

CCERBAL 2025

**BILINGUISME ET
MULTILINGUISME :
PERSPECTIVES ET
CONTEXTES DIVERS**

**BILINGUALISM AND
MULTILINGUALISM:
DIVERSE PERSPECTIVES
FROM DIVERSE CONTEXTS**

**MAY
8-10
MAI**

Programme du colloque : CCERBAL 2025

Conference program: CCERBAL 2025



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


uOttawa

TABLE DES MATIÈRES | TABLE OF CONTENTS

MOTS DE BIENVENUE WELCOME MESSAGES	2
SÉANCES PLÉNIÈRES PLENARY SESSIONS	4
SYMPOSIA THÉMATIQUES THEMATIC SYMPOSIA	11
ATELIERS WORKSHOPS	27
PRÉSENTATIONS INDIVIDUELLES INDIVIDUAL PRESENTATIONS	32
AFFICHES POSTERS	66
TABLE RONDE ROUND TABLE	70
COMITÉ D'ORGANISATION ORGANIZING COMMITTEE	71
ÉTUDIANTS D'ACCEUIL STUDENT HOSTS	72
INTERPRÈTES INTERPRETERS	72
COMMANDITAIRES SPONSORS	73

MOTS DE BIENVENUE | WELCOME MESSAGES



We are delighted to welcome you to the CCERBAL 2025 conference. As with each iteration of the conference, bilingualism and multilingualism will be at the heart of our reflections. In 2025, we will be exploring them from a variety of perspectives in a variety of contexts, such as technology, immigration and internationalization, the teaching and revitalization of Indigenous languages, and language use and development across the lifespan. We hope that our four plenary sessions and our rich programme of symposia, workshops, posters and individual papers will give you the opportunity to ask questions, acquire new knowledge, make enriching encounters (online or in person) and forge lasting personal and professional links. We are delighted to welcome presenters from around the world, including researchers at various stages of their careers, teachers, people working in government and more. We would like to acknowledge the exceptional commitment of all the members of the organizing committee, the evaluators and volunteers, and the staff whose work was essential to the success of this event.

Enjoy the conference!



C'est avec une grande joie que nous vous accueillons au Colloque du CCERBAL 2025. Comme à chaque itération du colloque, le bilinguisme et le multilinguisme seront au cœur de nos réflexions. En 2025, nous les explorerons selon diverses perspectives dans des contextes variés tels que les technologies, l'immigration et l'internationalisation, l'enseignement et la revitalisation des langues autochtones, ainsi que l'utilisation et le développement du langage tout au long de la vie. Nos quatre séances plénières et notre programme riche en symposiums, ateliers, affiches et communications individuelles vous offriront, nous l'espérons, l'opportunité de vous questionner, d'acquérir de nouvelles connaissances, de faire des rencontres enrichissantes (en ligne ou en personne) et de nouer des liens personnels et professionnels durables. Nous avons le plaisir d'accueillir des présentateurs et présentatrices en provenance de diverses parties du monde, incluant des chercheurs et chercheuses à divers stades de leur carrière, des enseignantes et enseignants, des personnes travaillant au sein du gouvernement et plus encore. Nous tenons à souligner l'engagement exceptionnel de tous les membres du comité organisateur, des personnes évaluatrices et des bénévoles, ainsi que des membres du personnel dont le travail a été essentiel au succès de cet événement.

Bon colloque!

Vasiliki (Valia) Spiliotopoulos (University of Ottawa) & Geneviève Brisson (Université de Sherbrooke)

Présidentes du colloque | Conference co-chairs

Visit the [CCERBAL 2025 website](#)

Find out more about the [CCERBAL Research Centre](#) and the [Official Languages and Bilingualism Institute](#) of the University of Ottawa.



Commissariat
aux langues
officielles

Office of the
Commissioner of
Official Languages

Mot de Bienvenue du Commissaire aux langues officielles du Canada | Welcome Message from the Commissioner of Official Languages of Canada

Chères participantes et chers participants,

Je suis ravi de vous souhaiter la bienvenue au colloque du Centre canadien d'études et de recherche en bilinguisme et aménagement linguistique 2025 qui a lieu en territoire algonquin non cédé à l'Institut des langues officielles et du bilinguisme, à l'Université d'Ottawa.

Ce rassemblement est une occasion unique pour réfléchir au bilinguisme et au multilinguisme qui définissent et enrichissent notre pays. Sachez que les thèmes qui sont au programme – notamment l'intelligence artificielle, l'immigration et les langues autochtones – ont nourri mes réflexions et mes actions ainsi que celles de mon équipe.

Je tiens d'ailleurs à souligner le travail essentiel que vous faites en tant que chercheuses et chercheurs, et universitaires. Nous partageons toutes et tous la ferme conviction que l'indépendance et l'intégrité de la recherche sont fondamentales à l'avancement des connaissances et de la science. De plus, n'oublions pas que la recherche est une arme redoutable pour lutter contre la désinformation et la désinformation.

En terminant, je salue et je remercie le comité d'organisation qui, grâce à son travail acharné, a rendu cet événement possible.

Je vous souhaite un excellent colloque.

Dear Participants:

I am delighted to welcome you to the Canadian Centre for Studies and Research on Bilingualism and Language Planning 2025 Conference, held on Algonquin unceded territory at the Official Languages and Bilingualism Institute at the University of Ottawa.

This gathering is a unique opportunity to reflect on the bilingualism and multilingualism that define and enrich our country. Know that the themes on the agenda—including artificial intelligence, immigration, and Indigenous languages—have guided my thoughts and actions, as well as those of my team.

I would also like to highlight the essential work you do as researchers and academics. We all share a firm belief that the independence and integrity of research are fundamental to the advancement of knowledge and science. Furthermore, let us not forget that research is a powerful weapon in the fight against misinformation and disinformation.

In closing, I would like to acknowledge and thank the organizing committee for their hard work in making this event possible.

I wish you all an excellent conference.

Raymond Thériault

Commissaire aux langues officielles du Canada | Commissioner of Official Languages of Canada

SÉANCES PLÉNIÈRES | PLENARY SESSIONS



Intersectionnalité et identité : Une approche critique du langage et de la littératie | Intersectionality and Identity: A Critical Approach to Language and Literacy

Dr. Rahat Zaidi

Université de Calgary | University of Calgary
Chaire de mobilité: Recherche en Bilinguisme |
OLBI Mobility Research Chair
Université d'Ottawa | University of Ottawa

De nos jours, le corps enseignant et la population étudiante évoluent dans un contexte de diversité culturelle et linguistique sans précédent. De nombreuses familles s'efforcent de préserver leur patrimoine culturel et linguistique tout en s'adaptant à des changements sociaux, culturels, politiques et économiques complexes. Cela dit, l'enseignement de la langue et de la littératie perpétuent un paradigme monolingue, ce qui risque d'entraîner une perte d'identité chez les étudiantes et étudiants plurilingues. Cette réalité démographique se caractérise par une tendance à la transition culturelle ou linguistique et à l'ambiguïté, ou à un état d'entre-deux. Elle favorise la transformation et la réflexion, en introduisant diverses manières de connaître, de penser et d'apprendre, et ouvre la voie à la recherche visant à explorer les possibilités de transformation pour les parties prenantes de l'éducation.

Cette conférence aborde le besoin urgent d'une nouvelle approche des expériences d'apprentissage significatives axée sur des pédagogies transculturelles pour améliorer l'apprentissage multilingue de la langue et de la littératie. La recherche montre que cet objectif peut être atteint par des moyens critiques, créatifs et socialement justes, avec l'école comme lieu de rencontre. Elle peut également fournir des indications sur les connaissances et les compétences dont le corps enseignant a besoin pour être sensible à la langue et à la culture. La recherche découle de la conviction qu'il est important de créer des espaces authentiques favorables à l'épanouissement des identités plurilingues. Il s'agit notamment de mettre au point des outils d'engagement en matière de littératie qui tiennent compte du sentiment d'intersectionnalité des étudiants et étudiantes, c'est-à-dire des aspects de leur propre langue ou de leur culture qui se chevauchent et se renforcent mutuellement, et qui sont liés à ceux de l'école et de la société. Au moyen d'un cadre holistique et pragmatique formé d'ateliers critiques et engagés sur la langue et la littératie, la recherche examine les discours et les expériences d'oppression et de subordination par des moyens créatifs.

Par son cadre méthodologique, l'atelier crée des lieux et des espaces permettant aux participantes et participants d'aborder leur état d'entre-deux et d'explorer leurs identités, leur multilinguisme, leurs souvenirs, leurs émotions et leurs expériences vécues dans leur apprentissage des langues et de la littératie. Il implique la collaboration entre le corps enseignant, les partenaires communautaires et la population étudiante, suscitant une prise de conscience et une compréhension de l'intersectionnalité et de la (re)formation de l'identité. La recherche constitue un appel à l'action pour tirer parti de la diversité linguistique et culturelle présente dans les salles de classe d'aujourd'hui.

Educators and students today are experiencing unprecedented cultural and linguistic diversity, and many families strive to preserve their cultural and linguistic heritage while navigating complex social, cultural, political and economic changes. At the same time, literacy and language education continues to perpetuate a monolingual paradigm, risking identity loss among plurilingual students. This demographic reality is characterized by a tendency toward cultural/linguistic transition and ambiguity, or in-betweenness. It fosters transformation and reflection, introducing diverse ways of knowing, thinking and learning, and opens the door for research to explore transformative opportunities for education stakeholders.

This talk addresses the urgent need for a fresh approach to meaningful learning experiences that can enact transcultural pedagogies to enhance multilingual language and literacy learning. Research suggests this can be accomplished through critical, creative, and socially just ways, using the school as a meeting ground. Research can also provide insights into the knowledge and skills educators need in order to be culturally and linguistically responsive. The research stems from the belief in the value of creating authentic spaces for plurilingual identities to thrive. It includes the development of literacy engagement tools that address students' sense of intersectionality, the overlapping and mutually fundamental aspects of their own language/culture entwined with those within the school and society. Through a holistic and pragmatic framework of critically engaged language and literacy workshops (CELLWs), the research examines discourses and experiences of oppression and subordination through creative means.

As a methodological framework, the workshop creates places and spaces for participants to engage with their in-betweenness and to explore their identities, multilingualism, memories, emotions and lived experiences within their language and literacy education. It operates in collaboration with teachers, community partners and students, provoking awareness and understanding of intersectionality and the (re)formation of identity. The research represents a call to action to harness the linguistic and cultural tapestry of today's classrooms.



Let's Talk Pluriliteracies : vers des apprentissages riches et ancrés

Dr. Fanny Meunier

Université Catholique de Louvain

Dans un monde hyperconnecté où la diversité linguistique et culturelle est de plus en plus mise en avant – mais pas toujours appliquée ou mise en pratique – le concept de plurilittératies offre une occasion précieuse de repenser l'éducation.

Cette conférence plénière explorera les origines conceptuelles et l'évolution des plurilittératies, en mettant l'accent sur la manière dont le passage de 'bi-', à 'multi-' puis à 'pluri-' redéfinit la littératie comme un processus relationnel et intégré, plutôt qu'une simple accumulation de compétences distinctes (Meunier, sous presse). En s'appuyant sur les recherches en EMILE (Enseignement d'une Matière Intégrée à une Langue Étrangère) – et en particulier sur le cadre des Pluriliteracies Teaching for Learning (PTL) développé par le Groupe de Graz au Centre Européen pour les Langues Vivantes (voir, par exemple, Coyle, Meyer, & Staschen-Dielmann, 2023) – j'illustrerai comment les plurilittératies peuvent être intentionnellement développées et soutenues dans les curricula. Des exemples concrets illustreront comment les élèves, guidés par leurs enseignant-es, peuvent mobiliser leur agentivité pour construire et communiquer de manière critique des connaissances transdisciplinaires et interdisciplinaires, tout en intégrant à la fois des contextes locaux et globaux. Le concept d'agentivités dynamiques (Meunier & Decorte, accepté, 2025) sera également exploré, mettant en lumière la manière dont la responsabilité et l'agentivité peuvent évoluer de manière fluide entre les élèves, les enseignants et les outils, tels que les outils d'IA générative. Les opportunités et les limites de ces outils d'IA seront également discutées et illustrées.

En me référant aux principes pédagogiques, aux stratégies et aux outils technologiques qui soutiennent les plurilittératies, j'insisterai sur la nécessité de promouvoir ces approches.

De plus, la conférence intégrera elle-même certaines stratégies 'plurilittérées', offrant ainsi un exemple concret de leur possible mise en œuvre.

In a hyperconnected world where linguistic and cultural diversity are increasingly valued - but not always enacted - the concept of pluriliteracies presents a powerful opportunity to rethink education.

This plenary talk will explore the conceptual origins and evolution of pluriliteracies, emphasizing how the shift from 'bi-', to 'multi-' to 'pluri-' redefines literacy as a relational, integrated process rather than a mere aggregation of separate skills (Meunier, in press). Building on insights from CLIL (Content and Language Integrated Learning) research - particularly the Pluriliteracies Teaching for Learning (PTL) framework developed by the Graz Group at the European Centre for Modern Languages (see, e.g., Coyle,

Meyer, & Staschen-Dielmann, 2023) - I will demonstrate how pluriliteracies can be intentionally fostered across curricula. Concrete examples will showcase how students, guided by educators, can build and critically communicate transdisciplinary and interdisciplinary knowledge through pluriliteracies, connecting local and global contexts in meaningful, agentic ways. The concept of *shifting agencies* (Meunier & Decorte, accepted, 2025) will also be explored, highlighting how responsibility and agency can evolve dynamically between students, educators, and tools, such as Generative AI ones. The affordances and limitations of these AI tools will also be discussed and illustrated.

By reflecting on the pedagogical principles, strategies, and technological tools that support pluriliteracies, I will argue that fostering these approaches is essential, not optional.

Additionally, the talk itself will integrate some pluriliterate strategies, offering a practical example of their possible integration.



L'inclusion des langues autochtones dans les institutions | Indigenous Language Inclusion Across Institutions

Dr. Robert-Falcon Ouellette
Faculté d'éducation | Faculty of Education
Université d'Ottawa | University of Ottawa

Dans mon allocution sur l'inclusion des langues autochtones dans les institutions, j'aborderai le rôle essentiel des langues autochtones dans la résilience et l'identité culturelles. Ces langues sont au centre des histoires et des visions du monde des peuples autochtones. Je puiserai dans mes propres expériences, notamment l'utilisation de la langue crie à la Chambre des communes, pour démontrer en quoi la langue favorise la création de liens et la tenue de vrais dialogues.

J'explorerai la manière dont les pratiques coloniales, comme les pensionnats, ont marginalisé les langues autochtones, mais également l'idée qu'apprendre ne serait-ce que quelques mots d'une langue autochtone peut faire avancer la réconciliation et la compréhension mutuelle.

J'insisterai particulièrement sur la responsabilité des institutions canadiennes – qu'il s'agisse d'établissements d'éducation, d'entités gouvernementales ou d'entreprises – d'appuyer l'inclusion des langues par l'entremise de programmes, de formations en compétence culturelle et de politiques qui reconnaissent les langues autochtones. Enfin, je soulignerai le fait que la revitalisation des langues est un outil de guérison qui permet aux communautés de se réapproprier leur identité et de contribuer à la création d'une société équitable et plus inclusive pour l'ensemble de la population canadienne.

In my keynote address, titled "Indigenous Language Inclusion Across Institutions", I will discuss the vital role of Indigenous languages in cultural identity and resilience. These languages are key to the histories and worldviews of Indigenous peoples. I will share personal experiences, including speaking Cree in the House of Commons, to demonstrate how language fosters connection and meaningful dialogue.

I will explore how colonial practices, like residential schools, have marginalized Indigenous languages, but argue that learning even a few words in a local Indigenous language can promote reconciliation and mutual understanding.

I will emphasize the responsibility of Canadian institutions—educational, governmental, and corporate—to support language inclusion through programs, cultural competency training, and policies that recognize Indigenous languages. Finally, I will highlight how language revitalization is a tool for healing that enables communities to reclaim their identities and contribute to a more inclusive, equitable society for all Canadians.



Cognition et bilinguisme chez les personnes âgées | Cognition and bilingualism in the aging population

Dr. Vanessa Taler

École de psychologie | School of Psychology

Université d'Ottawa | University of Ottawa

De nombreuses recherches mettent en évidence les écarts de fonctionnement cognitif entre les personnes bilingues et monolingues dans divers domaines cognitifs. Dans le domaine des fonctions exécutives, certaines études ont montré que la vitesse et la précision étaient supérieures chez les personnes bilingues comparativement aux personnes monolingues, alors que d'autres recherches n'ont fait ressortir aucune différence entre les groupes. En revanche, dans les tâches linguistiques, les personnes monolingues s'en tirent généralement mieux que les personnes bilingues. Les effets du bilinguisme semblent être plus prononcés chez les personnes âgées que chez les jeunes adultes, peut-être parce que ces derniers sont au summum de leurs capacités cognitives et que les effets du bilinguisme sont donc plus difficiles à détecter. Je présenterai ici les résultats d'études comportementales et d'études de potentiels évoqués cognitifs menées auprès de personnes âgées bilingues, ainsi que les résultats de l'Étude longitudinale canadienne sur le vieillissement, qui mettent en lumière les possibles différences dans le traitement cognitif et neuronal associé au bilinguisme. Je parlerai également des travaux en cours sur le bilinguisme dans diverses communautés linguistiques. Ces résultats offrent des indications précieuses pour affiner notre compréhension de « l'effet du bilinguisme », car ils soulignent l'importance des facteurs individuels, tels que les antécédents linguistiques et les habitudes d'utilisation des langues. Les résultats sont également pertinents sur le plan clinique, et j'évoquerai à ce sujet nos travaux préliminaires sur l'élaboration d'outils d'évaluation de la fonction langagière chez les personnes âgées bilingues. Il est à souhaiter que ces résultats permettent aussi d'élargir la compréhension du bilinguisme et du multilinguisme tout au long de la vie, et de voir comment l'adoption de pratiques linguistiques plus inclusives pourrait avoir d'éventuels effets positifs durables.

A substantial body of research highlights differences in cognitive performance between bilinguals and monolinguals across various cognitive domains. Within the realm of executive function, some studies have shown that bilinguals outperform monolinguals in both speed and accuracy, although other studies have shown no such group differences. In language tasks, by contrast, monolinguals typically exhibit superior performance compared to bilinguals. These effects of bilingualism appear to be more pronounced in older compared to younger adults, possibly because the former are at the height of their cognitive abilities, and the effects of bilingualism are thus more difficult to detect. Here I will present findings from behavioural and event-related potential studies of bilingual older adults, as well as findings from the Canadian Longitudinal Study on Aging (CLSA), that shed light on potential differences in cognitive and neural processing associated with bilingualism. I will also discuss ongoing work on bilingualism across different language communities. These findings offer valuable clues for refining our understanding of the "bilingualism effect", emphasizing individual-level factors such as language background and usage

patterns. The findings also hold clinical relevance, and I will discuss our preliminary work in developing tools for assessment of language function in bilingual older adults. It is hoped that these findings will also broaden our understanding of bilingualism and multilingualism across the life span, and how more inclusive language practices can have potentially lasting positive outcomes.

SYMPOSIA THÉMATIQUES | THEMATIC SYMPOSIA

PERSPECTIVES CRITIQUES DANS L'ÉDUCATION AUX LANGUES ET DANS LA FORMATION DES PERSONNES ENSEIGNANTES DE LANGUE

CRITICAL PERSPECTIVES IN LANGUAGE EDUCATION AND IN LANGUAGE TEACHER EDUCATION

Organisatrices | Organisers : Geneviève Brisson (Université de Sherbrooke), Magali Forte (Université de Sherbrooke) et Sunny Man Chu Lau (Bishop's University)

Description du symposium | Symposium Description

This bilingual (French/English) symposium unites researchers across linguistic divides, focusing on critical perspectives in language education. Critical applied linguistics typically addresses power relations, colonial ideologies, and normalized practices to promote self-reflexivity and responsible engagement with eco-social issues. Various approaches are employed in this field, including plurilingual pedagogies, critical language awareness, translanguaging, and decolonial methods. Each theoretical framework is context-specific, adopting a unique lens to examine phenomena, which can create divides. This symposium bridges the gap between anglophone and francophone researchers, featuring five studies using different critical approaches to language education and teacher education.

Les participant·es disposeront de 15 minutes chacun·e pour mettre en lumière des données qui brillent (c'est-à-dire des fragments spécifiques) qui ont attiré leur attention et les ont fait réfléchir aux relations de pouvoir à l'œuvre dans l'enseignement des langues et la formation des enseignants). Pendant les 20 minutes restantes, le panel s'engagera dans une discussion plus large avec le public sur les différentes façons dont la linguistique appliquée peut rester critique et ne pas perdre de vue les questions de justice sociale dans le domaine de l'enseignement des langues.

