	<b>Bhowmik / Sengupta / Chaudhuri / Tweedie / Kim / Liu</b>  "What lies beneath": The influence of literacy practices in different cultures on L2 writing	<b>Foote / Thomson</b>  Pronunciation training and speech language pathology: Perfect pairing or potential problem?	<b>Izquierdo / Kihlstedt</b>  The development of the L2 imperfective in the written narratives of Hispanophone university learners of French: A functional analysis within verb semantics	<b>Safaei / Monfared / Saif</b>  An investigation into the adequacy of English language demands of Quebec university nursing programs	<b>Invited Symposium: Through the looking glass: Innovative methodologies in applied linguistics research</b>  <u><b>Organizer:</b></u> Mela Sarkar  <u><b>Presenters:</b></u> Casey Burkholder Alison Crump Lauren Godfrey-Smith Kathleen Green
10:35 - 11:05	<b>Yabuki-Soh</b>  Deictic expressions found in written narratives in English and Japanese	<b>Lintunen / Makilahde / Peltonen</b>  Short-term and long- term effects of pronunciation teaching: focusing on learner beliefs	<b>Paquet</b>  The influence of the L1 properties in the acquisition of the Spanish gender agreement system	<b>James</b>  Can communicative tasks increase L2 students' perceived self-efficacy?	
11:10 - 11:40	<b>Corcoran</b>  The potential of intensive, collaborative support for emerging scholars' research writing	<b>Duan / Lee / Lyster</b>  Teaching French pronunciation to Chinese adult learners in communicative language classrooms: Examining the effectiveness of explicit phonetic instruction	<b>Dao</b>  Effect of language related episodes on learning of past tense verbs	<b>Ravindran / Illieva</b>  Cartographies of desire and affect: A study of international students in a TESOL program in Canada	
11:45 - 12:15	<b>Tanaka / Akamatsu</b>  Relationship between L1 and L2 reading motivation and proficiency: cases of EFL university students	<b>O'Brien / Trofimovich / Taylor Reid</b>  Can comprehensibility and accentedness ratings be influenced by social attitudes?	<b>Bresnick</b>  Attitudes towards grammatical accuracy of chat conversations: The hierarchy of errors	<b>Doucette / Kartchava</b>  Investigating the role for a language coach in an English as a Second Language literacy class	
12:20 - 13:05	<b>Lunch / dîner</b> <b>"I want to know more about Indigenous languages in Canada and working with people who speak them, but I'm not sure where to start": Sneak preview of a web-based ethical relationality resource package in preparation</b> <b>ACLA current &amp; past presidents Andrea Sterzuk, Mela Sarkar, &amp; Knowledge Synthesis Grant team</b> Heidelberg 201				

Room/Salle	Sally Horsfall 560	Sally Horsfall 598	Architecture 206	Image Arts B06	Image Arts B09	Heidelberg 201	Image Arts 304
Chair/ Président(e)	Dustin Crowther	Eva Kartchava	Nikolay Slavkov	Jesus Izquierdo	Noriko Yabuki-Soh	Meike Wernicke	Hyunjung Shin
Session themes/ Thèmes des sessions	Second Language Literacy continued / Littéracie en langue seconde (suite)	French Immersion / Immersion française	Multi & pluri linguism(e)s	Digital Technologies / Technologies numériques	ESL & EFL Continues / Anglais langue seconde/ étrangère (suite)	Symposium	Symposium
13:15 - 13:45	<b>Chang</b>  Second language readers' metacognitive processes & cognitive strategy use: a brief meta-analysis	<b>Culligan / Dicks</b>  Using mathematical explanation to Explore Secondary French Immersion Students' Language	<b>Jalal</b>  Multilingual students' acquisition of English as their L3	<b>Osorio</b>  Le potentiel du jeu numérique pour l'apprentissage de vocabulaire en anglais L2: Influence de l'engagement des participants sur leurs gains lexicaux	<b>Sobhanmanes</b>  The environmental complexities of ESL learners' classroom engagement	<b>Colloque à la mémoire de Laurens (Larry) Vandergrift Memorial Symposium</b>  <b>Presenters:</b> Helene Knoerr & Alysse Weinberg  Alexandra Tsedryk	<b>Language and literacy education for refugee learners of English: Critical perspectives</b>  <b>Organizer</b> Hyunjung Shin  <b>Presenters</b> Hyunjung Shin  Clea Schmidt & Antoinette Gagné
13:50 - 14:20	<b>Thibeault / Fleuret / Bangou</b>  Quand on enseigne la lecture pendant l'été : portrait longitudinal des pratiques déclarées d'enseignants qui prennent part à des programmes estivaux en littératie dans la province de l'Ontario	<b>Knouzi / Mady</b>  Objective analysis of French immersion student writing: Evidence of an 'immigrant advantage'	<b>Lawrence / Ahmed</b>  Plurilingual interactions between avatar learning, teaching and the Self	<b>Boz</b>  Nativelike selection in small group online discourse: A quantitative Study	<b>Owusu</b>  The integrated approach to English language teaching in the Ghanaian ESL classroom	Cecile Sabatier, Valia Spiliotopoulos, & David Pajot  Jérémie Seror  Jeremy Cross  Kamsu Souoptetcha Amos  David Macfarlane, Lyne Montsion & Fiona Stewart	Katerina Nakutnyy & Andrea Sterzuk  Christine Massing  HaEun Kim  Brian Morgan  <b>Discussant</b> Julie Kerekes
14:25 - 14:55	<b>Van Viegen Stille / Jang / Sinclair / Park / Vincett</b>  Conceptualizing & developing reading resilience among adolescent immigrant students in secondary education	<b>Davis</b>  French immersion for Allophones in Saskatchewan: Exploring issues of access, support, and inclusion	<b>Kebbas</b>  De la croisée des langues à la compétence interculturelle éducative	<b>Guichon/ Grassin / Koné</b>  The digital transition of international students	<b>Waterhouse / Barros Santiago</b>  Vignette-based questionnaires for studying affect in ESL classrooms		