1. Cross-language and Cross-curricular Collaborations: Plurilingual Instruction for Critical Engagements

Geneviève Brisson (Université de Sherbrooke), Magali Forte (Université de Sherbrooke) et Sunny Man Chu Lau (Bishop's University)

This French/English bilingual presentation draws on a project that investigates cross-language and cross-curricular collaborations between Grade 5 and 6 French and English teachers in an enriched ESL program in Quebec. Drawing on plurilingualism and critical literacy, we co-planned with teachers lesson sequences that engage learners in critical inquiry about eco-social issues. Serving as the baseline for the curricular co-planning with teachers, we created a plurilingual task for the students to work on first individually, then as a group. The PL task was based on Anthony Browne's illustrated picture book *Zoo* (1992). We crafted a shortened version of the illustrated story with multiple languages (French, English, Spanish and Chinese) integrated in one text (rather than as parallel texts). In this presentation, we focus on two moments from students' group discussion of the task which became "glowing data" (MacLure, 2010) we were drawn to.

Une perspective critique plurilingue (Lau, 2020 ; Lau et al., 2017) nous permet de mettre en lumière certains éléments de ces données qui nous ont frappées : parmi ceux-ci, la capacité des élèves à établir des liens entre différentes langues, et leur engagement critique en lien avec des questions éco-sociales. Ces moments qui brillent nous encouragent, d'une part, à remarquer les compétences plurilingues et multimodales des élèves, notamment leur capacité à franchir les frontières linguistiques de langues, incluant des langues moins connues pour certain-es. D'autre part, ces moments nous montrent qu'à partir de textes plurilingues et multimodaux, les élèves exercent leur pensée critique en mobilisant d'une manière plus holistique différentes stratégies de lecture (à la fois linguistiques et visuelles).

2. Pratiques plurilingues et coapprentissage critique en milieu universitaire anglophone

Caroline Dault (Université de Sherbrooke)

Dans le cadre d'une recherche-action collaborative (Kemmis, 2010) explorant la mise en œuvre de pratiques d'enseignement plurilingues et interculturelles dans des cours de français langue additionnelle (FLA) en milieu universitaire anglophone, notre équipe interdisciplinaire a examiné son processus de collaboration (Lau, Théberge et Dault, 2024). Dans une recherche menée à travers 14 cours de FLA sur 5 semestres, des rencontres mensuelles de notre communauté d'apprentissage professionnel (CAP) ont facilité la mise en œuvre et l'évaluation conjointe d'approches plurielles. Valorisant la recherche en tant que praxis, nous avons interrogé l'influence de nos diverses expertises de recherche, orientations théoriques, expériences d'apprentissage des langues et expériences professionnelles sur notre processus de co-positionnement, co-conception et co-changement (García et al., 2017; Tian & Shepard-Carey, 2020).

Cette présentation exposera le processus réflexif de co-apprentissage, alimenté par la CAP, entourant la mise en œuvre de mes pratiques d'enseignement, à titre d'institutrice et cochercheuse. L'accent sera mis sur des "données qui brillent" (MacLure, 2010) sur l'évolution de ces pratiques vers une perspective de critical language awareness visant à créer un espace inclusif (Prasad & Lory, 2020) dans un contexte où les étudiant.e.s issu.e.s de groupes minoritaires peuvent rencontrer des difficultés d'intégration linguistique et sociale.

3. Translanguaging as a pedagogy for co-learning with youth from refugee backgrounds

Saskia Van Viegen (York University)

Understanding language education in relation to global migration and displacement, this paper explores translanguaging (TL) pedagogies with youth from refugee backgrounds. While experiences of displacement are unique, circumstances can include fleeing dangerous and violent environments, separating or losing family members, and living with financial hardship and inadequate access to the necessities of life. Upon arrival to host countries, families may subsequently navigate temporary housing, altered family circumstances, precarious migration status, and limited employment. Studies in this domain underscore the significant effect of these experiences on students, including socio-emotional stressors and the need for a sense of belonging in school, yet educators often struggle to attune to the educational and socio-emotional experiences of children and youth refugees, including their risk and resilience, multicultural and multilingual lives, and learning potential.

Viewing translanguaging as a pedagogy for co-learning (Wei, 2023), that is, for reciprocal knowledge exchange, mutual trust, and collective identity work, invites teachers to engage the complex causes and patterns of forced migration, to learn how displacement can affect learning and access to education, and to gain insight into the relationalities of subalterity (Basu, 2019). Drawing on insights generated from ethnographic fieldwork in an urban Canadian secondary school where a significant proportion of students had experienced forced displacement and migration, this paper articulates how language teachers moved beyond simply recognizing and inviting students' multilingual practice in the classroom, transpositioning to view students' linguistic practices, racial identities and lived migration experiences together (Wei, 2023; Garcia et al., 2021). Focusing on “glowing data” (MacLure, 2013) that illuminates how students brought not only their languages but also their symbolic and semiotic selves in the classroom, the paper discusses how teachers apprehended students' languaging practices, recognizing the sociohistoric and political context of their own and students' lives (Paris & Alim, 2014) to behold students' learning potential.

4. Création d'un espace translangagier en classe de français: impact sur le rapport à l'écrit des élèves plurilingues nouveaux arrivants

Xavier Serra (Université Laval)

Dans le contexte d'un projet de mémoire soutenu par le CRSH, cette recherche a proposé une approche translangagière (García et al., 2017) dans une école primaire francophone auprès de quatre élèves plurilingues nouveaux arrivants au Québec. Les élèves ont été invités à écrire des textes identitaires (Early et al., 2015) en mobilisant l'entièreté de leur bagage linguistique. L'approche pédagogique translangagière adoptée visait deux objectifs principaux : renforcer le rapport à l'écrit (RÉ) (Chartrand et Blaser, 2008) des élèves en mobilisant tout leur répertoire linguistique et offrir aux enseignant·e·s des pratiques éducatives inclusives. Cette approche s'inscrit dans les perspectives critiques (Pennycook, 2021), interrogeant les relations de pouvoir intrinsèques aux systèmes éducatifs (Flores et Rosa, 2015). Elle met en lumière la perpétuation d'une vision monolingue de l'enseignement et de l'apprentissage des langues (Paquet et Woll, 2021), tout en remettant en cause les croyances et pratiques normalisées. Comme dans des études antérieures (Maynard et Armand, 2018), les données ont été recueillies à l'aide d'observations participantes, de productions écrites et d'entretiens semi-dirigés. Afin de saisir l'influence de l'approche translangagière sur le RÉ, les échantillons d'écriture ont été triangulés avec les entrevues et les observations.

Cette présentation met en lumière des « données lumineuses » (MacLure, 2010), fragments écrits ou d'entrevues révélant des moments significatifs : des instants ou éléments qui, dans le contexte de la recherche, éclairent des dynamiques clés, suscitent des réflexions critiques ou illustrent des tensions, contradictions ou découvertes liées aux pratiques plurilingues en milieu éducatif. Ces données offrent une compréhension approfondie du RÉ des élèves plurilingues, tout en contestant les idéologies monolingues du système scolaire (Flores et Rosa, 2015) et en valorisant la diversité linguistique et culturelle des élèves.

5. A Critical CALL for Ecolinguistics: Landguaging the Imperial L2 Classroom

Rhonda Chung (Concordia University)

Ecolinguistics is inherently critical, asking post-humanist questions about the connection between language and its environment, and providing multimodal, plurilingual, and inter-species insights about language acquisition (Steffensen et al., 2024). Computer-assisted language learning (CALL) also invokes criticality, analyzing human and non-human (e.g., technology) interactions as they emerge within the niche of nested socioecosystems (Ramírez et al., 2021). When ecological CALL is used for learning second languages (L2), like English and French, it can facilitate discussions regarding: how those imperial languages deterritorialized from their European homelands and reterritorialized onto foreign lands, and what L2 educators' ethical roles are as replicators of these imperial legacies (Motha, 2014).

Our research explores the development of two ecological CALL tools for imperial L2 teachers. The first is the Multimodal Autobiographical Landguaging Portrait, a self-reflection tool that uses arts-based methodologies to capture how instructors understand the connection between their language teaching and learning experiences and the lands upon which they occurred (Chung & Chung Arsenault, 2023). The second is an audiovisual pedagogical mapping tool, Parlure Games, that follows high variability phonetic training principles to develop learners' sociophonetic attunement skills for diverse regional and social dialects, and that provides a completed visual map of the language's imperial sprawl for users to discuss (Chung & Cardoso, 2024). These self-reflective and pedagogical acts of land sensitization, or Landguaging, appear most acute among imperial L2 teachers who are highly mobile (psychologically and physically), and have plurilingual experiences (Chung & dela Cruz, 2024).

Throughout the research, development, and testing of these ecological CALL tools, I discuss “glowing data” (MacLure, 2013), highlighting artwork, comments, and definitions that depict how imperial L2 teachers have described their relationship to land and language. I conclude with suggestions for implementing ecolinguistic perspectives in imperial L2 teaching that sensitize users to the role land plays in language development.

SYMPOSIUM : L'INTELLIGENCE ARTIFICIELLE ET L'ENSEIGNEMENT DES LANGUES : OPPORTUNITÉS, DÉFIS ET VOIES D'AVENIR

ARTIFICIAL INTELLIGENCE IN LANGUAGE EDUCATION: OPPORTUNITIES, CHALLENGES, AND THE ROAD AHEAD

Organisateurs | Organisers: Jérémie Séror (University of Ottawa), Reza Farzi (University of Ottawa),
Martine Rhéaume (University of Ottawa)

Description du symposium | Symposium Description

This bilingual symposium explores the transformative role of artificial intelligence (AI) in language education, emphasizing its opportunities, complexities, and far-reaching implications (Liang et al., 2023). As a disruptive technology, AI challenges traditional practices while opening new opportunities for learners, educators and institutions (Law, 2024). The symposium will feature diverse perspectives to examine AI's impact on language education, presenting ongoing research, pedagogical explorations, and actionable strategies. Key topics will include AI literacy development, teacher training and professional development, as well as examples of current practices drawn from both French and English language education contexts. The session will conclude with an interactive discussion, inviting attendees to reflect on the broader implications of AI in language education and strategies for effectively responding to its emergence (Galaczi & Luckin, 2023).

Ce symposium bilingue explore le rôle transformateur de l'intelligence artificielle (IA) dans l'enseignement des langues, en mettant en lumière ses potentialités et complexités, ainsi que ses implications profondes (Liang et coll., 2023). En tant que technologie de rupture qui redéfinit le monde moderne, l'IA remet en question les pratiques pédagogiques traditionnelles tout en ouvrant de nouvelles perspectives aux apprenants, aux enseignants et aux institutions (Law, 2024). Ce symposium proposera une diversité de points de vue pour examiner l'impact de l'IA sur l'enseignement des langues, à travers des recherches en cours, des approches pédagogiques innovantes et des stratégies concrètes et transférables. Les thèmes abordés incluront le développement de la littératie en IA, la formation initiale et continue des enseignants, ainsi que des exemples de pratiques actuelles issues des contextes d'enseignement du français et de l'anglais. La séance se conclura par une discussion interactive, invitant les participant·e·s à réfléchir aux enjeux associés à l'intégration de l'IA en enseignement des langues, ainsi qu'aux stratégies pour que cette intégration ait lieu de manière efficace (Galaczi et Luckin, 2023).

- *(Les présentations seront livrées en anglais ou en français, avec des diapositives projetées dans l'autre langue afin de favoriser la compréhension pour l'ensemble des participant·e·s.)*
- *(Presentations will be delivered in either English or French, with slides shown in the other language to support comprehension for all participants)*

Le symposium comprend les quatre présentations suivantes:

The symposium will feature four presentations as follows:

1. Developing AI literacy and competence for language learners and educators

Jérémie Séror, OLBI (University of Ottawa)

This presentation offers a review of the concepts of AI literacy and competence as integral components of language and literacy education (Chiu et al., 2024; Stolpe & Hallström, 2024). It emphasizes a dual focus: the need to empower a new generation of language learners with the skills to critically and creatively engage with AI tools, while simultaneously building on language educators' knowledge and pedagogic strategies to help them understand how they can integrate AI into their teaching practice in a responsible and reflective manner (Holmes et al., 2022). Underlying this stance is the recognition that fostering AI literacy involves cultivating a broad range of competencies, experiences, and strategies and that these are closely intertwined with traditional digital and non-digital literacies, as well as students' unique semiotic repertoires (Warschauer et al., 2023). By addressing these forces explicitly in the classroom, the language learning experience can not only be supported, but also enriched, while also offering valuable opportunities for learners to reflect with their teachers on the central role of language in their interactions with AI tools.

The presentation will propose a working definition of AI literacy and competence and explore emerging frameworks available to map out the diverse capabilities, practices, and forms of knowledge required to effectively integrate AI in the language learning experience. It will also showcase illustrative activities designed to raise both educators' and students' awareness of the unique affordances and constraints associated to AI-powered resources. By foregrounding AI literacy as a powerful means of mitigating potential risks such as over-reliance, algorithmic bias, ethical concerns, and the propagation of bias or misinformation, this approach offers a forward-looking perspective on preparing language learners to navigate and work in a world increasingly shaped by AI.

2. Vers une intégration stratégique de l'IA générative : Enseigner, apprendre et rechercher en langues secondes

Martine Rhéaume (Université d'Ottawa)

Je propose un modèle de mise en œuvre de l'intelligence artificielle générative au sein d'un département universitaire spécialisé dans l'enseignement et l'apprentissage des langues secondes (L2). Ce projet repose sur la création de trois cercles de travail interdépendants : le premier consacré à l'intégration de l'IA générative dans l'enseignement des L2, le deuxième cercle au rôle de l'IA générative dans la recherche en L2, et le troisième à l'utilisation de l'IA générative dans l'apprentissage des L2, avec une inclusion active des étudiants. Cette structure permettrait d'aborder de manière exhaustive les impacts de l'IA générative dans les différentes dimensions de l'enseignement et de l'apprentissage des L2, en examinant notamment son rôle dans la compréhension et la production linguistiques. Des études récentes (AbuSahyon et al., 2023; Du & Daniel, 2024) ont montré que les outils d'IA générative, tels que ChatGPT, peuvent personnaliser l'apprentissage des langues en simulant des conversations interactives adaptées au niveau des apprenants. D'autres recherches (Xiao et al., 2024) soulignent le potentiel de l'IA générative pour réduire l'anxiété des apprenants en leur offrant un environnement non-jugeant et stimulant. Par ailleurs, d'autres (Guo et al., 2024; Punar Özçelik et al., 2024) insistent sur l'efficacité de ces outils dans l'acquisition des compétences écrites, en facilitant la révision et l'amélioration de textes. Chaque cercle de travail aurait l'autonomie d'explorer l'IA générative selon son domaine de spécialisation, avec pour objectif commun de fournir un soutien concret et durable à l'intégration de cette technologie. À court terme, les

cercles viseraient à identifier des solutions pratiques et immédiates pour améliorer les pratiques pédagogiques, les stratégies d'apprentissage et les approches de recherche en langues secondes. À long terme, ils chercheraient à établir des lignes directrices et des stratégies pérennes pour maximiser l'impact positif de l'IA générative tout en minimisant ses risques potentiels. Cette approche structurée permettrait de répondre aux besoins actuels tout en anticipant les évolutions futures, garantissant ainsi une intégration progressive, éthique et efficace de l'IA générative dans l'enseignement et l'apprentissage des langues secondes. Cette approche collaborative et structurée s'inscrit dans une démarche visant à optimiser l'utilisation de l'IA générative tout en garantissant une réflexion critique sur ses impacts pédagogiques, éthiques et sociaux, en ligne avec les recommandations de Dakakni et Safa (2023) sur la conception éthique des technologies éducatives.

3. Equipping in-service language teachers with AI literacy: A professional development imperative

Reza Farzi (University of Ottawa)

This presentation proposes a practical framework for assisting in-service language teachers with artificial intelligence (AI) literacy, highlighting the significance of proper training through professional development programs. As AI technologies become integral to language education, many in-service teachers find themselves underprepared due to insufficient training and limited experience with AI tools (Galaczi & Luckin, 2023). However, addressing this gap is essential so that language educators can adapt their teaching practices to meet the evolving needs of the digital era. AI literacy entails more than merely knowing how AI functions; it involves a deep understanding of its pedagogical applications and ethical considerations surrounding its use. In-service language teachers must be prepared to leverage AI's potential for automating routine tasks, enhancing personalized learning and delivering adaptive assessments (Mirzapour Khoudasht, 2023). Without comprehensive training, language teachers risk falling behind, which limits their ability to provide technologically enhanced learning experiences to their students (Kohnke, Moorhouse & Zou, 2023). The proposed framework is centred around three main pillars: AI-powered lesson design, AI-driven assessment, and AI-enhanced feedback delivery. Teachers can leverage AI-driven tools to craft tailored lessons, monitor student progress via data-informed assessments and deliver individualized feedback using automated systems. These approaches enable educators to concentrate more on interactive and meaningful student engagement, however, they also alleviate administrative burdens (Wilton, Ip, Sharma & Fan, 2022). Challenges, such as limited technical expertise, resistance to change and privacy concerns, will be confronted through practical workshops, peer mentorship initiatives and ongoing learning opportunities. Evidence indicates that teachers who participate in such programs become more self-assured and adept in effectively utilizing AI-based tools (Jacoby, Savage & Coady, 2024). Finally, ethical considerations, including equitable access to AI technologies and transparency regarding data usage, will be discussed. This presentation concludes by providing actionable strategies that empower in-service language teachers to use AI thoughtfully and effectively while maintaining a student-centred approach.

4. Intégrer l'IAG dans la formation des enseignants de langues: Pour une pédagogie augmentée et innovante

Martine Pellerin (Université d'Alberta)

Selon l'UNESCO (2023), « l'intelligence artificielle (IA) offre des potentialités pour relever nombre de défis majeurs dans l'éducation, innover dans les pratiques d'enseignement et d'apprentissage ». L'arrivée de l'intelligence artificielle générative (IAG) dans l'enseignement supérieur a initialement suscité des interdictions, motivées par des préoccupations liées au plagiat et à la tricherie. Toutefois, une réflexion s'est rapidement amorcée sur le potentiel de l'IAG à transformer les pratiques pédagogiques et à encourager l'innovation en éducation.

Dans l'enseignement des langues, l'IAG prolonge l'usage d'outils technologiques comme la traduction, la correction linguistique ou la synthèse vocale (text-to-speech), offrant des opportunités inédites pour enrichir l'enseignement et l'apprentissage. À la suite des défis éducatifs liés à la pandémie, il est devenu urgent de repenser la formation des enseignants, notamment en langues secondes et additionnelles. Cette formation doit non seulement préparer les enseignants à évoluer dans un environnement technologique en mutation, mais aussi promouvoir des approches pédagogiques inclusives et innovantes, adaptées à la diversité cognitive, linguistique et socioculturelle des apprenants. Cette communication explore l'intégration pédagogique de l'IAG dans la formation initiale des enseignants de langues, notamment en contexte d'immersion française et en milieu linguistique minoritaire. Elle s'appuie sur cinq dimensions clés :

- Comprendre l'IAG, ses algorithmes et leurs biais potentiels.
- Utiliser l'IAG de manière critique, éthique et réfléchie.
- Passer d'une utilisation passive à une collaboration active avec l'IAG.
- Développer des pratiques pédagogiques inclusives et équitables grâce à l'IAG.
- Innover dans les méthodes d'évaluation en éducation des langues via l'IAG.

Des exemples concrets de travaux étudiants, intégrant des outils IAG pour favoriser l'apprentissage multimodal des langues, seront présentés. L'IAG ouvre ainsi de nouvelles perspectives innovantes pour l'enseignement des langues secondes, enrichissant les pratiques pédagogiques et les apprentissages.

SYMPOSIUM: LINGUISTIC RISK-TAKING AND LINGUISTIC (IN)SECURITY: DIVERSE PERSPECTIVES FROM DIVERSE CONTEXTS

Organisateur | Organisers: Nikolay Slavkov (University of Ottawa)

Description du symposium | Symposium Description

This bilingual (ENG/FR) symposium focuses on Linguistic Risk-Taking (LRT), an approach to language teaching and learning developed at the University of Ottawa and implemented in different contexts in Canada and around the world (universities, K-12 schools, and government institutions). Linguistic risk-taking involves pushing learners out of their comfort zone to use the target language in authentic situations that they may otherwise avoid (due to identity reasons, fear of making mistakes, being misunderstood or misunderstanding others, feeling judged, etc.). An LRT approach coaches and socializes learners/speakers into overcoming some of these challenges, lowering anxiety, and increasing the level of competence, confidence, and pleasure in language learning/use. This ultimate goal is to achieve linguistic security and general well-being. Four interrelated presentations from different university contexts in Canada and Germany showcase the Linguistic Risk Digital App, paper-based tools, teaching practices, and research findings. A list of initiatives by other partners is also presented.

1. From Linguistic Risk-Taking to Linguistic Security

Nikolay Slavkov (University of Ottawa)

This presentation serves as a general background of the symposium and traces the Linguistic Risk-Taking Initiative's evolution at the University of Ottawa from its launch in 2017 until present. Linguistic Risk-Taking is a novel teaching/learning and research/development approach inspired by theoretical insights from plurilingualism (Coste, Moore & Zarate, 2009), positive psychology (MacIntyre & Mercer 2015), and language socialization (Ochs & Schieffelin, 2008). The initial paper-based tool called the *Linguistic Risk-Taking Passport* has been replaced by the *Linguistic Risk Digital App* which comprises over 80 risks. These risks represent meaningful authentic activities, such as speaking the target language at the library, approaching a passer-by for directions, ordering food at the cafeteria, preparing a CV for a job application, and so on throughout the university's bilingual campus.

The app allows learners to check off risks they have taken and comment on their experiences, rate each risk on a difficulty and fun scale, propose additional risks to other users, access a statistics module to assess their activity types, progress through achievement levels, and receive prizes for meaningful and active engagement. Research findings focus on the validation and continuous improvement of the approach and draw on a sample of 400 French and English learners. The data consist of 1) usage patterns from the digital app (number/frequency of risks taken, new risks proposed, risk and fun levels reported); 2) questionnaires tapping into learner experiences; 3) interviews with a subset of 80 learners. The results indicate an overall positive response to the linguistic risk-taking approach. Learners report discovering new ways for practicing their language skills in authentic everyday situations, an increased ability to leave their linguistic comfort zone, a higher level of use of the target language, and positive experiences enhancing their linguistic security, enjoyment, and overall well-being. Future directions and partnerships are also discussed.

2. Prise de risque et engagement en français au sein d'une communauté de pratique dans l'Ouest canadien

Kathryn Fisher, Natacha Louis, Thao Tran-Minh et Anne-José Villeneuve
(Université de l'Alberta, Campus Saint-Jean)

Selon les données du dernier recensement, les personnes qui ont le français comme langue maternelle représentent moins de 7 % de la population dans les provinces et territoires de l'Ouest canadien (Statistiques Canada, 2022), un taux qui inquiète. Or, la vitalité d'une langue minoritaire (ou minorisée) ne dépend pas seulement du nombre absolu et relatif de personnes locutrices, mais aussi des divers contextes sociaux où l'on peut s'exprimer dans cette langue (UNESCO 2003).

Pour les jeunes qui étudient le (ou en) français en contexte minoritaire, la sécurité linguistique et le sentiment d'appartenance à la francophonie sont souvent catalysés par des situations déterminantes et signifiantes vécues hors de la salle de classe, lors d'activités sociales où l'accent n'est pas mis explicitement sur l'apprentissage de la langue ou sur les normes prescriptives. S'appuyant sur des travaux interdisciplinaires en linguistique appliquée et en éducation, cette communication présente les fondements théoriques et les applications concrètes d'un programme d'engagement en français (PEF) proposé à la population étudiante d'un établissement postsecondaire francophone dans l'Ouest canadien. Ce programme vise à permettre à la population étudiante -- celle-ci inclut des personnes qui ont le français comme langue maternelle et des personnes ayant une compétence intermédiaire-avancée --- de s'engager, de prendre des risques et de multiplier les occasions d'utiliser le français dans des contextes authentiques (Mougeon et Rehner 2015). Dans le cadre du PEF, les apprentissages sont ainsi consolidés et soutenus par une communauté de pratique (voir Wenger 2005), au sein de laquelle les membres échangent et réfléchissent à leurs gains affectifs et (socio)linguistiques, individuels et collectifs.

Par son approche interdisciplinaire, notre communication met en lumière les promesses et défis de l'apprentissage communautaire pour la vitalité des langues minoritaires et propose des applications pertinentes pour l'enseignement postsecondaire en milieu plurilingue.

3. Well-Being and Resiliency through Linguistic Risk-Taking for Young Learners with Developmental Language Disorder

Kim-Sarah Schick, Andreas Rohde, Stephanie Riehemann, and Melanie Eberhardt-Juchem
(University of Cologne)

Due to prior negative experiences, learners with Developmental Language Disorder (DLD) often lack communicative resiliency (Riehemann, 2024). They can thus be overly hesitant to take linguistic risks and prefer to stay within their communicative and linguistic comfort zone to avoid anxiety and discomfort. However, daring to take linguistic risks is important for language learning and can lead to emotions and experiences of empowerment, pride, enjoyment and success. Following Slavkov (2023, pp. 38-39), we argue this is why Linguistic Risk-Taking (LRT) can contribute to learner well-being, which is a goal of inclusive education (Piezunka, Schaffus & Grosche, 2017, p. 207) and, specifically, to resiliency as part of well-being. For LRT to promote resiliency, learners must engage in *healthy* risk-taking (Cervantes, 2013), which Beebe (1983, pp. 58-59) had described as the difficulty of determining an *ideal level of risk-taking*, which, in turn, is inherently abstract. We understand this ideal level as learners capitalizing on their individual character strengths when deciding whether to expand their learning and their linguistic boundaries (cf. MacIntyre, 2016, p. 11).

Our study explores 1) what may characterize specific linguistic risks for communicatively vulnerable young learners with DLD and 2) how LRT as a pedagogical approach can be tailored, introduced and supervised for these learners to encourage healthy risk-taking. Building on a previous study (Schick & Rohde, 2024) we conducted four further semi-structured expert interviews with special needs teachers (focus on speech language pathology) and performed qualitative content analysis. The results suggest practical implications to promote communicative resiliency amongst young learners with DLD through LRT. One major finding is that explicitly promoting positive character strengths like courage within LRT and positive education frameworks is necessary for learners with DLD to build a stronger foundation for engaging in linguistic risk-taking and emerging from LRT experiences strengthened rather than weakened.

4. Linguistic Risk-Taking for University Students Studying to Be Foreign Language Teachers

Natascha Mizelle & Kim-Sarah Schick (University of Cologne)

Linguistic Risk-Taking (LRT) serves as a pedagogical approach that supports both foreign language learning and learner well-being (Slavkov, 2023a, pp. 38-39). For its effective implementation in foreign language education, future language teachers should understand the importance of LRT. This can be achieved through making LRT a decisive field of enquiry in teacher training at the university level, where future language teachers can develop their own LRT skills and explicitly reflect on their individual LRT experience. The premise is that becoming aware of the challenges, benefits and significance of LRT, and reflecting on these experiences, will enable future language teachers to implement a similar approach and to encourage LRT with their future pupils. The study at hand aims to adapt the LRT app of the University of Ottawa for teacher training in Germany in which the language (English) to be learned and later taught is not spoken widely outside the classroom.

The study explores the linguistic risks faced by this learner group and seeks to identify and develop key elements that need to be part of a pedagogical approach that supports and guides future language teachers' LRT experience. Our online survey of university students studying to be teachers of English as a foreign language (n=82) explored the students' perspective on their LRT experience as well as their preferences for pedagogical guidance of LRT. The survey results reveal: 1. the importance of raising learners' awareness of the diverse LRT opportunities available in environments where the target language is not spoken widely outside the classroom. 2. The necessity to strengthen students' linguistic security in relation to their professional identity. 3. Despite learners' preferences for informal opportunities to experiment with LRT, a balance between learner autonomy and instructor support is needed, as LRT is not entirely self-driven (Slavkov, 2023b).

SYMPOSIUM: IMMERSION UNIVERSITAIRE: RECHERCHE, MEILLEURES PRATIQUES, ET INNOVATION À UOTTAWA

UNIVERSITY IMMERSION: RESEARCH, BEST PRACTICES, AND INNOVATION AT UOTTAWA

Organisateurs | Organisers: Valia Spiliotopoulos & Jérémie Séror (Université d'Ottawa)

Description du symposium | Symposium description

Ce symposium présentera des recherches, pratiques exemplaires et innovations en immersion universitaire, en s'appuyant sur l'historique des travaux réalisés pour la mise en œuvre de ces régimes pour l'apprentissage du français (Séror et Weinberg, 2021 ; Knoerr, Weinberg et Gohard-Radenkovic, 2016). Le symposium abordera également la mise en œuvre d'un régime d'immersion anglaise, ainsi que le potentiel de l'intégration de l'intelligence artificielle et des technologies d'apprentissage en ligne et hybrides pour soutenir ce type de dispositif éducatif.

Il sera souligné que bien qu'un nombre croissant de recherches sur le soutien linguistique et le développement de la littératie en contexte universitaire aient mis en lumière une diversité de cours et d'approches intégrées dans des établissements majoritairement anglophones, ces travaux s'inscrivent le plus souvent dans des contextes institutionnels où le plurilinguisme reste marginalisé (Spiliotopoulos et coll., 2021 ; Marshall et Walsh-Marr, 2018 ; Zappa-Hollman, 2018 ; Van Viegen et Russel, 2018). Le symposium mettra en lumière le modèle d'immersion universitaire en tant que dispositif fortement articulé (« adjunct strong »), à la fois intégré et contextualisé, déployé dans un environnement bilingue (français-anglais) et hautement multiculturel, visant le développement du langage disciplinaire et des compétences en littératie académique au premier cycle.

Des données quantitatives, croisées avec des données qualitatives recueillies par le biais de sondages et d'entrevues auprès des étudiants, offriront un éclairage sur les dynamiques de motivation, d'engagement et de construction identitaire en contexte d'immersion universitaire. Elles mettront également en évidence les retombées positives de ces régimes, tout en éclairant les opportunités et les défis auxquels sont confrontés les enseignants qui s'y engagent. Des membres du corps professoral partageront, à cet effet, leurs pratiques exemplaires sous forme de mini-études de cas, ancrées dans divers contextes disciplinaires tels que la communication, l'économie, l'ingénierie, l'administration et l'éducation. Ces témoignages permettront d'illustrer concrètement la mise en œuvre du modèle d'immersion et la diversité des adaptations selon les réalités disciplinaires.

Conçu comme un espace d'échange et de réflexion critique, le symposium se conclura par une analyse de l'évolution de l'immersion universitaire, de ses différents cadres pédagogiques (notamment les littératies universitaires, la bilittératie et l'anglais/français sur objectifs spécifiques), ainsi que de l'intégration d'outils technologiques émergents tels que l'intelligence artificielle et les formats hybrides de prestation. Une discussion avec les participant·e·s à la conférence permettra de soulever des questions sur ces innovations et leur contribution aux prochaines étapes à envisager pour cette approche unique de l'enseignement des langues à partir des contenus disciplinaires dans l'enseignement supérieur.

This symposium will present research, exemplary practices, and innovations in university-level immersion, drawing on the long-standing body of work supporting the implementation of immersion models for

French language learning (Séror & Weinberg, 2021; Knoerr, Weinberg & Gohard-Radenkovic, 2016). It will also address the development of English immersion pathways, alongside the growing potential of artificial intelligence and online/hybrid learning technologies to support such educational frameworks.

While an increasing number of studies on language and literacy support in higher education have highlighted a range of integrated courses and approaches within predominantly Anglophone institutions, these efforts have generally taken place in settings where plurilingualism remains marginal (Spiliotopoulos et al., 2021; Marshall & Walsh-Marr, 2018; Zappa-Hollman, 2018; Van Viegen & Russel, 2018). This symposium will spotlight a strongly articulated ('adjunct strong'), integrated, and contextually grounded immersion model implemented in a bilingual (French-English) and highly multicultural environment, with the goal of developing disciplinary language and academic literacy skills at the undergraduate level.

Quantitative data, combined with qualitative insights gathered through student surveys and interviews, will shed light on key dynamics related to motivation, engagement, and identity construction in immersion contexts. These findings will also highlight the benefits of such models, while addressing the challenges and opportunities encountered by faculty who engage with them. To this end, faculty members will share their best practices through short case studies situated in a range of disciplinary contexts, including communications, economics, engineering, business, and education. These examples will provide a concrete illustration of how immersion is implemented and adapted to different disciplinary realities.

Designed as a space for exchange and critical reflection, this symposium will conclude with a reflection on the evolution of university immersion, its various pedagogical frameworks (including academic literacies, biliteracy, and English/French for Specific Purposes), as well as the integration of emerging technological tools such as AI and hybrid delivery formats. A discussion with conference attendees will allow questions about these innovations and their contribution to next steps to take for this unique approach to content-based language teaching in higher education.

1. Aperçu de la recherche sur l'immersion française et anglaise à l'Université d'Ottawa | Research overview of French and English Immersion at uOttawa

(Présentation bilingue | Bilingual presentation)

Jérémie Séror & Valia Spiliotopoulos (Université d'Ottawa)

Cette séance présentera un bref historique de l'immersion universitaire à l'Université d'Ottawa. Il mettra en lumière le caractère unique de ce programme dans le contexte canadien et présentera leur évolution continue dans la recherche et la pratique, notamment l'ajout de l'immersion en anglais et l'intégration de modalités d'enseignement hybrides et d'outils numériques avancés tels que l'intelligence artificielle.

This session will provide a brief history of the university immersion streams at the University of Ottawa. It will highlight the uniqueness of these streams in the Canadian context, and introduce their ongoing evolution in research and practice—particularly the addition of an English immersion stream and the integration of hybrid teaching modalities and advanced digital tools such as artificial intelligence.

2. L'encadrement linguistique en immersion : Meilleures pratiques

Marie-Claude Dansereau (Université d'Ottawa)

Cette présentation décrira brièvement l'articulation de l'encadrement linguistique dans les cours FLS du Régime d'immersion en français et partagera les meilleures pratiques pour deux cours de didactique des langues. (Présentation en français)

3. Best practices in English Immersion for Business Communication

Jennifer St. John (University of Ottawa)

This presentation will share best practices for adjunct ESL 3181 (Productive Skills) joined with ADM 2381 (Business Communication Skills) course. This course requires a hybrid mode (in person/MS Teams) given the delivery model of ADM 2381, and students are required to use Copilot in the business course for memo writing, as well as screen-casting in the adjunct language course.

4. Innovations in English Immersion for Economics

Reza Farzi (University of Ottawa)

This presentation focuses on ESL2181, an adjunct language course paired with ECO1102: Introduction to Macroeconomics, designed to support first-year students learning academic content in English as an additional language. The course helps students build listening and reading comprehension skills while engaging with core macroeconomic concepts. In the presentation, I will also introduce practical strategies for using GenAI to support vocabulary development, deepen understanding of lecture material, and boost student confidence when working with challenging content. Finally, I will share some student feedback on how the course has supported their learning and participation.

5. Integrating skills to meet students' needs in English Immersion

Karen Borland (University of Ottawa)

This presentation will discuss how each immersion course is approached according to students' needs. While receptive skills are generally the focus in the adjunct ESL 2181 language courses, productive skills are also integral to nearly all courses because some non-native English-speaking multilingual students may lack self-confidence when speaking in class and giving formal presentations. By integrating speaking strategies along with opportunities to talk in a safe environment, students emerge stronger and more equipped to participate in their other courses. Finally, student feedback across the various language courses connected to a variety of disciplines will be shared.

SYMPOSIUM: NAVIGATING LIMINAL SPACES: EMPOWERING MINORITY VOICES THROUGH MULTIMODAL AND CRITICALLY ENGAGED APPROACHES

Organisateurs | Organisers: Dr. Rahat Zaidi (Werklund Research Professor, University of Calgary; Official Languages and Bilingualism Institute Mobility Chair in Bilingualism, University of Ottawa)

Symposium description

This symposium integrates three research perspectives to highlight multimodal frameworks and Critically Engaged Workshops (CELLWs) (Zaidi & al., in press) as transformative methodologies for minority students' language and literacy learning. Multimodal communication—using audio, video, digital, social media, and walking methodologies—empowers minority voices, allowing students to express marginalization experiences and challenge dominant narratives. It also encourages educators to reflect on and improve equitable teaching practices (Zaidi & Sah, 2024, p. 15). CELLWs (Zaidi et al., in press) use thematic, multimodal workshops to explore language and identity, challenging dominant English-speaking spaces. They help participants visualize personal journeys and emotions while fostering agency and social awareness. CELLWs also connect global communities, reflecting on multilingual and intersectional identities across relational spaces. Liminal spaces, marked by transition and ambiguity, offer minority students opportunities for reflection and transformation (Bowling & Combs, 2023). Embracing uncertainty enables students and educators to reimagine educational practices and unlock transformative possibilities.

1. Building Racial Literacy and Advocacy Through Multimodal Approaches: Insights from Brooks Composite High School

Marigona Morina & Michelle Veroba (University of Calgary)

This presentation explores an innovative student-led advocacy project at Brooks Composite High School in Alberta, Canada, where 35% of the student population identifies as visible minorities. The research team employed a collaborative action research methodology to address the social and cultural challenges these students encountered, with a particular emphasis on issues related to race, language, and religion. The project, led by researchers Dr. Rahat Zaidi, Marigona Morina, and Michelle Veroba, aimed to empower racialized and newcomer students by fostering critical racial literacy and self-advocacy. Students engaged in focus groups to explore their struggles with racism, microaggressions, and cultural isolation, which helped to inform the themes for their work. Central to this project was the creation of a student-designed multimodal social media advocacy campaign that incorporated the development of digital content, including videos and social media posts that showcased their personal narratives and experiences, addressed issues of racial and cultural belonging, and raised awareness about racial and cultural inequity. By promoting racial literacy, a framework that equips individuals with the knowledge and skills to discuss and combat racism, the project fostered a critical dialogue within the school community. The findings demonstrated how student-led initiatives, supported by the school administration, can transform educational spaces into inclusive environments. This work not only empowered students but also encouraged curriculum revisions and pedagogical practices that prioritize social justice. This presentation will share the project's outcomes, key challenges, and the potential for similar initiatives to foster equity and belonging in diverse educational settings.

2. Fostering Cultural Awareness and Self-Identity Through Multimodal Learning: An Action Research Study

Zahra Golneshan (University of Calgary)

This action research study explored the effects of using multimodal approaches, specifically digital infographics, to promote cultural awareness and self-identity among sixth-grade minority students. Participants included newcomer students and children of immigrant parents, although the project was conducted with the entire class to ensure inclusive learning and engagement. The scholarship was guided by Schmidt's (1998) ABC's model of cultural communication and understanding, an approach which integrates culturally responsive pedagogy by combining a) autobiographical writing, b) peer interviews, and c) visual story telling to foster cross-cultural awareness. Central to the project was the creation of digital infographics, which enabled students to creatively express their identities, visually convey their cultural values, personal histories, and linguistic abilities, and engage with classmates' experiences. Using Venn diagrams for the purpose of cross-cultural comparison, the student participants were encouraged to compare and discuss their visual narratives, identifying both unique and shared cultural elements. The action research methodology promoted active collaboration, involving both the class teacher and students in reflecting on cultural diversity and personal identity. This study demonstrated the effectiveness of digital infographics as a tool for sharing personal narratives, thereby enhancing students' self-confidence, fostering respect for cultural differences, and building a supportive, diverse learning community.

3. Resilience and Arts: conversations about identity and immigration with newcomer students in Brazil

Fabielle Rocha Cruz (University of Calgary)
Dr. Rahat Zaidi (University of Calgary)

This session presents findings from a collaborative, transdisciplinary study conducted in Brazil that examined resilience among immigrant communities through Critically Engaged Language and Literacy Workshops (CELLWs). Rooted in Equity, Diversity, and Inclusion (EDI) principles, this project integrated the arts to explore social justice and intercultural awareness within educational settings. The workshops incorporated multimodal artifacts—digital stories, comics, and symbolic representations—to capture participants' resilient identities, challenges, and journeys toward belonging as they became students in Brazil.

Using CELLWs as a methodology, the researchers sought to understand how transnational, intersectional, arts-based research can influence educational practices and foster resistance and resilience among immigrants. Our analysis reveals that CEWs enabled participants to articulate complex experiences, challenging mainstream norms and promoting awareness of identity, social integration, and resilience. Moreover, the research highlighted how CELLWs can facilitate critical reflection on issues of language, race, social status, and cultural belonging, thereby underscoring the transformative role the arts can play in educational research. The findings indicate that integrating CELLWs into educational practices constitutes a robust strategy for advancing EDI within both local and global learning environments. By strengthening partnerships and committing to impactful education, this study underscores how arts-based research can offer inclusive and resilient perspectives, thereby enhancing social justice practices within diverse communities.

ATELIERS | WORKSHOPS

L'insécurité linguistique chez les élèves d'immersion française : Causes et pistes pour une francophonie canadienne épanouie et inclusive

Olushola Adedeji (Regina Catholic Schools & University of Regina)

Dans un contexte où la diversité linguistique est au cœur des enjeux culturels au Canada, la promotion d'une francophonie canadienne inclusive et épanouie demeure un défi, constituant un obstacle majeur à l'épanouissement linguistique et identitaire des jeunes francophones canadiens inscrits au (ou issus du) programme d'immersion française, surtout dans les provinces anglophones du pays. Cet obstacle majeur découle principalement de la forte présence du phénomène dit insécurité linguistique (IL) avec les idéologies linguistiques qui l'exacerbent chez plusieurs jeunes apprenants et locuteurs du français langue seconde (FLS). Les jeunes apprenants du FLS, généralement issus de familles unilingues anglophones, sont souvent confrontés à des défis psychosociaux et éducatifs qui influent sur leur confiance à s'exprimer en français, malgré plusieurs années d'immersion. En se basant sur les points de vue des élèves et d'enseignants d'immersion française en Saskatchewan et en adoptant la démarche de la sociolinguistique pour le changement, cette étude fournit une meilleure compréhension de l'IL chez les élèves d'immersion française et les facteurs qui en sont responsables. La présentation de l'étude se penchera sur trois axes principaux, soit i. L'analyse des causes de l'IL chez les élèves d'immersion française (incluant les facteurs contextuels, pédagogiques et psychologiques) ; ii. L'identification des stratégies pour renforcer la sécurité linguistique chez ces jeunes en immersion française ; et iii. La réflexion sur des pistes d'action pour une francophonie canadienne inclusive, valorisant la diversité linguistique et encourageant le bilinguisme comme vecteur d'unité nationale. L'objectif principal de ma présentation est de contribuer à la sensibilisation de la population canadienne à la nécessité de valoriser la variété du français parlé par les élèves d'immersion française et d'offrir des pistes concrètes pour renforcer la confiance des jeunes francophones en milieu minoritaire afin de promouvoir une francophonie canadienne plus inclusive et dynamique. Les données qualitatives et quantitatives qui seront présentées proviennent de mon étude doctorale sur l'insécurité linguistique chez les élèves d'immersion française en Saskatchewan.