<p><b>15:00 - 15:30</b></p>	<p><b>Watanabe</b></p> <p>Talking to oneself and a peer during independent and collaborative writing: University English learners' verbal scaffolding processes</p>	<p><b>Dicks / Bourgoin</b></p> <p>Integrating content and language in late French Immersion</p>	<p><b>Marshall / Moore</b></p> <p>Plurilingualism across the disciplines at Simon Fraser University</p>	<p><b>Liaw / Priego</b></p> <p>Understanding the group functionality of an intercultural digital storytelling project</p>	<p><b>Karas / Faez</b></p> <p>Connecting language teacher proficiency to self-efficacy: How are they related?</p>		
<p><b>15 :30 – 15 :50</b></p>	<p><b>Break / Pause</b> Heidelberg 201</p>						
<p><b>15:50 - 16:20</b></p>	<p><b>Klassen</b></p> <p>Unpacking an assumption about L2 readers and proper names</p>	<p><b>Le Bouthillier / Kristmanson</b></p> <p>Les stratégies autorégulatrices : Le progrès effectué au cours d'une année scolaire par des auteurs à risques en immersion française</p>	<p><b>Petrescu / Helms-Park / Pirvulescu / Rampersaud / Leung</b></p> <p>Multilingualism in the Canadian context: language interaction and development in trilingual children</p>	<p><b>Barcomb / Sheepy</b></p> <p>Don't Quit Now! Monitoring learner volatility and willingness to communicate in a gamified course.</p>	<p><b>Romero</b></p> <p>Volunteering to teach in a foreign country: The case of Canadian native English speakers</p>	<p><b>Symposium continues (suite)</b></p>	<p><b>Symposium continues (suite)</b></p>
<p><b>16:25- 16 :55</b></p>	<p><b>Fazel / Corcoran</b></p> <p>Language ideologies, bias and multilingual authors</p>		<p><b>Galante</b></p> <p>Plurilingualism in action: Perspectives from refugee language teachers in a Brazilian NGO</p>		<p><b>Arias / Baker / Hope</b></p> <p>Developing test specifications for a high-stakes test of academic and professional listening in English</p>		
<p><b>17:00 – 19:00</b></p>	<p><b>President's Reception / Réception du recteur</b> Mattamy Athletic Centre</p>						

**TUESDAY MORNING MAY 30, 2017**

**MARDI MATIN 30 MAI 2017**

<p><b>9:00 - 10:30</b></p>	<p><b>Assemblée générale annuelle de l'ACLA ACLA Annual General Assembly Réservé aux membres / For ACLA members Heidelberg 201</b></p>
<p><b>10:30- 11:45</b></p>	<p><b>English Keynote / Session plénière (anglais) Intersectionality and language: Thinking beyond identity in language practices and policy Eve Haque Heidelberg 201</b></p>
<p><b>12 :00- 13 :15</b></p>	<p><b>Special panel on journal publishing -- Extended lunchtime session Heidelberg 201</b></p>