Qui parle espéranto ? Profils de locuteurs de l'espéranto et usage de la langue

Natalia Dankova (Université du Québec en Outaouais)

L'espéranto créé en 1887 est la seule langue inventée qui est utilisée par un grand nombre de locuteurs dans tous les pays du monde. On estime le nombre de locuteurs occasionnels et d'apprenants de l'espéranto à 10 millions à l'heure actuelle ; 1,6 million de personnes maîtrisent l'espéranto à un niveau avancé. L'espéranto continue à exercer son pouvoir d'attraction, mais demeure peu connu du grand public. Qui sont les gens qui le parlent actuellement ? Quelles sont leurs motivations ? Où, quand et pourquoi parlent-ils espéranto ? Il n'y a pas eu de sondages réalisés sur un nombre significatif de répondants.

La présente étude s'intéresse aux profils d'utilisateurs de l'espéranto et leurs usages de la langue dans différents contextes. Cette étude utilise une approche quantitative et elle est basée sur un sondage en ligne qui a été diffusé à grande échelle à travers le monde. À ce jour, 1490 personnes ont répondu au

sondage. En plus des questions sur l'utilisation de l'espéranto, le questionnaire contient des questions sur le niveau d'études, la mobilité à l'international, la maîtrise et l'utilisation quotidienne de différentes langues, l'implication dans des activités politiques, la confiance aux médias officiels, les croyances religieuses, ainsi que sur leur vision de l'avenir de l'espéranto. Les répondants avaient la possibilité de laisser des commentaires – ainsi, les données statistiques sont complétées par des données qualitatives. Cette communication présentera les résultats concernant le multilinguisme de locuteurs de l'espéranto, l'utilisation de l'espéranto dans différents contextes et la mobilité à l'international.

Interaction sociale en ligne et en langue cible par le biais de tâches ancrées dans la vie réelle : comment devenir citoyen.ne.s du web et des médias sociaux

Marie-Josée Hamel (Université d'Ottawa)

Je vais partager les piliers d'une approche d'apprentissage sur la formation en langues et littératie numérique en contextes ouverts élaborée dans le cadre des projets eLANG et eLANG citoyen du Centre européen des langues vivantes (CELV). Cette approche est centrée sur l'interaction sociale en ligne et met en valeur la participation active des personnes apprenantes, en tant qu'usagères et usagers des langues, sur le web et dans les médias sociaux (Cf. Ollivier et coll., 2018; Hamel, 2019; Caws et coll. 2021). Par le biais de tâches dites 'ancrées dans la vie réelle' (TAVL), elles sont ainsi amenées à interagir dans diverses communautés d'intérêts et de pratique leur permettant d'adopter diverses postures communicatives et citoyennes ainsi que de solliciter diverses connaissances et compétences spécifiques : langagières, culturelles, numériques, médiatiques et multimodales (REF). J'illustrerai mon propos par des données issues de mes cours de français et de didactique des langues secondes avec le numérique. On y verra comment les étudiant.e.s ont interprété les TAVLs prévus dans ces cours, en particulier leur implication active, créative et collaborative dans ces tâches (Cf. Hamel et Caws, 2020; Hamel et al., 2021; Bedou et Hamel, 2021;). Je conclurai mon propos en présentant les sites et ressources des projets susmentionnés à l'intention des enseignant.e.s de langues, notamment une banque de fiches de tâches numériques prêtes à être adaptées pour leurs cours de langues.

Leveraging Intercomprehension and Literature in the Language Classroom: Innovative Approaches to Teaching Italian for Spanish Heritage Speakers

Francesca Ricciardelli (University of Southern California), Joanna Tatro (California State University Long Beach) & Clorinda Donato (California State University Long Beach)

This workshop explores innovative methodologies for teaching Romance languages, focusing on how teaching a language within the same Romance language family can lead to positive results in linguistic acquisition. We will present activities from specific Italian for Heritage Speakers of Spanish classes at California State University Long Beach, in which students are encouraged to use their Multilingual Toolbox, a concept developed by the instructor Joanna Tatro, and which includes all languages from their linguistic repertoire and the translation strategies taught in class. Thanks to the use of Pedagogical Translanguaging (Cenoz & Gorter, 2022), students are allowed to use their languages to acquire and produce in a third language, Italian, in our case. With this workshop, we aim to demonstrate how innovative teaching approaches using Intercomprehension, assisted by the new textbook *Juntos: Italian for Speakers of Spanish and English* (2020), can leverage the inherent linguistic similarities between

Romance languages to enhance student learning outcomes. Another tool used in class is an authentic literary excerpt, which is still viewed as destined for advanced learners of a language (Spaliviero, 2020; Di Martino & Di Sabato, 2014). By presenting research findings from a practical case study of the Jhumpa Lahiri text, *In altre parole* (2015), we will illustrate how understanding the structural and lexical connections between languages such as Italian and Spanish, and allowing students to use their multilingual repertoire to translanguage, significantly accelerate and improve language learning. The workshop will provide educators with concrete tools and theoretical frameworks to implement Intercomprehension and comparative language teaching methods. Practical examples of one specific lesson on the Jhumpa Lahiri text *In altre parole* (2015) will be presented and discussed. Our goal is also to showcase how, even for students enrolled in the first semester of Italian, these innovative approaches can improve linguistic skills, deepen their cultural and literary understanding of an excerpt from a piece of literature, and further develop their metalinguistic awareness.

Meeting Multilingual Students Halfway: Supporting Faculty to Improve Content Courses

Nicholas Travers (Camosun College)

How can language instructors work with post-secondary content faculty to improve their courses for culturally and linguistically diverse (CLD) learners? This question will guide this workshop for instructors, leaders, and others interested in activating EDI principles through existing practices and materials. This is a pressing issue: while CLD learners in credit programs do their best to navigate cultural and linguistic challenges, their instructors often lack resources to scaffold courses effectively.

The interactive workshop will draw on the practical lessons from a new faculty-support initiative at the presenter's institution, existing research and theories, and participants' experiences and ideas. The goals are as follows:

- Introduce participants to theoretical and practical structures to effectively collaborate with faculty in making content and expectations more comprehensible.
- Identify pathways for participants to cultivate this work in their own organizations.

The facilitator is a member of the Multilingual Support Services (MSS) team at Camosun College in BC. Since 2023, three instructors from Camosun's English Language Development department have been embedded in college Schools. The team provides needs-based supports to faculty and broadly promotes a culture of equity and inclusion. The workshop distills the team's learning from ongoing successes and challenges.

Participants will begin by engaging with theoretical foundations, including Haan and Gallagher's work on Linguistically Responsive Instruction. This introduction illuminates overlaps and distinctions from conventional language teaching approaches, including issues of inter-disciplinary communication and collaboration. The bulk of the workshop will involve hands-on exploring and critiquing of samples of three MSS needs-based supports:

- Technical vocabulary learning materials
- Clarity reviews of assignment instructions and exams
- Professional development materials for working with multilingual students.

To wrap up, participants will return to the overarching question introduced at the beginning: how can this work be incorporated into their own organizations?

Language Learning Across the Life Span: TESOL Principles in Action Through Games and Songs.

Ofelia Villegas (Excellence Learning Centre Mexico)

This workshop explores the transformative potential of gamification and music in English Language Teaching (ELT) across all stages of life. By aligning TESOL's Six Principles with innovative strategies, educators will discover how playful methodologies can create vibrant, inclusive, and effective learning environments.

Participants will dive into practical ways to integrate each principle with specific games and songs, unlocking their potential as powerful educational tools:

Know Your Learners: Tailor games and songs to reflect students' diverse backgrounds, interests, and proficiency levels, creating meaningful and personalized learning experiences.

Create a Supportive Environment: Build low-stress, engaging spaces with memory-enhancing songs and interactive games that encourage experimentation, risk-taking, and linguistic confidence.

Design High-Quality Lessons: Seamlessly integrate language skills through activities like role-playing games and lyrical gap-fills, ensuring dynamic and comprehensive lessons.

Adapt Lesson Delivery as Needed: Utilize flexible and customizable tools to match the pacing and needs of learners, ensuring accessibility and inclusivity for all.

Monitor and Assess Student Language Development: Employ interactive activities that provide immediate feedback, making assessment both effective and enjoyable.

Engage and Collaborate Within a Community of Practice: Strengthen professional collaboration by sharing resources and fostering creativity within teaching networks.

Through engaging activities and hands-on demonstrations, this session highlights how gamification and music can align with TESOL principles to enhance language learning at every stage of life. Participants will leave equipped with practical tools to inspire learners, celebrate diversity, and transform classrooms into dynamic spaces where language acquisition becomes an exciting, lifelong adventure.

Together, let's reimagine the teaching experience through the power of play and song!

Transcultural Voices: Navigating Language, Identity, and Belonging in Diasporic Scholarship

Rahat Zaidi (University of Calgary)

In an increasingly interconnected world, the interplay of language, culture, and identity continues to shape the lived experiences of diasporic communities. This workshop invites graduate students to reflect on their own linguistic journeys and explore how personal narratives inform scholarly perspectives. Drawing from Professor Zaidi's transnational and trilingual experiences, the session will examine concepts of translanguaging, plurilingualism, and transcultural identity within educational and research contexts. Participants will engage in interactive discussions and reflective exercises to consider how cultural flows, hybrid identities, and multilingual repertoires can be leveraged in their academic work and teaching practice. The session provides a space for emerging scholars to critically engage with questions of belonging, representation, and linguistic legitimacy in post-colonial and multicultural settings.

PRÉSENTATIONS INDIVIDUELLES | INDIVIDUAL PRESENTATIONS

Coexistence linguistique et identité régionale au Kurdistan irakien : entre richesse linguistico-culturelle et dynamiques de mondialisation

Nesibe Acar & Nigar Ali Hussein (Université Paul-Valéry - Montpellier 3)

Le Kurdistan irakien, marqué par un pluralisme linguistique et la mondialisation, offre un cadre d'analyse pertinent des dynamiques des politiques linguistiques en contexte multilingue. Avec l'arabe et le kurde comme langues officielles, cette région autonome illustre les tensions entre la préservation d'une identité régionale forte et les impératifs d'intégration nationale et internationale.

L'étude explore comment les politiques linguistiques cherchent à équilibrer les aspirations identitaires régionales avec les besoins fonctionnels, en harmonisant l'usage des langues majoritaires (kurde), minoritaires (syriaque, arménien, turkmène) et fonctionnelles (arabe, anglais).

Fondée sur une méthodologie mixte alliant analyse documentaire, entretiens et observations de terrain, l'étude examine comment les autorités régionales répondent aux défis identitaires et fonctionnels dans un contexte de diversité linguistique et de pressions globales.

Cette étude s'articule autour de trois axes principaux :

Valorisation des langues majoritaires : Le kurde, langue identitaire et majoritaire, joue un rôle clé dans la construction d'une identité régionale unifiée. Sa reconnaissance comme langue officielle aux côtés de l'arabe renforce sa présence dans les institutions et la vie publique, contribuant à la cohésion régionale et à l'affirmation de l'identité kurde collective.

Protection des langues minoritaires : Des dispositifs éducatifs et juridiques visent à préserver et promouvoir les langues minoritaires (syriaque, arménien, turkmène). Ces mesures garantissent leur reconnaissance et leur usage public, favorisant la coexistence harmonieuse et la diversité culturelle.

Langues fonctionnelles et interactions externes : L'arabe, langue officielle partagée avec le reste de l'Irak, est essentiel pour les relations avec le gouvernement central, tandis que l'anglais, langue internationale, facilite les partenariats mondiaux et ouvre le Kurdistan à l'échelle internationale.

Cette réflexion contribue aux débats interdisciplinaires sur la gestion des politiques linguistiques en contexte multilingue, en intégrant les dimensions identitaires, fonctionnelles et internationales. Elle offre également des perspectives comparatives pertinentes pour d'autres contextes confrontés aux défis de la coexistence entre langues identitaires et fonctionnelles.

Mobilisation des langues connues d'élèves immigrant.es nouvellement arrivé.es et en situation de grand retard scolaire en classe d'accueil à Montréal

Valérie Amireault & Rachelle Dutil (Université du Québec à Montréal)

Nos sociétés se caractérisent par une riche diversité linguistique, tout comme les systèmes éducatifs qui les composent (UNESCO, 2003). Dans les établissements scolaires de la région de Montréal, cela se reflète notamment à travers les langues connues des élèves immigrant.es récemment arrivé.es. Parmi ces jeunes se retrouvent ceux que l'on désigne comme étant des élèves en situation de grand retard scolaire (SGRS), soit des jeunes qui cumulent trois années ou plus de retard scolaire comparativement à la norme québécoise (ministère de l'Éducation, 2023). Ces élèves, qui possèdent un riche bagage de vie (Armand *et al.*, 2014), peuvent avoir des parcours de scolarisation différents (Potvin *et al.*, 2013) et des compétences variées dans les différentes langues qu'ils connaissent. À leur arrivée dans le système scolaire québécois, la prise en compte de ces ressources linguistiques peut constituer un important levier à leur intégration linguistique, scolaire et sociale.

Ainsi, cette présentation vise à apporter des pistes de réponses aux deux questions suivantes :

- 1) Comment les langues connues des élèves en SGRS sont-elles prises en compte par les personnes enseignantes oeuvrant auprès d'eux en classe d'accueil ? ;
- 2) Comment ces langues sont-elles mobilisées par ces élèves ?

L'analyse thématique des données recueillies par le biais d'entrevues individuelles semi-dirigées menées auprès de 15 élèves en SGRS et 12 enseignant.es met de l'avant les raisons évoquées par les participant.es pour la prise en compte (ou non) des langues connues des élèves à l'école. Il en ressort principalement que ces langues sont mobilisées pour soutenir les apprentissages des élèves et leur socialisation (avec les autres élèves et avec les personnes enseignantes), bien que leur prise en compte, en particulier en classe, soit inégale et pose certains défis. Les résultats soulignent l'intérêt de mettre à profit les ressources linguistiques de ces élèves en contexte scolaire.

Language Education Policy for Ontario Students with Limited Prior Schooling: An Interpretive Policy Analysis

Karen Andrews (McGill University)

In Ontario, Canada, many newcomers from refugee backgrounds with limited prior schooling and emerging print literacy in their mother tongues learn in English Literacy Development (ELD) programs. Although research shows the benefits of leveraging students' entire communicative repertoires (Canagarajah, 2014; García & Kleyn, 2016; Lau & Van Viegen, 2020), the Ontario Ministry of Education policies limit support for first languages to scaffolding English or French learning (Van Viegen & Jang, 2021). Studies indicate that plurilingual approaches, such as translanguaging, foster stronger connections and more positive identities for plurilingual learners from refugee backgrounds (Bigelow *et al.*, 2017; Burton & Van Viegen, 2021; Dryden-Peterson & Reddick, 2021). Some educators resist monolingual policies, instead adopting plurilingual practices (Brubacher, 2013, 2019). Despite positive views on translanguaging practices outside classrooms, many educators do not adopt them within. Most Ontario school boards use Steps to English Proficiency (STEP) assessments for multi/plurilingual students to guide English learning and track proficiency. Yet, STEP's monolingual and deficit-based stance may reinforce a monolingual mindset among educators (Bale *et al.*, 2023). Applying Interpretive Policy Analysis (Bale,

2008; Moore & Wiley, 2015; Yanow, 2000, 2010) and Janks' (2004) Access Paradox, my research examines how various communities perceive STEP forms and explores whether approaches could be integrated to enable plurilingual repertoires. This study analyzes Ontario school board websites, education policies, and interviews with ELD educators and academic experts. Findings aim to inform educational language policy advancements for students with emerging print literacy in their mother tongues.

Unpacking the bilingual employment advantage in French as a second official language education.

Stephanie Arnott & Alejandro Paez-Silva (University of Ottawa)

Investment in French as a second language (FSL) programming in English-majority contexts garners strong public support for promoting a bilingual advantage in Canadian society (SSCOL, 2015). Studies show the bilingual employment benefit to be a major factor motivating youth to continue studying FSL in schools (APEF, 2004; CPF Ontario, 2004, 2024); however, these same youth are more likely to debate the relevance of this employment motive to their own future goals (Author, 2019). This calls for a targeted unpacking of this perceived bilingual employment advantage across key markets and according to various characteristics (Christofides & Swindinski, 2010).

To this end, this quantitative inquiry investigated the characteristics of this perceived French-language premium across three of Ontario's largest cities (Toronto, Ottawa and Sudbury), each with different French-speaking populations and French-language market dynamics. Income profiles in the form of quantiles were calculated using Canadian 2016 census data for three broad populations: (a) French-speakers overall, (b) French-speakers who learned French at home in childhood (c) and French-speakers who learned it *after* childhood. The premium was calculated as a percentage of French-speaker income above that of English-only speakers. Comparisons were made between those that reported using French at work and those that did not.

Findings suggest that examining the use and income profiles of these populations can serve to better nuance how the French-language premium is sustained among core-age workers depending on characteristics such as: industry of employment, educational attainment, age group, gender and immigration status (among others). In this presentation, we unpack select longstanding hypotheses linked to the perceived instrumental benefit of official bilingualism (e.g., that learning French yields better employment opportunities). The implications for promoting a more nuanced discourse related to the bilingual employment advantage will be discussed, particularly regarding its potential for actively motivating and retaining youth in Canadian FSL programs.

Developing and assessing plurilingual skills in a bilingual Canadian primary school

Susan Ballinger (McGill University) & Claude Quevillon Lacasse (University of Ottawa)

Bilingual programs have become increasingly common in the West, due in part to the increasing need for plurilingual and pluriliteracy skills (Hornberger & Link, 2012). The cognitive advantages of multilingual students, including enhanced metalinguistic awareness (MLA) (Bialystok, Peets & Moreno, 2014), have also been used to justify such programs. According to Jessner's Dynamic Model of Multilingualism (2008), metalinguistic awareness underlies literacy/language development, and cross-linguistic awareness (XLA, Ballinger & Quevillon Lacasse, 2024; Jessner et al., 2016) is posited as the key factor behind the bi/multilingual advantage to additional language learning. Thus, in bilingual education contexts, cross-linguistic pedagogy (XLP) has been recommended to support pluriliteracy skills and students' XLA. Nonetheless, although research on and theorization of MLA has led to a clearer understanding of the knowledge and skills that underly it, and by extension the assessment tools that can measure it (Pinto & El Euch, 2015; Roehr-Bracken, 2024), XLA remains less defined, and assessment tools to measure it are still under development.

In this presentation, we will discuss the first phase of a research project which seeks to develop an assessment tool for XLA designed for school-age children attending a bilingual program. During one school year, three teachers of ($N = 33$) students in Grade 4 (ages 9–10) from an English-French bilingual elementary school collaborated to develop and deliver XLP with professional development support. XLA assessment tools were adapted from previous research (e.g. Hofer & Jessner, 2019; Horst, White & Bell, 2010; Thibeault & Quevillon Lacasse, 2021; Woll, 2018) and piloted: a word translation task, a sentence comparison task as well as journal entries after XLP instruction. The process of building such tools will be presented, as well as the tools themselves and our content analysis of students' responses. Implications for the enhanced valorization of XLA skills will be discussed.

Voix plurielles : Un projet d'éducation linguistique critique centré sur le français pluricentrique

Shirlei Baptistine (Rio de Janeiro State University)

Rio de Janeiro est l'un des trois États offrant le plus d'options d'enseignement bilingue, mais cette offre est concentrée dans le secteur privé, ce qui contraste avec la réalité de la majorité des élèves des écoles publiques, qui n'ont pas accès à cette modalité. L'objectif de ce travail est de rapporter l'expérience d'un projet d'extension mené par l'Université d'État de Rio de Janeiro (UERJ) dans la Cruzada São Sebastião (favela), un complexe d'habitations situé à Leblon, l'un des quartiers les plus nobles du sud de Rio de Janeiro. Avec sept décennies d'existence, cette communauté est un exemple de résistance et de lutte pour la justice sociale. Basé sur les préceptes théoriques de la linguistique appliquée (ALMEIDA FILHO, 2005 ; MOITA LOPES, 1996 ; LIBERALI, 2023), de la pédagogie décoloniale (WALSH, 2007, MIGNOLO, 2005), des langues en contact (LEDEGEN, PEREIRA, 2021), du français en tant que langue pluricentrique (PÖLL, 2005 ; BLANCHET, 2007), croyances et émotions dans l'enseignement et l'apprentissage des langues (COLOMBO GOMES, SILVEIRA, 2023), le projet propose une éducation critique aux langues par le biais d'ateliers de français langue additionnelle pour les enfants de 9 à 11 ans. Cette initiative vise à sensibiliser à la diversité linguistique et culturelle du Brésil et du monde, ainsi qu'à fournir un environnement favorable à l'apprentissage, à l'échange de connaissances et à la transformation personnelle et sociale. Le projet est mené par des enseignants de l'Instituto Fernando Rodrigues da Silveira (CAp UERJ), un collège lié à l'université, en collaboration avec des étudiants de premier cycle, futurs professeurs de français. Afin

de stimuler le processus de conscience critique (FREIRE, 2001), nous promouvons un enseignement du français en lien avec les expériences de vie des élèves, c'est pourquoi la planification a été divisée en quatre étapes: i) transformer l'atelier en un espace sûr et accueillant où les participants se sentent à l'aise pour exprimer leurs émotions et leurs sentiments au cours du processus d'apprentissage de la langue ; ii) décoloniser les représentations eurocentriques qui réduisent la langue française à des stéréotypes élitistes ; iii) construire des ponts entre les cultures locales et francophones, valoriser la diversité linguistique et promouvoir l'interaction entre les participants à travers des activités diversifiées ; iv) mener des recherches historiques sur les autochtones Tamoios qui vivaient dans la région, sur le rôle du français Charles Le Blond et sur le démantèlement des quilombos qui ont marqué le passé de la région. En suivant les principes de la pédagogie freirienne, nous avons organisé un événement culturel intitulé « Cruzada São Sebastião en espoir et en mouvement », au cours duquel tous les enfants, protagonistes du projet, ont célébré la diversité culturelle et linguistique du français et du portugais à travers la pluralité de leurs voix (productions artistiques). Les résultats obtenus par cette étude, qui dépasse les murs de l'université, laissent envisager la possibilité d'un impact significatif sur la vie de tous les acteurs sociaux impliqués.

L'apprentissage de langues au postsecondaire : Enjeux, défis et opportunités pour appuyer le bilinguisme et la langue de la minorité

Louise Bourgeois (Université Laurentienne)

En 2023, l'Université Laurentienne décide de mettre sur pied un laboratoire de langues dans le but d'appuyer le mandat bilingue de l'Université, de faciliter le perfectionnement de la langue de la minorité et l'apprentissage de la seconde langue officielle. En s'inspirant des recherches récentes sur l'apprentissage des langues et sur les pratiques exemplaires, la Laurentienne rendra accessible à ses étudiants et à son corps professoral, un Centre d'apprentissage de langues (CAL) qui offrira un environnement d'apprentissage interactif et polyvalent favorisant une approche communicative.

Cette présentation explore les stratégies mises en place pour passer de l'approche du laboratoire de langues qui priorise le recours à la technologie pour l'apprentissage à celle d'un centre de ressources qui favorise une multitude d'interactions et d'animations socioculturelles. Au cœur de ce changement d'approche se trouve un ensemble plus diversifié de services et d'activités permettant de mieux accompagner les étudiants dans un parcours d'apprentissage d'une langue seconde ainsi que dans le perfectionnement du français comme langue première selon le cas. Cette approche prend en considération les défis liés, entre autres, au phénomène de l'insécurité linguistique, à l'engagement des étudiants et des membres du corps professoral ainsi qu'à l'évaluation des progrès des apprenants pour soutenir leur apprentissage.

La mise en place du CAL à l'Université Laurentienne marque un progrès important dans la promotion du bilinguisme et de l'apprentissage des langues officielles. Mais avant tout, le but du projet du CAL est de préparer les étudiants à améliorer leur maîtrise du français et de l'anglais et à se lancer avec assurance dans des carrières où le bilinguisme est essentiel.

Perspectives on Intercultural Communicative Competence in Less Commonly Taught Languages: Dutch as a foreign language in Poland

Mikołaj Buczak, Adam Mickiewicz (University in Poznań)

Developing Intercultural Communicative Competence (ICC) among foreign language learners is essential in today's world for successfully navigating diverse social and professional environments. It fosters dialogue between cultures, facilitating the exchange of knowledge, values, and meaningful interactions (Santana & Cely, 2021).

No Polish university offers any formal training for prospective teachers of Dutch as a foreign language. Consequently, in-service teachers rely primarily on self-education and personal or professional experience in their teaching practices, including those related to ICC. This gap reflects broader challenges faced by Less Commonly Taught Languages (LCTLs)—languages studied by fewer learners in a given territory (Ward, 2018), such as Dutch in Poland—including limited teaching resources, a lack of training opportunities, and scarce institutional support (Blyth, 2013). Nevertheless, incorporating high-quality intercultural teaching into higher education remains vital in a linguistically and culturally diverse world (Arasaratnam-Smith & Deardorff, 2023).

This study investigates perspectives on ICC among Dutch as a foreign language teachers and BA Dutch Studies students at the only three Polish universities offering Dutch Studies as a major. Semi-structured interviews were conducted with in-service teachers (N=9), and written questionnaires were completed by students (N=168). The data underwent qualitative content analysis using Atlas.ti software to explore teachers' practices, beliefs, and experiences, as well as students' views on integrating ICC development into Dutch language classes. Both groups expressed positive attitudes toward incorporating ICC-oriented didactic procedures in Dutch language education. However, teachers reported several challenges, including insufficient training and deficiencies in coursebooks related to intercultural activities and the representation of non-European Dutch-speaking territories. Students highlighted the importance of developing ICC for successful intercultural encounters, particularly in future workplaces and during stays abroad.

The findings underscore the need for teacher training, curriculum reform, and improved teaching materials to enhance ICC in the context of Dutch as a foreign language.

Language Ideologies and Language Profiles Among Multilingual Young Adults in Ottawa, Canada

Christina Charles, Daniel Bérubé, & Ann Sutton (University of Ottawa)

It is known that language ideologies – a broad set of ideas about how languages contribute to the world around us – are tied to the greater culture and tend to be passed through communities implicitly or explicitly. However, individuals within a given community will still demonstrate ideological variation, due in some part to the wide range of individual characteristics that could contribute. The goal of this study was to better understand the general trends in language ideologies held by young-adult multilinguals in one major Canadian city, and to explore potential relationships between their individual differences in ideological beliefs and their language profiles.

Participants were 77 undergraduates (mean age = 18 ± 0.9 years) who had completed high school in Ottawa no more than 12 months prior to participation. Participants completed (1) a Language Background

Questionnaire measuring number of languages known and official language dominance (2) an adapted experimenter-constructed task measuring the ranked importance of language to their identity, and (3) a language ideology survey rating their agreement with 7 constructs: Monolingualism vs. Multilingualism, Language as a Decontextualized Formal System, Language as a Tool, Language as a Valuable Complex Skill, Language as a National Unifier, Language as a Marker of Intelligence, and Language as a Privilege.

The proportion of participants knowing 2, 3, 4, and 5 languages respectively were 36%, 44%, 14%, and 6%. The proportion of participants citing English and French as their official language were 61% and 39% respectively. The proportion of participants ranking language as #1-6 as part of their identity were 10%, 18%, 38%, 21%, 10%, and 3%. Results of in-depth analyses of relationships among the independent variables and ideologies will be presented. The findings will contribute to our understanding of individual variation in language ideology across a diverse population who are localized in the same geographical region.

Multilingual Teaching: The Missing Piece

Roma Chumak-Horbatsch (Toronto Metropolitan University)

This presentation comes on the coattails of a new publication with the same title (Chumak-Horbatsch, 2025). It focuses on school language *speakers*, an overlooked group of learners in linguistically diverse, or language-rich classrooms. It makes a case for including these learners in the multilingual teaching agenda and introduces a new resource to make this happen.

Identified as the *missing piece*, school language speakers mostly remain on the sidelines as multilingual teaching supports learners who are new to the school language. The language portrait of school language speakers identifies two very different groups: former school language learners and native speakers. It reveals, previously unacknowledged, undocumented and unknown, their high levels of language awareness, their broad understanding of language differences and uncovers lives filled with rich language experiences, skills and interests.

To bring school language speakers into the multilingual teaching agenda, a new teaching resource, called LAP+ is introduced. The third part of the LAP or *Linguistically Appropriate Practice* multilingual teaching series (Chumak-Horbatsch, 2012, 2019), LAP+ acknowledges the language richness of school language speakers, engages them in meaningful multilingual activities, opens up new language worlds to them, extends their language skills and interests, helps them reach higher levels of language understanding and fosters and encourages bi/multilingualism. Two examples of LAP+ *in action* illustrate how attention to school language speakers enriches their language lives and takes multilingual teaching to a new level of inclusion.

Parlure Games: Outta the HVPT Lab and into the Critical Ecological CALL Classroom

Rhonda Chung & Walcir Cardoso (Concordia University)

In Canada, English and French learning curricula traditionally privilege standardized varieties (Lau, 2022), a supra-regional dialect diffused by empires via mass media and textbooks to delimit their territory (Fairclough, 2015). However, this pedagogical practice constitutes “low-variable” learning, which is not linked to cultivating robust second language listening and speaking skills, nor considered socioculturally advantageous for outside classroom use (Barriuso & Hayes-Harb, 2018). Despite calls to increase sociophonetic variation in classrooms, low-variation pedagogical norms persist, increasing the likelihood of communication breakdown.

To confront the monolingual orientations of imperial language learning, we developed Parlure Games (PG): an interactive online mapping tool that uses high-variability phonetic training (HVPT) methodologies (Barriuso & Hayes-Harb, 2018) via a critical ecological computer-assisted language learning (CALL) pedagogy (Ramírez et al., 2021). A PG expedition involves selecting thematically-linked audiovisual materials (e.g., videos) sourced from non-mass media (e.g., social media), pinning them onto a map, and hyperlinking each destination to content and discussion questions. A completed expedition provides a visual map of an imperial language's expansion across a local or international region. PG offers educators three goals: exposure to sociophonetic variation; development of plurilingual attunement skills; and opportunities to visualize and critically discuss the geographic sprawl inherent in imperialism.

Following Cardoso's (2022) four-level chronological framework for developing CALL tools, we report on its first three levels: PG's development (motivation, creation), exploration of pedagogical affordances (educational potential), and assessment of suitability. For assessing PG's suitability, seventeen pre-service teachers of English were interviewed and surveyed using the Technology Acceptance Model (Venkatesh & Davis, 2000), rating it high on “ease of use” ($M=5.73/7$) and “usefulness” ($M=5.63/7$), which determine the technology's acceptance by users. Feedback and considerations for Cardoso's fourth level, pedagogical effectiveness, are presented with an emphasis on developing a sociophonetically varied curriculum that critically examines imperial language pedagogy using ecological CALL tools.

Evolution of FSL programming in New Brunswick: Decisions at the intersection of research, policy, and politics

Karla Culligan (University of New Brunswick)

New Brunswick is Canada's only officially bilingual (French-English) province. Also unique to New Brunswick, French as a second language (FSL) education, including French immersion, is governed by Policy 309 (1994/2023), which guarantees instruction in French for students in the Anglophone school system. In this province, FSL programming, and proposed changes to it, often lie at the intersection of research, policy, and politics. As researchers affiliated with a university institution, this brings about ethical and practical considerations with respect to our own place at this intersection (e.g., Bridges & Watts, 2008; Cummins, 2000; Davies, 2009). In this presentation, we investigate the main research question: What is the role of research (and researchers) in FSL (and especially French immersion) school programming decisions? To explore this question, we used case study methodology (Merriam & Tisdell, 2016) in which we gathered and analyzed data from sources such as policy documents, government releases and reports, and websites. We report results in terms of the evolution of recent (e.g., 2019

onwards) proposed changes, both failed and adopted, to FSL and French immersion programs with particular focus on the role of research in this evolution. We then discuss how the findings relate to the positioning (Green et al., 2020; McVee, 2011) of research and researchers amidst this evolution. To conclude, we share insights from this particular case and how these might inform others working at the intersection of research, policy, and politics in various FSL education contexts.

Exploring Attention Mechanisms in Bilingual Aging and Aphasia: Insights into the Bilingual Advantage

Tanya Dash (University of Alberta), Yves Joanette (Université de Montréal), Ana Ines Ansaldo (Université de Montréal)

The "bilingual advantage" suggests lifelong bilingualism enhances cognitive control, but studies on healthy individuals using varied tasks have produced mixed results. Our previous work showed that the bilingual advantage in healthy populations is most evident in the early attentional stages, particularly alerting and orienting, with greater L2 proficiency and exposure linked to stronger fronto-parietal functional connectivity in these components. Specifically, task-based fMRI studies (Dash et al., 2019) showed that Second language (L2) proficiency modulates neural activity in frontal and parietal brain areas associated with alerting processes; on the same line, resting-state functional connectivity (rsFC; Dash et al., 2022) studies suggest a stronger connectivity in individuals with higher L2 proficiency and L2 exposure within the pre-selected brain regions in alerting and orienting networks. Changes in attention are among the most important cognitive shifts associated with aging, with implications for maintenance of vocational competencies. In this context, our findings suggest that being a proficient bilingual strengthens early attentional processes, due to increased connectivity in key attentional processing brain areas.

Similarly, in our behavioral study with bilingual individuals with aphasia (BAA; Dash et al., 2020), we explored the effect of bilingualism on subcomponents of attention, further emphasizing the unique advantages conferred by bilingualism. In this study, we conducted an Ex-Gaussian analysis of response time (RT) distributions to assess subcomponents of attention. The results showed that BAA participants exhibited greater automatic processing (μ) of alerting cues, while MAA participants relied more on controlled processing (τ) of stimuli. Hence, the evidence shows that even in the context of brain injury, bilingualism confers advantages in faster, automatic attentional processing. Second language usage and naming scores correlated with alerting and orienting, reinforcing bilingualism's role in modulating early attentional processes post-stroke. In summary, our findings demonstrate that bilingualism enhances early attentional processes by strengthening functional connectivity in key brain regions, benefiting both healthy individuals and those with brain injury. These advantages, including faster automatic processing, highlight bilingualism's potential to support cognitive resilience in aging and recovery.

Refugee-background students in Canadian French immersion programs: Examining diverse perspectives and advocating for inclusion
Les élèves réfugiés en immersion française au Canada : examiner diverses perspectives

Stephen Davis (University of Regina)

Whereas French immersion (FI) programs have traditionally served predominantly English-speaking, Canadian-born families, student demographics are changing as a result of increased migration to Canada. Newcomer, multilingual learners and families are often highly motivated to learn French in Canada (Dagenais & Jacquet, 2000; Dagenais & Moore, 2008; Davis et al., 2019) and such students tend to develop strong language proficiency in FI programs (Bourgoin & Dicks, 2019; Mady, 2015; Mady & Knouzi, 2017). Nevertheless, newcomer, multilingual learners are often excluded from FI programs due to ostensibly low English language abilities (Davis, 2019; Mady & Masson, 2018; Roy, 2015). In this presentation, I share the findings of a mixed-methods study using surveys (N=126) and interviews (N=40) to explore the perspectives and ideologies of educators in eight school divisions in Saskatchewan, Manitoba, and Alberta with respect to refugee-background students in FI programs across the Canadian Prairies. Adopting the critical theoretical perspective of sociolinguistics for change (Auger et al., 2007; Dalley & Roy, 2008; Roy, 2020), I examine the diverse perspectives of FI educators pertaining to the following eight themes:

- 1) diversity in FI programs;
- 2) suitability of FI programs for refugee-background students;
- 3) language learning of refugee-background students;
- 4) challenges facing refugee-background families;
- 5) inclusion in FI programs;
- 6) exclusion from FI programs;
- 7) policies in FI programs; and
- 8) resources in FI programs.

The findings of this study indicate that most educators believe that refugee-background students should be included in FI programs; however, some educators express concern that FI programs might be inappropriate for such learners because of insufficient supports and resources. Reflecting critically on the underlying language ideologies of educators, I urge teachers, principals, and administrators to examine deficit discourses pertaining to refugee-background students and to create equitable policy to ensure the inclusion of multilingual learners in FI programs throughout Canada.

La démographie des programmes d'immersion française devient de plus en plus diversifiée, tant sur le plan culturel que linguistique, grâce à la migration globale grandissante au Canada. Les familles et les élèves nouvellement arrivés et plurilingues sont souvent très motivés à apprendre le français et l'anglais au Canada (Dagenais & Jacquet, 2000; Dagenais & Moore, 2008; Davis et al., 2019). D'ailleurs, ces élèves ont tendance à développer de fortes compétences langagières en immersion (Bourgoin & Dicks, 2019; Knouzi & Mady, 2017; Mady, 2015). Cependant, les élèves nouvellement arrivés sont souvent exclus des programmes d'immersion sous prétexte que leurs compétences langagières en anglais sont insuffisantes (Davis et al., 2021; Mady & Masson, 2018; Roy, 2015). Dans la présente étude, nous avons exploré les perspectives et les idéologies des enseignants par rapport aux élèves réfugiés en immersion française dans huit conseils scolaires en Saskatchewan, au Manitoba et en Alberta. Adoptant la perspective théorique critique de la sociolinguistique pour le changement (Auger et al., 2007; Dalley & Roy, 2008; Roy,

2020), nous examinons les perspectives des enseignants à travers une enquête par questionnaire (n=126) et des entrevues semi-dirigées (n=40) quant aux huit thèmes suivants :

- 1) la diversité en immersion;
- 2) la pertinence de l'immersion;
- 3) les défis des élèves réfugiés;
- 4) l'apprentissage;
- 5) l'inclusion;
- 6) l'exclusion;
- 7) les politiques; et
- 8) les ressources.

Les résultats démontrent que la majorité des enseignants croit que les élèves réfugiés devraient être inclus en immersion; cependant, certains enseignants ont exprimé que l'immersion n'était pas forcément appropriée pour ces élèves. Portant un regard critique sur les idéologies langagières des enseignants, nous recommandons que les enseignants, les directeurs et les administrateurs examinent les discours déficitaires par rapport aux élèves réfugiés et créent des politiques équitables pour assurer l'inclusion des élèves plurilingues en immersion française à travers le Canada.

Critical Expressivism for Refugee Writers: Insights from a Practitioner Inquiry

Renee Davy (McGill University)

Writing in second language composition classes is often presented as decontextualized activities, disconnected from students' lives, experiences, emotions and personal histories. In fact, the types of writing that students are often invited to engage with at post-secondary levels are associated with the Anglo- American essayist literacy standards (Farr, 1993; Lillis, 2002). These traditional types of essays are usually formulaic in nature and they do a disservice to bilingual, war-affected learners by not offering true opportunities for reflection and healing.

This paper reports on the results of a practitioner inquiry (Cochran-Smith & Lytle, 2009) carried out in an ESL programme which consisted of Ukrainian refugees. The inquiry addressed the following question: In what ways can an L2 composition teacher create room for war-affected bilingual writers to freely share their different thoughts and experiences?

In response to moments of dissonance (Ballenger, 2009; Pincus, 2001), the educator took steps to modify the delivery of the curriculum. Drawing from a critical expressivist pedagogical framework (Roeder & Gatto, 2014), the educator mobilized *Weekly Musings* (adopted from Cameron, 2002; Ogilvie & Fuller, 2016) as a class activity, a space where war-affected, bilingual students could write without preoccupation about form, genre or grammar.

A qualitative textual analysis (Smith, 2017) of students' work revealed that (1) *Weekly Musings* served as an outlet where war-affected, bilingual students could express a range of emotions (2) war- affected bilingual students drew on a range of semiotic resources to share their experiences; (3) that *Weekly Musings* served as a translanguaging space for war- affected, bilingual writers. These findings underscore how a critical expressivist approach to writing fosters authentic expressions.

This inquiry adds to the body of work on bilingual refugees who have experienced the trauma of war, relocation, loss and grief and gives insight into how they express their feelings through writing.

On the effects of typological distance and cross-linguistic influence in the acquisition of Romance and Slavic languages by francophone speakers

Anahi Alba De La Fuente, Ana Sol Ospina Estrada & Viktoriia Railianova (Université de Montréal)

Cross linguistic influence is a widely known, complex phenomenon, which constitutes one of the main pillars of research on language acquisition and bi-/multilingualism. This study aims to contribute to its understanding by exploring the interaction between cross linguistic influence and typological distance as it manifests in the L2 acquisition of grammatical gender.

Gender acquisition has proved very productive in the field, especially comparing the acquisition of gendered languages (e.g. Spanish) by speakers of L1s without gender (e.g. English) (cf. Montrul et al. 2024). On the other hand, research of acquisition of grammatical gender between typologically close languages with symmetric systems has received less attention. Authors such as White et al. (2004) have found that, despite the similarities between the two systems, the acquisition of gender constitutes a challenge for L2 students, particularly at lower proficiency levels.