Room/Salle	Sally Horsfall 560	Sally Horsfall 598	Image Arts B06	Image Arts B09	Eric Palin 103
Chair / Président(e)	Angelica Galante	Maher Bahloul	Célia Aparecida Barros Santiago	Mela Sarkar	Sara Kennedy
Session themes / Thèmes des sessions	<i>Immigration, Integration &amp; Acculturation / Immigration, Intégration &amp; Acculturation</i>	<i>EAP / Anglais à des fins académiques</i>	<i>Vocabulary / Vocabulaire</i>	<i>Pragmatics / Pragmatique</i>	<i>Symposium</i>
<b>13:20 - 13:50</b>	<b>Mora Pablo</b>  "Falling into a grey zone": A narrative analysis of return migration and identity	<b>Li / Jones / Lodge</b>  Disciplinary differences in university lecture slides as a part of classroom discourse	<b>Li / Cummins</b>  A random control trial: Effectiveness of using texting-based instruction to support ELLs' academic vocabulary acquisition	<b>Zavialova</b>  An emerging pedagogical approach to teaching pragmatic formulas	<b>Colloque à la mémoire de Laurens (Larry) Vandergrift Memorial Symposium</b>  <b>Presenters:</b> Brian North, Enrica Piccardo & Christina Parry
<b>13:55-14:25</b>	<b>Crowther</b>  Language investment during university adjustment: The divergent path of two Chinese freshmen	<b>Lin</b>  Cultural and linguistic lived experiences of chinese student newcomers in IFP	<b>Nguien / McGarrell</b>  Corpora and the selection of vocabulary for a "General English" ESL textbook	<b>Beaulieu / Ranta</b>  Moving beyond lists of useful expressions: Towards a pedagogy for L2 sociopragmatics	Catherine Elena Buchanan  Laura Hermans-Nymark  Paula Kristmanson, Joseph Dick & Karla Culligan
<b>14:30 – 15:00</b>	<b>Babaei</b>  Language learning experiences of highly skilled immigrants In Québec: From an intercultural perspective	<b>Infante</b>  Mediated development: A framework for promoting the internalization of concept-based materials	<b>Ramezanali / Faez</b>  Word retention through multimedia glossing: A mixed methods research	<b>Malone</b>  Solidarity and belonging in advanced L2 French development	Renée Bourgoin, & Josée Le Bouthillier  Marie-Josée Hamel
<b>15:00 - 15:15</b>	<b>Break/ Pause</b> Heidelberg 201				

Room/Salle	Sally Horsfall 560	Sally Horsfall 598	Image Arts B06	Image Arts B09	Eric Palin 103	Heidelberg 201
Chair/ Président(e)	Hyun-Sook Kang	Joël Thibeault	Alexandra Tsedryk	Mela Sarkar	Sara Kennedy	Christine Kampen Robinson
<i>Session themes/ Thèmes des sessions</i>	<i>Immigration, Integration, Acculturation continues / Immigration, Intégration &amp; Acculturation (suite)</i>	<i>EAP Continued/ Anglais à des fins académiques (suite)</i>	<i>Vocabulary Continues / Vocabulaire (suite)</i>	<i>Pragmatics Continues / Pragmatique (suite)</i>	<i>Symposium</i>	<i>Symposium conjoint ACLA / LLRC Joint Symposium</i>
15:15 – 15:45	<b>Douglas / Doe / Cheng</b>  Spoken Workplace Language: Perspectives of Newcomers from Diverse Linguistic Backgrounds	<b>Vasilopoulos</b>  Plagiarism Becoming: Transformations in International Students' and Teacher's Conceptualizations of Appropriate Sourcing in Academic Writing	<b>Pichler</b>  La monosémie des termes juridiques du 'conveyancing', simple hypothèse ou réel atout ?	<b>Salvato</b>  The impact of context of learning on the perception of body language in learners of Italian	<b>Symposium continues</b>	<b>Symposium: Sociolinguistic approaches in educational research</b>  <b>Organizers:</b> Kampen Robinson, Christine & Moffatt, Lyndsay  <b>Presenters:</b> Zain Esseghaeir  Christine Kampen Robinson  Jérémie Séror & Alyse Weinberg  Meike Wernicke  <b>Discussant:</b> Steven Talmy
15 :50 – 16 :20	<b>Nomura / Masson</b>  Picture diaries: Multiliteracies and arts-based research practices in heritage language education	<b>McGarrell / Sun</b>  Modal expressions of expectation, belief, certainty in NS and NNS writers' texts	<b>Simard / Molokopeeva / Nader</b>  Mémoire de travail complexe non-verbale et connaissances grammaticales et lexicales en L2 : quelle relation ?	<b>Duchemin / Beaulieu / Woll</b>  L2 learners' metasociolinguistic reflections: A window into developing sociolinguistic repertoires		
16:25 – 16:55	<b>Goodarzi</b>  Where do I belong? A case study of changing roles in an undergraduate first- year discourse community	<b>Neumann / Leu / McDonough</b>  The Challenges of Academic Writing from Sources in a Second Language: An Exploratory Study	<b>Chen</b>  Lexical Bundles in Vocabulary- based Discourse Units: A Corpus-based Study of First- year Electrical Engineering Textbooks	<b>Rehner / Lasan</b>  Expressing and perceiving identity and intentions in a second language		
17:00 – 19:00	<b>LLRC / ACLA Reception / Réception Room / Salle : ILLC A/B/C</b>					

Coffee & light breakfast / Café et déjeuner léger Image Arts 334					
Room/Salle	Image Arts 334	Image Arts B06	Image Arts B09	Image Arts 304	School of Interior Design 318
Chair/Président€	Zhi Li	Paula Kristmanson	Andrea Sterzuk	Francis Bangou	Enrica Piccardo
Session themes/Thèmes des sessions	<i>Listening and Speaking / Écouter et parler</i>	<i>Français langue seconde / French as a second language</i>	<i>Language Policy / Politique de langue</i>	<i>Language &amp; Power / Langue et pouvoir</i>	<i>Symposium</i>
9 :30 – 10 :00	<b>Sarkeshikian / Memarian</b> Developing and validating a self-regulatory listening strategies questionnaire (SLLSQ) in an EFL context	<b>Arnott</b> Expanding our understanding of student motivation in FSL: A future selves perspective.	<b>Khanam</b> A colonial tongue in a postcolonial world: English language planning and policy in Bangladesh	<b>Barros Santiago</b> Conceptualisations of culture: Critical perspectives and language education	<b>Symposium</b> Plurilingualism, the Action-Oriented Approach and Indigenous Epistemologies: The LINCDIRE project  <b>Organizer</b> Enrica Piccardo  <b>Presenters</b> Enrica Piccardo  Aline Germain-Rutherford & Alan Corbiere  Sara Potkonjak  Geoff Lawrence & Kris Johnston
10 :05 – 10 :35	<b>Medina / Soccarás / Krishnamurti</b> Do WM capacity and sentence length impact speech decoding? Implications for listening comprehension	<b>Roy / Gour</b> Les programmes de FSL : un lifting linguistique et culturel pour les étudiants ?	<b>Adebayo</b> Discursive Construction of multilingualism in education language policy for lower primary school classrooms	<b>Dupere / Beaulieu</b> French L2 American students' attitudes toward teachers' perceived language dominance in French/English	
10 :40 – 11 :10	<b>Chung</b> What are they hearing? An exploration of multi-dialectal use in the FSL classroom	<b>Masson / Arnott / Lapkin</b> What are the current trends in 21 <sup>st</sup> century Canadian K-12 FSL research?	<b>Takam / Fasse</b> English and French bilingual education in Cameroon: The bottom top approach or the policy of no policy	<b>Sharma</b> Intercultural communication skills in the new economy of international tourism	
11 :15-11 :45	<b>Taylor Reid / Trofimovich</b> The kindergarten effect: Enhancing adult L2 learners' willingness to communicate	<b>Mahdavi / Saif</b> Besoins langagiers d'assistants d'enseignement internationaux dans les universités francophones	<b>Kang</b> Korean-American Families' Language Policy and Maintenance	<b>Mansouri</b> Investigating Agency, Positioning, and Identity of Non-native Iranian English Language Teachers	
11 :45-13 :00	<b>Lunch on your own – Dîner libre</b>				

Room/Salle	Image Arts 334	Image Arts B06	Image Arts B09
<b>Chair/ Président(e)</b>	<b>Mela Sarkar</b>	<b>Zhi Li</b>	<b>Andrea Sterzuk</b>
<b>Sesson Themes/ Thèmes des sessions</b>	<b>Listening and Speaking continues / Écouter et parler (suite)</b>	<b>Assessment &amp; Feedback / Évaluation et rétroaction</b>	<b>Language Policy continues / Politique de langue (suite)</b>
<b>13:00-13:30</b>	<b>Mukai / Wood / Tucker</b>  Does durational variability matter? Modelling the perception of fluency in L2 conversational speech	<b>Lemak</b>  Individual differences in learner response to oral corrective feedback	<b>Cook</b>  Language policy performativity: Theorizing the production of scaled language policy
<b>13:35 - 14:05</b>	<b>Gaffney</b>  Extraversion as a predictor of L2 spoken fluency	<b>Valeo / Barkaoui</b>  Providing Written Feedback in the ESL Classroom: Teachers' Conceptions and Practices	<b>Slavkov</b>  Family Language Policy Perspectives on Bilingualism and Multilingualism in Ontario
<b>14:10 - 14:40</b>	<b>Tweedie</b>  Listening instruction for ESP: Exploring nursing education where English is a lingua franca	<b>Barkaoui / Valeo / Cook / Luke</b>  The Mediating Role of ESL Teachers' Conceptions of Learning and Teaching in their Writing Assessment Practices	<b>Kawaguchi</b>  The Debate of Heritage Language Provision in Ontario: The comparison of policy recommendations from 1982 and 1993