In our study, we compare two different acquisition contexts: one where both languages involved are typologically close and display symmetric gender systems (L1French-L2 Spanish), and another where both languages are typologically more distant present asymmetric gender systems (L1French-L2Ukrainian). French, like Spanish, displays a gender system with two values: masculine and feminine, whereas Ukrainian displays a three-gender system: feminine masculine and neuter.

The results of a gender identification task administered on the Kahoot platform two groups of adult francophone speakers reveal that, in line with previous research, transparent morphology and gender congruency (nouns with the same gender in both languages) were associated with higher accuracy and faster response times (cf. Klassen, 2016; Ogneva, 2022). These findings indicate that our L2 learners showed sensitivity to verbal morphology, as well as cross-linguistic influence from their L1. Additionally, a gender effect favoring masculine was also found. This masculine as default strategy is well attested in previous research (Montrul et al., 2008, Licerias et al. 2008; among others).

“I brush and laugh off the law”: Subservient and subversive plurilingual ideologies of immigrant AL users in the officially monolingual city of Montréal

John Wayne Dela Cruz (McGill University)

Amidst continued interest in plurilingualism--which theorizes language users' agency to flexibly draw from the interrelated languages and cultures in their repertoire (Coste et al., 1997/2009; Piccardo, 2019)--some scholars have cautioned about applying it in uncritical, often neoliberal, ways (Flores, 2013; Kubota, 2016). Thus, more recent scholarship has also called for criticality in the application of plurilingual theory in additional language (AL) education and research (Galante & dela Cruz, 2024; Lau & Van Viegen, 2020). Critical plurilingualism advocates for empowering AL users to use their plurilingual repertoires, often to transgress hegemonic norms in spaces they navigate. Such critical plurilingualism is especially relevant in

Canada, where official bi- and monolingual policies intersect to marginalize immigrant languages both inside and beyond AL classrooms, where AL users' plurilingual practices have tended to privilege the use of English and French only (Fleras, 2012; Kubota & Bale, 2020).

Responding to this call, this paper reports on a qualitative investigation of the language ideologies of nine adult immigrant AL users in Montréal, Québec, or the beliefs guiding how they view and enact which language(s) and forms of language use are appropriate in which situations (Kroskrity, 2004). Data triangulated from an open-ended questionnaire, the Plurilingual Identity Wheel, and semi-structured interviews reveal that these immigrant AL users dynamically engage in both mono- and plurilingual practices to manifest or hide their plurilingual selves according to their interlocutors and communicative settings. Findings further highlight how they break away from the subservient/subversive divide, and instead hold both submissive and transgressive plurilingual ideologies to resist, re-appropriate, and reproduce their environment's official French-only monolingualism. Reasons and challenges that encourage or discourage plurilingual risk-taking among these AL users are discussed. The paper concludes with the findings' implications for more nuanced inclusion and empowerment of plurilingual immigrants in educational and societal settings, especially in French-only contexts.

Documenting AI-Enhanced Classroom Practices: Reflections from an ESL Professor and Insights from Student Surveys

Reza Farzi (University of Ottawa)

The integration of artificial intelligence (AI) in English as a second language (ESL) teaching has significantly changed the teaching practices of many teachers across the world (Konyrova, 2024); however, little research has been conducted on how ESL teachers and learners reflect upon these pedagogical changes. The current study examines AI-enhanced instructional practices by combining an ESL professor's reflective journal entries with student survey data collected over a 12-week ESL term. Reflective teaching journals provide qualitative data into pedagogical benefits and challenges, while student surveys capture learners' experiences both quantitatively and qualitatively.

The initial findings of the study indicate that AI-enhanced teaching practices, including designing AI-enhanced learning material and providing AI-enhanced feedback, facilitated individualized learning and skill enhancement, thereby promoting increased student autonomy (Lee & Hwang, 2022).

The professor's reflections highlight a shift from initial skepticism about AI's pedagogical potential to recognizing its role in supplementing traditional instruction. However, concerns persist regarding reduced interpersonal interaction and the need for teacher-driven content moderation (Zainuddin et al., 2024). Student surveys indicate a high rate of satisfaction with the use of AI-enhanced teaching practices. This study further underlines the importance of reflective practice in assessing how emerging technologies may be impacting language learning. It also advocates for the need for transparent AI integration policies, more robust training for teachers, and a balanced approach that retains human-centered learning experiences. These findings should, therefore, inform best practices in leveraging AI in ESL Education while ensuring ethical and pedagogical standards are maintained.

Ontario French immersion student perspectives: goals, retention factors, and sociolinguistic development

Gabrielle Forget (University of Toronto)

One of the most significant challenges facing Ontario French as a Second Language (FSL) programs is student attrition. More specifically, enrolment in French immersion (FI) remains highest in kindergarten and lowest in Grade 12 with a retention rate of 35.6% (Canadian Parents for French, 2023). This in-progress doctoral study aims to address these concerning attrition rates by exploring the interconnection of three topics that have previously been researched separately, namely students' goals and motivations for learning French (e.g., MacIntyre et al., 2011), their reasons for remaining (or not) in FI programs (e.g., Arnott, 2019), and their development of sociolinguistic competence (e.g., Lasan & Rehner, 2018). With the goals identified by the Ontario Ministry of Education in the *Framework for French as a Second Language in Ontario Schools* (2013) in mind, Complexity Theory (Larsen-Freeman, 1997) serves as the theoretical framework and the Common European Framework of Reference for Languages (Council of Europe, 2020), with its conceptualization of the learner as a “social agent”, as the conceptual framework. Through a mixed methods approach, data is triangulated to gain a comprehensive picture of the FI program from multiple perspectives. Survey data was collected from current secondary school students in FI (n=14) and who left FI (n=1); their parents/guardians (n=6); university students who completed FI (n=79) and who left FI (n=14) at various points; and their parents/guardians (n=24). A subset of secondary school students (n=2) and university students (n=16) participated in follow-up interviews, and FI teachers (n=5) and one principal participated in stand-alone interviews. Statistical analysis of quantitative data and thematic analysis of qualitative data reveal findings that can inform the pedagogical practices of FI educators and help students reach their confidence, proficiency, and achievement goals in FI (Ontario Ministry of Education, 2013), and thereby increase FI student retention rates until secondary school graduation.

There and back again: The challenges of beta-testing a seamless learning environment for adult ESL learners

Shaily Gebethner (University of Ottawa)

The Canadian Bureau of International Education reported a significant presence of over 630,000 international students studying in Canadian higher education in the 2021-2022 academic year, with 85% of them enrolled in Anglophone institutions. However, existing English language teaching materials and research in this context often take a 'one-size-fits-all' approach, assuming homogeneity among learners despite their diverse socio-cultural backgrounds. This research proposal seeks to address this gap by investigating the possibilities and limitations of implementing a seamless learning environment that optimizes and provides a more inclusive and effective language learning experience for adult ESL/EFL learners in Canada.

Drawing on social constructivist theoretical frameworks related to intercultural communication and language education, this research aims to highlight the socio-cultural elements inherent in language learning and to challenge the dominant ideologies that may perpetuate an Anglo-centric perspective. Existing literature reveals that current language education practices often overlook the unique preferences, goals, and agency of learners, treating them as passive consumers in the commodified global language education industry. Furthermore, neoliberal policies in ESL/EFL adult education have

instrumentalized the English language as a skill and commercialize the appropriation of Western/Anglo culture, potentially limiting learners' autonomy and agency in their language learning journey.

This experiential narration study, reflects on the challenges of designing and implementing a Seamless Learning Environment (SLE) for adult ESL/EFL learners, using a qualitative research approach based on the conceptual framework of technology-mediated distributed cognition. The presentation, as a continuation of previously presented research and part of my on-going doctoral research, will specifically focus on the particular limitations and challenges of beta-testing a social-collaborative language learning platform, conducting focus groups with self-regulated asynchronous learners, and identifying the best or most appropriate learning design principles that offer the most effective and optimal learning experience. The findings of this research will contribute to the existing literature by shedding light on the pedagogical possibilities and limitations of creating a more inclusive language education that considers learners' diverse socio-cultural backgrounds, learning objectives, and agency.

This research proposal has implications for ESL/EFL educators, policymakers, and other stakeholders involved in language education. By addressing the limitations of current language education practices and advocating for inclusive approaches, this research has the potential to empower and emancipate adult ESL/EFL learners in their language learning process, enabling them to participate effectively in society, express themselves, and navigate various contexts. Overall, this research proposal seeks to contribute to the field of language education by advocating for a more inclusive and equitable language learning experience for adult ESL/EFL learners in Canada.

Integrating Bangla into STEM: Enhancing Heritage Language Attitudes in Transnational Students

Sudhashree Girmohanta (University of Toronto)

Immigrant families in Canada face challenges in transmitting their heritage languages (HL) beyond basic oral communication (Subhan, 2007), which can potentially harm their self-efficacy, mental health, and overall well-being (Armbruster & Belabbas, 2021). A key challenge in HL transmission stems from schools' view of these languages as inappropriate for academic use, which negatively impacts speakers' language attitudes. This marginalization is especially pronounced in Ontario for non-English language learners (ELL), who rarely get to use their heritage languages in schools, where these languages are mainly seen as tools for developing English skills (Cummins, 2014).

Using a translanguaging lens, which challenges monolingual beliefs and recognizes the coexistence of diverse languages (Li, 2018; Garcia & Li, 2014), the study explores how home-based, culturally and linguistically relevant STEM projects shape children's attitudes toward their languages. Adopting collaborative action research, I worked with seven transnational families from India and Bangladesh and their middle and high school-aged non-ELL children. Together, they created STEM projects that incorporated Bangla language and culture, which were shared with teachers. Interviews were conducted to understand the impact of these projects on children's perceptions of their languages, particularly in relation to STEM.

The study reveals that incorporating Bangla language and culture into STEM projects significantly improves children's attitudes toward their heritage language. While children maintain their view of English as the functional language for STEM, given its status as a language of opportunity and broader accessibility, they expressed appreciation for the unique personal connection they experienced when using Bangla in STEM activities. Participants began to see Bangla as a viable language for STEM, with several expressing interest in developing more complex projects in Bangla in the future. During interviews,

children also discussed the contributions of Bengali scientists and mathematicians, identifying colonialism as a key factor behind the omission of these contributions from their education.

Report from an In-Progress Qualitative Case Study of a Multilingual Student's Composing Processes When Using Generative AI to Complete Academic Writing Assignments

Joel Heng Hartse (Simon Fraser University), Ismaeil Fazel (University of British Columbia), Min Wu (Simon Fraser University), Daniel Chang (Simon Fraser University)

The sudden rise of "generative AI" (GenAI) products, including chatGPT and other "AI writing tools" have caused disruption for educators of multilingual students, and questions about the impact of GenAI on second language writers are beginning to be studied (e.g., Han et al. 2025; Guo & Li, 2024; Wang, 2024; Werdiningsih et al., 2024; Yan et al., 2024; Zhao et al., 2024).

This study uses a framework that integrates theories of academic discourse socialization (Duff, 2010), academic literacies (Lea & Street, 1998), and the emerging fields of AI literacy (Warschauer et al., 2023) and critical AI literacy (Velandar et al., 2024). Together, these perspectives provide a lens for understanding how students engage with AI-assisted literacy practices in higher education contexts.

This study aims to understand a focal multilingual student's practices of using generative AI to complete academic writing assignments by using screen recording technologies to capture the AI-assisted composing processes they use to complete academic work, as well as soliciting their beliefs and views on the place of GenAI through follow-up interviews touching on their understanding of the impact of GenAI on their language and literacy learning as well as the role academic integrity plays in their decisions about whether and how to use GenAI. The research questions are:

How and why does a multilingual university student use GenAI at various stages of their academic writing process? What does the use of AI tools specifically look like during that process? How does the student explain the decisions they make about #1 and 2 above, and how do they understand the role of GenAI in their own academic writing and literacy development and their conceptualization of academic integrity?

This presentation will present initial findings from this ongoing project as well as discuss methodological concerns and insights regarding this type of research.

Interaction between digital tools, teachers and peers: A balanced approach to FSL learning

Laura Hermans-Nymark (Niagara University in Ontario)

Increased student motivation and enhanced interaction with other learners are some of the benefits of using digital technologies in second and foreign language (L2) learning (Bahari & Gholami, 2022). However, while technology can offer advantages, research indicates that it alone does not consistently improve learning outcomes (Golonka et al., 2014). Rather, integrating digital tools with other forms of instruction has shown to yield better results (OECD, 2024; See et al., 2022). Recognizing the importance of a balanced approach – one that fosters interaction with teachers, peers and digital tools - was the basis for the development of *Services Linguistiques*, an innovative hybrid program designed to support current and future FSL teachers in New Brunswick. This program aims to improve their French proficiency by

combining the flexibility of online learning with personalized coach guidance and a blend of online and offline cultural activities.

The online component features over 30 CEFR-aligned learning modules available on Brightspace. The modules are designed around theme-based learning activities that incorporate elements of gamification that allow participants to complete at their own pace based on their CEFR self-assessments. Working with their language coach, participants create a personalized plan, which may include weekly one-on-one meetings, small group online lessons, or a combination of both. Learning progress is monitored and tracked through the completion of a digital language portfolio. In addition, the program offers a variety of real-life opportunities to support learning and foster a sense of community. Some of the activities include online book clubs and cooking lessons, as well as in-person events such as coffee get-togethers and multi-day excursions.

Since its launch in 2021, more than 800 learners have participated in the program. Please join us to explore the digital and non-digital components of the program and discover why both the learners and language coaches perceive progress in the participants' language learning.

A Scoping Review of Immigrant Family Language Policies in Canada

Sajedeh Sadat Hosseini (University of Calgary)

Canada has seen a significant increase in immigration in recent years, leading to a more diverse linguistic and cultural landscape. Immigrant families, in particular, face the challenge of navigating the complexities of living at the intersection of multiple languages and cultures. This presentation provides a scoping review of literature on immigrant family language policies (FLPs) in Canada, focusing on the language ideologies, decisions, and practices that parents adopt to support their children's language development and cultural identity. The review examines empirical studies published between 2015 and 2024, identified through ERIC, Google Scholar, and EBSCO databases. Following an initial screening of titles and abstracts, 22 studies were selected, including 16 peer-reviewed journal articles, 4 master's theses, 1 doctoral dissertation, and 2 book chapters. These sources were further analyzed and categorized based on factors such as participant demographics, study locations, and publication year. The analysis also explores emerging themes in parental perspectives, such as the value of bi/multilingualism, language maintenance and transmission, their interpretations of Canadian school language policies, and the challenges they face in implementing their FLPs within the Canadian context. This review aims to identify current research trends and gaps, providing recommendations for future studies that can inform the development of more effective language policies and practices to support the linguistic and cultural integration of immigrant families.

Language Dominance does not modulate subject-verb code-switches

Juana Licerias (University of Ottawa) & Estela Garcia-Alcaraz (University of the Balearic Islands)

Subject-verb switches involving Determiner Phrase (DP) subjects (this student parle japonais / cet étudiant speaks Japanese) are produced and accepted by bilinguals from different language pairs. However, pronominal subject-verb switches (I parle japonais / je speak Japanese) are seldom found in spontaneous speech and are highly dispreferred regardless of language dominance (Jake, 1994; Van

Gelderen & MacSwan, 2008; Fernandez-Fuertes et al., 2016). According to MacSwan & Colina (2014) this dichotomy is due to the 'Phonetic Form Interface Condition' (PFIC) which disallows mixed-language complex heads involving a weak pronoun and a verb. Therefore, if we assume that strong pronouns as the French or Moroccan Arabic pronouns in *moi dxlt* (I went in) or *nta vas travailler* (you go to work) behave like DPs, these sequences would be accepted because the PFIC would not be violated.

We designed and administered an oral code-switched Forced Choice Task in order to determine whether there was a difference between the two types of pronouns and whether French dominant French/Spanish bilinguals were more sensitive to the phonological status of the clitic subject pronouns than Spanish dominant French/Spanish bilinguals. In addition, the participants (20 Spanish dominant and 15 French dominant French/Spanish bilinguals) were asked to complete a French/Spanish version of the Bilingual Language Profile (Birdsong et al. 2012) to determine whether there was a relationship between the bilingual score obtained from this questionnaire and the subject-verb code-switching preferences shown by the bilinguals.

The results of the oral task indicate that the DP/Pronominal subject divide does not provide evidence for MacSwan & Colina's (2014) PFIC if interpreted as differentiating weak from strong pronouns.

We suggest that the preference for DPs is due to their being [-case], while pronouns are [+case], be it nominative or dative case. Thus, feature valuation is more problematic for pronominal+V switches.

How do adult migrants translanguage across international contexts? Three implications for educational theory and practice

John Ippolito (York University) & Katherine Rehner (University of Toronto)

This presentation reports on an international research study examining the (in)formal language learning and social integration experiences of adult migrants. Referenced in the theories of *transnationalism* (Glick Schiller et al, 1995) and *translanguaging* (Lewis et al., 2012a, 2012b), it addresses the research question *How do adult migrants translanguage across international contexts?* It then explores three potential implications of study findings for educational theory and practice. Using surveys (n=76) and interviews (n=18) collected in 2021 in the Greater Toronto Area, Pennsylvania, and Sicily, we undertake qualitative analysis (Glesne, 2010; Lichtman, 2013) to create thick descriptions (Geertz, 1973) of migrants' self-reported translanguaging. Results reveal, firstly, conflicting patterns where migrants avoid contact with speakers of their first language while also reporting interactions with this group are very important. Implicated here is a re-evaluation of language use toward functionality, that is, as fluid deployment of communicative resources rather than as fixed enactment of individual or collective identity. Secondly, results reveal a contrast wherein participants in Sicily, who have less-ready access to classroom language instruction, largely report not feeling judged when speaking with locals outside the classroom, while participants in North America experience anxiety that their use of the host language will be judged. The implication here is that classrooms may disincentivize migrants from pulling on their breadth of communicative resources. Thirdly, results indicate that migrants are more likely to translanguage after achieving higher proficiency in the host language and do not intend to stop using their first language. This implies a re-envisioned geolinguistic reality where learning a host country language does not necessarily signal inexorable first language loss, where host country language acquisition can be facilitative and expanding rather than assimilative and constricting. We discuss the direct impact of these three implications for educational researchers, practitioners, and policy makers.

Rethinking the Diversity within Japanese Language and Speakers: Understandings and Challenges in the World Japaneses Project

Mayo Kawaguchi (University of Toronto)

So-called “Japanese native speakers” have been conceptualized as a central group that holds and represents both linguistic and social knowledge about Japanese people. In the field of Japanese language education, native-speakerism has been debated as a deep-rooted problem as the monolithic view underscores the linguistic and cultural identities of various speakers and learners. However, the challenge of this situation cannot be defined only by native-speakerism (Houghton & Rivers, 2013). Instead, as Kanno (2014) prompted by adopting the term “World Japaneses,” it highlights the necessity for openness to the complexities of linguistic communication within the concept of the Japanese language. Although this aspect of reframing has received attention in Japan (Iori et al., 2019), it lacks a solid theoretical foundation to include global contexts. In this externally-funded research project, Japanese language teachers and policy researchers from Japan, Canada, the USA, Australia, and various European countries have collaborated to enhance discussions beyond Japanese native-speakerism. For this purpose, we have conducted life history interviews and workshops to explore and foster diverse understandings and relationships between Japanese language(s) and users. This paper examines the data retrieved from the workshops, whose participants include Japanese language teachers and people in local communities at the workshop sites. In these workshops, we first introduced narratives from the interviews, and participants utilized them as guides and engaged in discussions reflecting on their own linguistic perceptions and experiences. The data reveals several factors contributing to participants' increased awareness of the flexibility in their views on languages. However, the participants' discussion also suggests that they seem hesitant or struggle to reassess certain contexts and the position of the Japanese language. These outcomes indicate the importance of individual approaches to carefully promoting the change of the power balance, considering both macro and micro perspectives of the user's relationship with Japanese(s).

Towards a multiplicity of quality in professional learning: Examining language teacher candidates' practices of collaborative inquiry

Adam Kaszuba (University of Ottawa)

In recent years, research has shown that professional learning should avoid one-size-fits-all approaches by being flexible and adaptable to the unique learning contexts of Canadian educators (Campbell et al., 2017; Korthagen, 2017). Much evidence supports that collaborative inquiry (CI) is a model which can support such flexibility, as it allows educators to prioritize their concerns, needs, and interests during professional learning process (Cherkowski & Schnellert, 2018; DeLuca et al., 2017). While many studies have examined the CI model with generalist teachers (i.e. DeLuca et al., 2017), less is known about how this model works in the context of language teacher education. Thus, responding to the call for more research which explores models of professional learning for language educators (Cammarata et al., 2018), this study engaged four groups of teacher candidates, who shared the common discipline of language teaching, in a CI initiative: first-year candidates (n=18) participated in voluntary, autonomous learning communities which met monthly over an 8-month period. In these learning communities, candidates engaged in CI to develop and implement inquiry projects, reflect on their progress, and receive feedback from their peers. In addition to notes in a researcher journal, data were collected through interviews and video recordings of the learning community meetings. Data were first analyzed by examining the

participants' CI practices, and then reconstructed into narratives to showcase the unique learning trajectories of each of the groups (Kemmis et al., 2014; Macintyre Latta et al., 2020). Recognizing each of these trajectories as quality practices (Koro et al., 2020), I discuss the nuances between these trajectories and the implications for doing CI initiatives with language educators. Findings show that ongoing differentiation of CI practices can and will continue to occur even within a group of subject-specific educators.

Parental concerns and desires related to plurilingual support for their children before and after school entry

Andréanne Langevin (McGill University), Erin Quirk (Université de Sherbrooke), Alexa Ahooja (McGill University), Susan Ballinger (McGill university), Mélanie Brouillard (Concordia University), Linda Polka (McGill University), Krista Byers-Heinlein (Concordia University) & Ruth Kircher (European Centre for Minority Issues)

In Quebec, parents raising school-aged bilingual children have expressed a desire for more plurilingual approaches in schools (Langevin, 2022), yet such approaches are rare and often discouraged (Maatouk & Payant, 2022; Woll, 2020). Integrating parents' perspectives could strengthen calls for plurilingual approaches; however, these perspectives remain understudied, especially among parents whose children have not yet entered the school system. Our study addresses this gap: focusing on Quebec-based parents raising children below the age of 4 with multiple languages in the home, we investigate parental concerns regarding their children's future school experiences and parental desires for resources to support their children before and after school entry. We do so through a corpus-assisted discourse study of 641 parents' open-ended responses to survey questions. We also investigate how parental concerns and desires are shaped by whether parents are transmitting French and English only, or French and/or English plus a heritage language (HL). The results show that both parent groups expressed concerns related to children's developing proficiency in the school language upon school entry and their children's continued development of languages other than the school language after school entry. HL-transmitting parents expressed stronger concern for HLs while parents from both groups worried about their children's academic language development in languages other than the school language. In terms of resources, parents desired additional offerings and support for multilingual children within the public school system as well as extra-curricular resources, such as multilingual books and language courses. Parents' desired support for HLs almost exclusively mentioned extra-curricular activities, suggesting that they may not view HL support from Quebec public schools as feasible. These findings will be discussed in terms of how they might help shape calls and current efforts to implement plurilingual approaches in Quebec public schools and elsewhere.

Choix linguistiques en éducation postsecondaire : politique familiale et identité dans la trajectoire des Francophones minoritaires en Ontario

Audrey Lévesque (Université d'Ottawa)

Bien que le Canada ait deux langues officielles et que les droits des minorités francophones soient protégés par la Constitution, la réalité de l'accès à l'éducation en français, particulièrement au niveau postsecondaire, est encore aujourd'hui synonyme d'obstacle (Normand, 2024). Cette recherche s'appuie sur le cadre théorique de la construction identitaire et des dynamiques minoritaires, afin d'explorer les enjeux linguistiques et culturels propres aux minorités francophones du Canada (Lamoureux, 2010).

Cette étude pilote explore les choix linguistiques des minorités francophones et des facteurs décisionnels reliés à la langue choisie pour la poursuite d'étude postsecondaire. L'étude vise à répondre à la question suivante : quels facteurs influencent les minorités francophones dans leur décision de poursuivre leurs études en français ou en anglais? La mini-étude de cas, basées sur une approche qualitative d'un questionnaire approfondi est basé sur trois thèmes principaux : facteurs identitaires reliés à la langue, choix linguistiques en milieu pédagogique et perspective d'avenir. L'étude a ciblé vingt participants issus de régions minoritaires francophones distinctes de l'Ontario, provenant de contextes variés, afin de recueillir un éventail diversifié de perspectives et d'expériences parmi ceux qui fréquentent ou sont sur le point de fréquenter une institution universitaire ou collégiale.

Les résultats de l'étude démontrent que les participants se retrouvent confrontés à un défi de taille pour trouver un équilibre entre leur identité linguistique, les perspectives d'emploi, la disponibilité des programmes et l'accès aux ressources éducationnels. En contrepartie, d'autres facteurs comme la stabilité financière ainsi que la proximité géographique affectent moindrement la prise de décision. L'étude sert de base pour une enquête à plus grande échelle réalisée dans plusieurs communautés minoritaires du Canada visant à mettre en évidence les pratiques qui doivent être mises en place pour mieux répondre aux besoins des minorités francophones, notamment en matière d'éducation (Frenette & Quazi, 1999).

Exploring Language Maintenance Among Filipino-Canadian Families in Quebec

Albert Maganaka (McGill University)

This study examines the language preferences and maintenance practices among Filipino-Canadian children, with a focus on the interaction between English, French, and Filipino. By exploring parents' perceptions of their children's language use and the strategies they implement to encourage Filipino at home, the research aims to shed light on the dynamics of language use in multilingual households. Rooted in sociolinguistic theory, the study looks at how social environments, community interactions, and language policies affect language transmission. Additionally, cultural identity theory highlights the significance of language in preserving cultural identity within immigrant families.

Adopting a mixed-methods approach, this study employs semi-structured interviews with 20 Filipino-Canadian parents in Montreal, Quebec, recruited through snowball sampling, whose children were born in Canada. The demographic information of participants, along with their language use and preferences, are quantitatively analyzed using frequency counts and percentages. Qualitative data from the interviews are transcribed and analyzed thematically. This comprehensive analysis will uncover trends in language use, highlighting the predominance of English and the supportive role of French in educational settings, while also detailing parental strategies for maintaining the Filipino language.

The research aims to provide valuable insights into multilingualism within immigrant communities, with implications for policies that promote cultural and linguistic diversity in Canada. The findings will guide educators and policymakers in creating effective support systems for bilingual families, helping children retain their heritage language while becoming proficient in the dominant languages. Practical recommendations include developing community-based language programs, increasing access to Filipino cultural resources, and assisting parents in fostering multilingual home environments.

This study provides essential information for future research on effective language maintenance strategies. It emphasizes the importance of considering social, cultural, and educational factors in shaping language use within multilingual families.

Official Croatian Italian Bilingualism in Istria, Croatia – From Policy to Practice

Isabella Matticchio (University of Rijeka)

The Italian national minority in the Republic of Croatia, EU is one of the 22 officially recognized minorities by the Constitution of the Republic. In accordance with the Constitutional Act on National Minority Rights (OG 155/02, 47/10, 80/10, 93/11), the Act on Education in the Language and Script of National Minorities (OG 51/00, 56/00), and other relevant legislation, members of national minorities exercise the right to education in their language. Members of the Italian national minority in Croatia can attend preschool, primary and secondary education according to model A for the education of national minorities, that is, Italian-language primary and secondary schools, where Italian is the language of instruction. Students in these schools are fluent in both Croatian and Italian and also learn English. This situation is comparable to that of the Basque Country, Friesland, Catalonia and other European regions (see Cenoz and Gorter, 2019). All the Italian-language schools are located in Istria County, where the majority of the Italian national minority resides, and where Italian is a co-official language alongside Croatian. Official bilingualism in the region is based on a solid legal framework (international treaties, Croatian and Italian laws).

However, the linguistic repertoire of the Italian national minority is more complex: Italian is mainly used in official and formal settings, while in informal communication Istrovenetian (a variety of colonial Venetian) is preferred. Over the last decade, lots of documentation and revitalization language projects have been carried out to preserve the other two romance varieties spoken: Istriot, and Istrovenetian. The aim of the present paper is to shed light on the status of the Italian language in education and in the region, considering both language policy and practice.

Adopter une approche déductive pour enseigner la grammaire à l'université: quelle est la perception des étudiants par rapport à son impact sur leur apprentissage?

Parvin Movassat (Université d'Ottawa)

L'enseignement de la grammaire et le rôle que celle-ci peut et doit jouer dans l'acquisition d'une langue seconde ont suivi l'évolution des courants didactiques qui, tantôt les ont placés à la base de la pratique de l'enseignement de la langue, tantôt les ont (presque) complètement écartés, arguant la non-pertinence de la grammaire par rapport à l'acquisition des compétences de communication (Defays, 2010; Puren, 1988 et 1994). Cependant, nous assistons, depuis quelques années, à un regain d'intérêt pour l'enseignement de la grammaire dont la didactique des langues n'a jamais pu totalement faire abstraction

(Adami, 2018; Beacco, 2010;). Explicite ou implicite, inductive ou déductive, les modalités de l'enseignement de la grammaire ont toujours fait l'objet de débats et de recherche en didactique des langues (Sendze, 2020). Dans cette communication, nous présenterons une partie des résultats de l'analyse quantitative et qualitative d'un questionnaire soumis à des étudiant.e.s, dans une université canadienne et ce sur plusieurs années, dans le cadre d'un cours de grammaire en FLS de niveau avancé. Le but global du questionnaire était d'obtenir un retour des étudiant.e.s, d'une part, par rapport à la méthodologie utilisée pour enseigner la grammaire dans ce cours, et d'autre part, vis-à-vis du matériel conçu sur mesure pour enseigner les points de grammaire à l'étude. Les résultats de ces analyses illustreront la perception des étudiants par rapport à l'approche déductive selon laquelle les points de grammaire leur ont été enseignés et permettront d'examiner l'intérêt de cette approche dans la présentation du matériel didactique pour enseigner la grammaire en langue seconde.

Learning Environments and Flow: Enhancing Student Engagement in Online and In-Person Classes

Fati Osuman (University of Ottawa)

The COVID-19 pandemic forced educational institutions to adopt a blend of online, hybrid, and in-person learning formats. This shift underscores the need to examine student engagement and learning outcomes in these new environments (Acosta-Gonzaga & Ruiz-Ledesma, 2022). While student engagement has been well-researched in traditional classrooms, there is limited literature on engagement in online settings. This gap has led to important policy questions. To address this, the study aimed to explore the impact of different learning environments (in-person vs. online) on class engagement (CE) using Flow Theory (Csikszentmihalyi, 1990).

The study investigated whether there were differences in the average time students spent in a flow state (i.e., CE) between in-person and online learners. It involved 87 Spanish undergraduate students and ten instructors. The results indicated that in-person students experienced significantly longer flow states during Spanish classes compared to online learners. However, the study also revealed that each learning environment has unique factors that either promote or inhibit flow. These factors must be addressed to improve engagement in both contexts.

The findings have key implications for educational policy, particularly in task and course design. The results suggest that online learning is a viable and beneficial option, potentially increasing enrollment and offering opportunities for international students without study permits. Furthermore, the study highlights the growing role of technology in language instruction. As online education continues to expand, integrating digital tools—such as interactive features, gamification, and real-time communication—can bridge the engagement gap between online and in-person learning. These technologies can enhance student engagement and flow, ultimately fostering more effective language acquisition. Educators must harness these tools to create immersive, engaging experiences that facilitate deep learning in both settings.

Stratégies d'échafaudage pour le développement des compétences communicationnelles en langue d'enseignement chez les Autochtones

Jérémie Paradis (Université TÉLUQ), Nancy Gagné (Université TÉLUQ) & Isabelle Savard (Université TÉLUQ)

L'équipe de *Kwe l'Université !* développe actuellement des prototypes de micromodules de soutien en français intégrant une approche qui tient compte des autres langues connues des apprenants. Ces micromodules seront disponibles dans le coffre à outils du portail. Notre présentation exposera l'intégration des pratiques favorisant le développement métalinguistique des apprenants dans la conception d'outils pédagogiques numériques favorisant leur réussite en langue d'enseignement.

Nous présenterons le cadre théorique de ces ressources, basé sur l'enseignement explicite et le microapprentissage, tout en explorant comment ces approches peuvent soutenir le développement de compétences linguistiques multiples. Les innovations technologiques envisagées, incluant un système de questions adaptatives.

Cette communication mettra en lumière les défis de l'intégration du multilinguisme dans les outils de soutien linguistique qui peuvent enrichir l'expérience d'apprentissage et favoriser la réussite universitaire des étudiant.e.s autochtones.

Les élèves allophones évoluant dans le contexte de l'enseignement intensif de l'anglais : les compétences en lecture et en écriture

Véronique Parent (Université de Sherbrooke), Olivier Dezutter (Université de Sherbrooke) & Sunny Man Chu Lau (Bishop's University)

Le contexte d'enseignement intensif de l'anglais langue seconde (EIALS) permet aux élèves de 6^e année de consacrer plus de temps à l'apprentissage de l'anglais comme langue seconde en travaillant de manière plus intensive leurs autres matières se présente. En dépit de plusieurs effets positifs démontrés, notamment sur le plan des habiletés métalinguistiques (Fortier, Bell, Perron & Gauvin, 2019; Gauvin & Thibeault, 2017), des questions persistent quant à l'impact de l'EIALS sur le développement de compétences aussi cruciales pour le développement scolaire que la lecture et l'écriture. De plus, certains groupes d'élèves au profil personnel ou sociodémographique spécifique ne semblent pas toujours considérés dans les études sur les effets de l'EIALS. Compte tenu de la diminution du nombre d'heures de contact avec le français en milieu scolaire en contexte de l'EIALS, il est possible de questionner les effets de ce genre de programme sur **les élèves allophones**, de plus en plus nombreux dans les écoles (MELS, 2014). L'objectif est ici de comprendre de quelles manières se développent les compétences en lecture et en écriture pour ces élèves. Quatre élèves allophones ont pris part à l'étude (parmi 187 élèves de 6^e année évoluant dans un contexte d'EIALS). Ils ont été rencontrés à quatre reprises au cours de leur 6^e année et de leur première secondaire. L'on s'intéresse aux performances de ces élèves et à leur évolution à des tâches formelles de lecture et d'écriture en français et en anglais, en plus de leur rapport à l'écrit. Globalement, les résultats montrent des performances et une représentation de l'écrit similaires aux élèves réguliers. Ces élèves ont généralement une perception positive de la lecture et de l'écriture, et ce, dans des contextes variés. Les résultats sont discutés en fonction des données actuelles sur l'EIALS et sur le plurilinguisme.

Nurturing Resilience in Pre-Service ESL Teachers: A Collaborative Study Across Quebec Universities

Philippa Parks (University of Sherbrooke; Canadian Association of Second Language Teaching) & Caroline Riches (McGill University; Canadian Association of Second Language Teaching)

This presentation explores the impact of targeted interventions on building resilience in pre-service English as a Second Language (ESL) teachers in Quebec, aligning with CCERBAL 2025's themes of language learning across the lifespan, language policy and nurturing the next generation of language researchers and teachers. The study is a collaborative effort between the Canadian Association of Second Language Teachers (CASLT) and three Quebec universities, collecting and analyzing data from approximately 30 pre-service ESL teachers in the final stages of their teacher education program from January to December 2025 before they transition from teacher education to the workforce.

The researchers are measuring resilience in the participants through the Connor–Davidson Resilience Scale (CD-RISC) (Connor & Davidson, 2003) at multiple time points over a one-year period. Participants are engaging in professional learning communities (PLCs), professional development activities, and networking opportunities. Building on existing research into teacher retention (Kangas-Dick & O'Shaughnessy, 2020; Masson, 2018; Rose et al., 2020), this project aims to quantify how resilience-building strategies can be implemented across different linguistic and cultural contexts within Quebec.

The presentation will discuss the preliminary quantitative findings on the impact of these targeted interventions on building resilience in pre-service ESL teachers in Quebec. The findings for this project will have implications for evidence-based language education policies and practices in multilingual contexts, addressing critical challenges faced by pre-service ESL teachers.

De la politique linguistique nationale à la politique linguistique familiale pour l'enseignement du français dans les lycées du Mozambique

Beltamiro Patricio & Francisco Fernando (Université Lumière Lyon)

Cette proposition de communication croise les problématiques de deux axes de ce colloque : politiques linguistiques familiales et liens entre langues parlées à la maison et celles de l'école ayant pour objectif de présenter une analyse critique sur les choix linguistiques adoptés par les autorités mozambicaines et d'évaluer leurs implications sur l'enseignement et l'apprentissage du français dans les lycées. Cette recherche s'inspire sur les travaux des chercheurs comme Auger, 2005 ; Auger, 2023 ; Coste, 2015 et Haque, 2019. Selon ces études, la prise en compte des langues familiales à l'école est un atout non négligeable dans l'apprentissage de la langue cible. À l'aide d'une méthodologie qualitative, axée sur l'approche didactique, cette étude propose d'examiner comment la diversité linguistique et les attitudes socioculturelles influencent la pratique éducative du pays. Les résultats montrent des grands défis tels que le pouvoir de la politique linguistique de l'État sur la politique linguistique issue des familles, l'absence de ressources didactiques pour la mise en perspective des différentes langues, ainsi que la formation incomplète des enseignants en approches plurielles. De ce fait, la recherche propose des solutions pour renforcer l'enseignement et apprentissage des langues étrangères à l'école secondaire et souligne l'importance de l'inclusion entre les politiques linguistiques éducatives et les pratiques linguistiques familiales.

Pupils' heritage languages: what place for them in foreign language textbooks and in the discourse of teacher trainers?

Slavka Pogranova (University of Geneva)

In French-speaking Switzerland, according to the Plan d'études romand (2012), primary school pupils learn two foreign languages in addition to French (L1), the language of schooling: German (L2) and English (L3). Language teaching is therefore part of integrated language teaching, in which links are made between the languages taught at school, and this contributes to the development of pupils' plurilingual repertoire (ibid.). In the canton of Geneva in particular, the proportion of allophone pupils in state schools is over 47% in some districts (SRED, 2022), which means a strong presence of heritage languages in some classes. Pupils with a migrant background, whether new arrivals or 1st/2nd generation pupils, are required to learn languages at school.

Based on the official requirements in French-speaking Switzerland, our paper aims to examine the MORE! 8e English textbooks (2nd ed., 2024), the textbooks which are used in the classroom. More specifically, we will examine their plurilingual activities, i.e. the activities which aim to enable pupils to 'establish links between the language they are learning and other languages already learned or being learned (including the language of the school), and more broadly with all the languages present in their developing linguistic repertoire' (Candelier & Valentin, 2023, p. 7, our translation). We will focus on activities that include pupils' heritage languages in order to understand how integrated language approach manifests itself. In addition to this, we will also analyze the discourse of a few teacher trainers on their declared plurilingual practices (links between languages, including pupils' heritage languages), gathered during semi-directive interviews. Our methodological approach is based on the analysis grid by Peyer, Barras, Lüthi and Kofler (2019), which includes three areas: language awareness, intercultural aspects and communication/learning strategies. As for the trainers' discourse, a thematic analysis (Nowell, Norris, White & Moules, 2017) will be carried out. We are guided by two questions: What place is given to pupils' heritage languages in English textbooks and in trainers' discourse? What teaching and learning objects in the field of plurilingualism are proposed?

At the theoretical level, we draw on the definitions of integrated language didactics (Candelier & Valentin, 2023; Candelier & Manno, 2023; Wokusch, 2009), on teaching-learning and teaching objects (Schneuwly & Dolz, 2009). We will propose a review of the literature on plurilingualism in textbooks and in teachers' discourse (Elmiger & Singh, 2014; Peyer, Barras & Lüthi, 2020; Pogranova & Waltermann, 2024). This will be followed by an analysis of the data, on the basis of which we will reflect on teacher training courses.

Co-constructing knowledge: A Researcher-Practitioner Toolkit for Pedagogical Innovation in Language Education

S M Sanzana Rahman (University of Toronto), John Wayne N. Dela Cruz (McGill University), Aline Germain-Rutherford (University of Ottawa), Angelica Galante (McGill University), Lana F. Zeaiter (McGill University), Enrica Piccardo (University of Toronto)

Collaboration between practitioners and researchers fosters reciprocal benefits in language education that bridge the gap between these two groups (Kramsch, 2015), empowering teachers to innovate and researchers to ground their work in practice. Recognizing the value of co-constructed knowledge, Advancing Agency in Language Education (AALE) - a multi-year SSHRC-funded Canada-wide study-investigates how researcher-practitioner collaboration can advance curricular innovation in plurilingual,

action-oriented and technology-mediated pedagogies. Anchored in Complex Dynamic Systems Theory (Larsen-Freeman, 2019, 2020; Verspoor, 2017) and integrating a design-based research framework (Anderson & Shattuck, 2012), the study employs a mixed methods design (Creswell & Plano Clark, 2018) with multiple datasets collected through Q-methodology (Lundberg, 2019; Watts & Stenner, 2012), focus group interviews, a Canada-wide landscape survey, teacher self-reflections, and professional development initiatives involving elementary, secondary, and post-secondary teachers of French, English, German and Spanish contexts, across three Canadian provinces: Ontario, Quebec, and Alberta.

Findings reveal the nuanced interplay between contextual constraints and opportunities for innovation, emphasizing the importance of mutual learning and sustained collaboration. A key outcome of this researcher-practitioner collaboration is the development of a sustainable online professional development toolkit, designed as a practical resource to support teacher-led pedagogical innovation. This toolkit integrates co-constructed insights from research and practice, offering evidence-based strategies, adaptive curricular resources, and reflective tools to empower educators in implementing plurilingual, action-oriented and technology-mediated approaches.

This presentation highlights the iterative co-creation process, showcasing how teacher-researcher dialogues shape the toolkit's design and content. It concludes with the implications for integrating plurilingual, action-oriented, technology-mediated pedagogies to foster inclusion and agency, focusing on how collaborative, research-informed tools can serve as scalable models for bridging research and practice in language education.

L'impact des technologies numériques et de l'intelligence artificielle dans l'enseignement/apprentissage du français professionnel en Albanie

Greta Robja (Université d'Elbasan "Aleksandër Xhuvani")

Les technologies numériques et l'intelligence artificielle (IA) ont profondément transformé les pratiques pédagogiques, notamment dans l'enseignement des langues professionnelles. Cette intervention se concentre sur l'impact des TIC dans l'enseignement/apprentissage du français à des fins professionnelles, en particulier dans le domaine du tourisme en Albanie. En réponse aux besoins du marché du travail, où le français joue un rôle clé dans le secteur touristique, l'intégration des technologies permet d'offrir des approches innovantes et flexibles adaptées aux nouveaux défis éducatifs.

À partir d'une étude de cas menée auprès d'étudiants dans la filière Opérateur touristique, cette communication présentera des activités pédagogiques utilisant les plateformes numériques dans des contextes hybrides ou en ligne. L'usage des outils d'intelligence artificielle, tels que les assistants virtuels ou les applications de reconnaissance vocale, favorise la personnalisation des parcours d'apprentissage, permettant aux apprenants de développer leurs compétences linguistiques et interculturelles en situation professionnelle.

Cependant, malgré les avantages apportés par ces technologies, des défis subsistent, notamment l'inégalité d'accès aux infrastructures numériques entre institutions publiques et privées en Albanie. Cette disparité limite les opportunités d'apprentissage pour certains étudiants et soulève des questions d'équité dans la démocratisation de l'accès aux TIC.

L'objectif de cette intervention est donc d'analyser comment les technologies numériques renforcent l'efficacité pédagogique dans l'enseignement du français pour des objectifs professionnels tout en identifiant les limites et les enjeux contextuels. À travers des exemples concrets d'activités et des observations de terrain, cette étude propose une réflexion sur les pratiques réussies et les adaptations nécessaires pour assurer une éducation inclusive et performante dans des contextes socio-économiques variés.

Exploring teachers' plurilingual wellbeing: Boosting language awareness and embracing a positive approach to promote effective plurilingual teaching and learning

Caterina Sugranyes (University Ramon Llull), Karen Aaroe (University College South Denmark), William Bromberg 3 (University Ramon Llull), Gerit Jaritz (PHTG_Pädagogische Hochschule Thurgau), Latisha Mary (Université Strasbourg)

Plurilingual approaches are enshrined in public education policy worldwide, but their successful implementation is dependent on issues related to teachers' language identities. Teachers must often navigate contradictions between their own beliefs or attitudes and the task of fostering plurilingual competencies. This presentation explores the relationship between teachers' views of language, their language repertoires, and how they teach and handle plurilingualism in the classroom. It does so by addressing the concept of plurilingual wellbeing (Sugranyes et al., 2024), which is defined as being aware and valuing one's own language repertoire and feeling comfortable with using it in a variety of contexts.

Plurilingual wellbeing involves a positive approach to teaching (Mercer, 2021). The concept is rooted in research on teacher wellbeing, language awareness and plurilingual identity, which it harnesses to understand how teachers navigate their own plurilingualism and that of learners. The presentation adopts Seligman's PERMA (positive emotions, engagement, relationships, meaning and accomplishment) (2011) model of wellbeing and applies it to describe the aspects of teachers' plurilingual wellbeing.

This research examines plurilingual wellbeing through an exploratory study including 22 teachers from 9 European countries. Data on participants' plurilingual wellbeing were collected via a questionnaire based on the adaptation of the PERMA model. Qualitative data were also generated through reflective activities conducted in October 2024 in the context of the ECML project "Fostering the plurilingual wellbeing of language teachers".

Preliminary data analysis will focus on understanding the aspects of teacher plurilingual wellbeing. The results highlight the complexities teachers encounter when managing languages and when they seek to generate spaces for plurilingual practices.

Most research in the field tends to focus on language learners' needs, but this study instead sheds light on how teachers' plurilingual wellbeing can play a crucial role in fostering plurilingualism. Additional studies will investigate the implications for classroom practices.

AI-Assisted Writing in Higher Education: Exploring ChatGPT's Role in Multilingual Classrooms

Barbara Spinelli (Columbia University)

This presentation examines a case study that adopts a process-based approach (Kim 2024) aimed at promoting the informed use of ChatGPT to improve the writing skills of multilingual university students in an introductory Italian language course. The approach includes: 1) updating classroom policies to address the use of ChatGPT alongside other AI and online tools; 2) designing scaffolded writing activities and collaborative tools; 3) integrating instructor and student feedback through a Writing Portfolio; 4) incorporating student voice and promoting their participatory role during study skills sessions; and 5) comparing student writing across the learning and assessment phases.

The study relies on both qualitative and quantitative data. Qualitative data include students' meta-reflective feedback on their experiences with AI and online tools, focusing on how these tools helped them improve their second draft editing skills. Quantitative data include responses to pre- and post-intervention questionnaires and participation in discussion forums that capture personal perceptions and emotional responses to the tools.

Findings reveal individual trajectories in students' use of AI tools, as well as significant shifts in emotional and cognitive engagement with them. These results are analyzed with a focus on key aspects such as human agency, fairness, and well-being, providing valuable insights into how AI tools can complement traditional teaching methods. In addition, the study highlights the importance of fostering critical literacy that enables students to evaluate and make thoughtful decisions about AI tools and their impact on language learning (Ranieri et al., 2024).

This process-based approach not only fostered digital literacy but also contributed to the development of self-regulation and ethical use of AI tools in an educational setting, ultimately supporting the long-term sustainability of learning environments (European Commission, 2022). The findings are expected to contribute to the discourse on AI integration in higher education and its role in supporting global citizenship (PISA, 2022).

Who counts? A more inclusive way to count French-language users in the Canadian census Qui compte ? Une manière plus inclusive de comptabiliser les utilisateurs du français dans le recensement canadien

Robert J. Talbot (Commissariat aux langues officielles du Canada | Office of the Commissioner of Official Languages of Canada)

Who do we count as speakers of a minority language? Anyone who can speak it? Only those who have it as their mother tongue? What about other forms of language use – at home, at work, at school and beyond? Is it only really Francophones who use French in Canada? What about Anglophones and Allophones? Do those who say they can speak French actually use it in an important sphere of their lives?

In this presentation, we propose a new, more inclusive method of calculating language use that sheds light on both the vitality and the vulnerability of French in Canada, and that points toward opportunities for strengthening language vitality. The numbers of people using French, and the variety of people who are using it and in different ways, may come as a surprise. It is important to note that the intent here is

not to replace other ways of determining census results, but rather to offer an additional vector of analysis and understanding.

Qui compte-on comme locuteur d'une langue minoritaire ? Toute personne capable de la parler ? Seulement celles et ceux dont c'est la langue maternelle ? Qu'en est-il des autres formes d'usage d'une langue – à la maison, au travail, à l'école et ailleurs ? Est-ce seulement les francophones qui utilisent véritablement le français au Canada ? Qu'en est-il des anglophones et des allophones ? Ceux et celles qui disent qu'ils peuvent parler le français, utilisent-ils véritablement le français dans une sphère importante de leur vie ?

Dans cette communication, nous proposons une nouvelle méthode plus inclusive de calcul de l'utilisation de la langue qui met en lumière à la fois la vitalité et la vulnérabilité du français au Canada, et qui indique des possibilités de renforcer la vitalité de la langue. Le nombre de personnes qui utilisent le français, et la diversité de personnes qui l'utilisent et ce de différentes façons, peuvent surprendre. Il faut noter que l'intention ici n'est pas de remplacer d'autres moyen de déterminer les résultats de recensements, mais plutôt d'offrir un vecteur d'analyse et de compréhension de plus.

Negotiating Identity in Generation 1.5 Undergraduates in Canada: An Exploration of Digital Practices and Linguistic Identity

Samantha Toh (University of Ottawa)

Online spaces have become a popular alternative to the physical spaces they once occupied, triggering a shift in the process of identity formation in young adults. The influence of technology on social experiences became evident at the height of the COVID-19 pandemic that reshaped the way many key milestones—essential to young adults' identity formation—were experienced. This is particularly significant in Canada where multicultural diversity creates a more complex environment for identity formation. However, existing literature prioritizes Canadian students of the first or second generation, overlooking a population of students that are less supported by current pedagogical frameworks—Generation 1.5 students; individuals who immigrate to Canada at a young age. These individuals may experience tensions and varying degrees of self-identification to both one's heritage language and culture and the second or additional language they are learning (English or French).

Drawing from themes in my ongoing research, this presentation will explore the intersection of language practices and digital practices in the identity negotiation of Generation 1.5 undergraduate students in Ottawa, Ontario— a unique bilingual context which adds another dimension while ESL remains dominant in literature and of importance to immigrant populations in other provinces. For Generation 1.5 students, the process of finding spaces to express themselves and contribute to discussions in authentic situations is a challenge with the language barrier as well as having to navigate assimilating to Canadian language and culture while maintaining their own heritage. In alignment with the conference themes of Language and Technology and Language, Immigration, and Internationalization, the aim of this presentation is to invite participants to engage in and foster a discussion on the unique experiences of the underrepresented population that is Generation 1.5.

Bridging Classrooms and L2 Laboratories for Newly Arrived Students: Initial Findings of an Ethnographic Research in the City of Prato (Italy)

Federico Trentanove (University of Ca' Foscari)

This study critically examines the interplay between regular classrooms and Italian as a Second Language (L2) laboratories in Italian primary schools, focusing on newly arrived students. By employing theoretical frameworks rooted in systemic, critical, and complexity perspectives, the research delves into the mechanisms through which these educational spaces collectively shape the language acquisition trajectories of these students.

Ethnographic fieldwork conducted in Prato, a city experiencing intense migratory dynamics, particularly characterized by a prominent Chinese presence, reveals systemic shortcomings in the integration of L2 laboratories with broader educational practices. The findings underscore an overemphasis on rapid language acquisition during the initial stages of schooling, often at the expense of socio-cultural adaptation and the emotional needs of students. Furthermore, the prioritization of literacy skills over oral communication development emerges as a critical imbalance, potentially hindering immediate and meaningful integration.

The study also identifies issues related to teacher roles and professional hierarchies, as well as insufficient coordination between classroom curricula and laboratory activities. The analysis reveals that L2 laboratory activities are frequently disconnected from classroom and extracurricular contexts, thereby limiting their effectiveness in fostering comprehensive language development. This disjointed approach is further exacerbated by fragmented curricula and a lack of collaboration among educators, resulting in missed opportunities to create a cohesive and supportive learning environment.

The study also highlights significant challenges pertaining to teacher roles, professional hierarchies, and the lack of effective coordination between classroom curricula and laboratory activities. Specifically, L2 laboratory activities often fail to provide students with adequate tools to comprehend reality and act within the classroom and extracurricular contexts. This fragmentation is further intensified by limited collaboration among educators, thereby hindering the establishment of a cohesive and supportive learning environment that could better serve students' educational trajectories.

In response to these challenges, the study advocates for systemic reforms aimed at enhancing teacher preparation, aligning laboratory objectives with classroom practices, and adopting a more holistic approach to language education that incorporates socio-cultural and emotional dimensions.

Developing Discourse Competence in L2 Writing through Stylistic Analysis

Amna Umair (Saint Mary's University)

This study explores the critical role of discourse competence in second language (L2) writing, focusing on how L2 learners utilize cohesive devices to enhance text cohesion and coherence. Effective discourse competence is essential for L2 writers to produce grammatically accurate and contextually appropriate texts. This study builds on existing literature to emphasize the importance of cohesive devices in improving writing quality.

To further synthesize the understanding of the research, two corpus-based studies have been conducted, examining how first language (L1) and L2 writers differ in their use of cohesive devices and the subsequent effect on writing quality. The first study compares the frequency and variety of cohesive devices used by L1 and L2 writers, revealing a need for explicit instruction for L2 writers in metadiscourse markers, particularly in the context of argumentative writing. It primarily focuses on the frequency and variety of cohesive devices used by L2 writers but does not attempt to gauge the effectiveness of their application. To address this limitation, the second project, currently in progress, investigates the relationship between the use of cohesive devices and writing quality. This investigation aims to identify which group of learners demonstrates the most effective and appropriate use of cohesive devices, thereby enhancing the clarity and coherence of their writing. This corpus-based study is being conducted with the assistance of three raters who are evaluating the texts based on established criteria.

In light of the research conducted, this study proposes that stylistic analysis, which examines linguistic features in both literary and non-literary texts, has the potential to develop written discourse competence in L2 learners. By providing a structured approach, stylistic analysis enables learners to understand and effectively apply cohesive devices, enhancing both linguistic precision and communicative competence.

Cross-linguistic interaction in multilingual contexts: Evidence from Spanish and Romanian heritage language grammars

Elena Valenzuela (University of Ottawa), Mihaela Pirvulescu (University of Toronto Mississauga) & Reza Farzi (University of Ottawa)

Bilingual language acquisition is subject to crosslinguistic influence in the domain of determiner interpretation, namely, research done with bilingual adults/children showing influence from English to the Romance languages. In Serratrice et al. (2009), Italian/English children show acceptance of ungrammatical bare plural NPs in Italian generic contexts. Montrul and Ionin (2012) shows English/Spanish adult HSs of Spanish also showing acceptance of ungrammatical bare plural NPs. These results point to unidirectional cross-linguistic influence from English to the Romance language.

We are extending this research by examining trilinguals with two romance languages (HL Spanish/Romanian and L3 French) and English as the majority language. We address the following research questions: 1) Do HL speakers know the restrictions on bare plurals in their three languages? 2) Is there evidence of cross-linguistic interaction in the use of bare plurals? The interpretation of NPs in English, French, and Spanish/Romanian, involves both morphosyntax (bare, definite, or indefinite determiner) and a semantic interpretation (specific or generic):

(1) Bears eat fish. [Vgeneric, *specific]

(2) The bears eat fish. [*generic, vspecific]

In French, Spanish, and Romanian, on the other hand, bare plurals are ungrammatical in subject position. Plural indefinites can be generic or specific (depending on context):

(3) *Ours mangent du poisson. / * Osos comen peces. / *Ursi mănâncă peste.

(4) Les ours mangent du poisson. / Los osos comen peces./ Ursii mănâncă peste. [Vgeneric, vspecific]

The present study provides data from an elicited production task from two groups of trilingual children living in Ontario, Canada: (1) HL Spanish/English /French and (2) and HL Romanian/English/French. Groups were tested in generic and specific conditions in all three languages. The data show bidirectional influence in the Generic condition in the Spanish group but not so for the Romanian HS group. Interestingly, the French is target-like for both groups in the generic and specific conditions.

The Representation of Multilingualism in the Schoolscape of a Hungarian Minority College in Ukraine

Krisztián Váradi (University of Pannonia)

The Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, located in Western Ukraine, serves as an educational and cultural center for the local Hungarian minority group. Although schoolscaping studies are infrequent in Transcarpathia, examining the linguistic environment of multilingual educational settings offers valuable insights into the language policy of the whole country. These insights also support sustainable multilingualism through minority education which is especially important in a war-torn country like Ukraine. Fieldwork took place over eight months in 2024, concluding with a total of more than six hundred images taken in the college's main building, its Philology Campus, various classrooms, libraries, canteens, etc. In addition, the online schoolscape of the institution's website and social networking sites was also investigated. The analysis involved both qualitative and quantitative measures, focusing on the symbolic use and representation of the Hungarian, Ukrainian, and English languages in various signs. The collected images were arranged into eight distinct categories, ranging from top-down to bottom-up types: educational documents, room and department names, symbolic inscriptions, instructions related to crisis situations, library signs, decorations, advertisements, and additional announcements. Findings revealed that the college followed a strong bilingual tradition, presenting most official information in both Ukrainian and Hungarian, with occasional English usage, though monolingualism also occurred in bottom-up signs. In the online space, nearly everything was published in three languages, making sure that all students and teachers could access any information in their mother tongue, while also appealing to the international public.

The impact of Family Language Policies on the promotion of indigenous languages

Merline Tchinda Meli Epouse Watat, Dorinda Okine, Nikolay Slavkov (University of Ottawa)

In today's globalized world, dominant languages increasingly pressure minority languages. Many individuals learn majority languages for reasons such as the prestige they carry or the economic opportunities they offer. Despite this trend, some speakers of minority languages—whether from indigenous or diasporic communities—continue to use their indigenous languages within the family to maintain them. This linguistic continuity helps preserve cultural identities and gives descendants a sense of belonging rooted in their linguistic and cultural heritage. Amin (2023) defines family language policies as “the explicit and implicit decisions, strategies, and practices employed by families in relation to language use, maintenance, and transmission within the household, particularly in multilingual environments” (p. 220). From this theoretical perspective, family language policies serve as valuable tools for promoting indigenous languages.

This presentation examines how family language policies affect the maintenance and transmission of indigenous languages across generations, focusing on two African countries: Cameroon and Ghana. Both

nations share the legacy of having their former colonial rulers' languages—English (Ghana), English and French (Cameroon)—as official languages. The dominance of the official languages in every sphere of life poses a threat to the survival of indigenous languages (Kamdem et al., 2024).

Through questionnaires distributed to eight Cameroonian and eight Ghanaian families living in Canada, and focus groups with four families from each country, this comparative case study highlights two key findings. Firstly, Ghanaian families exhibit a more intentional approach to adopting family language policies to preserve their indigenous languages compared to their Cameroonian counterparts. Secondly, intertribal marriages represent a significant challenge for adopting a specific indigenous language within the family.

This research underscores the importance of family language policies in maintaining indigenous languages and seeks to connect decisions made in the diaspora to the specific context and policies existing in the countries of origin.

Amplifying Teacher Voices: Insights from an Integrated Curriculum on Training Language Teacher Candidates in Technology-Mediated Plurilingual Pedagogy

Lana F. Zeaiter (McGill University)

Despite the increasing demand for integrating plurilingual approaches and digital tools in language education, language teachers continue to face challenges in implementing them in their classrooms (Potts & Cutrim Schmid, 2022; Séror, 2022; Smeins et al, 2022). This challenge is exacerbated by the limited focus on language teacher candidates' (TCs) specific training needs in technology-mediated plurilingual pedagogy (TMPed) – a pedagogical approach designed to support the use of digital technologies for plurilingual instruction. To address this gap, this exploratory and descriptive qualitative study examined how TCs' engagement with an integrated curriculum on TMPed helped identify the effective training strategies, as well as the digital tools they chose to utilize. Participants were 18 French as a second language (FSL) TCs in their third year of a teacher education program at a francophone university in Montreal, Canada. Guided by two research questions, the study explored: 1) Which strategies did TCs find most effective for training on TMPed? and 2) Which digital tools did TCs use to support plurilingual instruction, and why? Data was collected through demographic questionnaires, lesson plans, individual reflections, and semi-structured individual interviews. Results from reflexive thematic analysis (Braun & Clarke, 2019) revealed that engagement with the curriculum prompted TCs to choose critical engagement with plurilingual and multimodal resources, collaborative learning, peer feedback, and iterative reflection as important strategies in their TMPed training. Additionally, TCs deliberately chose digital tools—such as collaboration platforms (e.g., Google Docs.), translation services (e.g., Antidote), and multimedia resources (e.g., Youtube)—not merely for their functionality, but for their ability to expand and support core principles of plurilingualism, including multilingual engagement, cultural representation, and interactive learning. By showcasing TCs' insights on effective TMPed training, this study highlights actionable approaches to refining teacher education programs to better address the practical needs of language teachers. Notably, it emphasizes strategies and tools grounded in TCs' lived experiences—insights that are often overlooked in top-down educational policies and training frameworks.

AFFICHES | POSTERS

L'enseignement du français de scolarisation par l'approche interculturelle pour une réussite des élèves immigrants : une exploration sur l'agir enseignant

Nisrine Abou Abdellah (Université d'Ottawa) & Carole Fleuret (Université d'Ottawa)

Aujourd'hui, Ottawa est la ville qui compte le plus de résidents permanents francophones au Canada (Statistique Canada, 2023). De ce fait, de nombreux élèves immigrants sont scolarisés dans les écoles francophones de la capitale canadienne.

Mais derrière cette réalité indéniable, se cache une intégration sociale exigeante des élèves immigrants dans leur nouvel environnement. Toutefois, face à cette réalité, subsiste une carence à la fois pédagogique et scientifique de la formation continue et en devenir des élèves immigrants (Gérin-Lajoie, 2020), en particulier pour le Programme d'appui aux nouveaux arrivants, communément appelé PANA (Fleuret, Bangou et Fournier, 2018) qui est au cœur de notre projet doctoral.

À ce jour, la littérature scientifique nous expose plusieurs problèmes tels que la posture enseignante qui, face à la pluralité linguistique et culturelle en sociodidactique du français, peine à répondre aux besoins socioscolaires des élèves, car la formation n'y prépare pas (Bullock, 2020) ou encore la tension tangible entre promouvoir une identité francophone tout en voulant être inclusif et rendre compte de la culture individuelle des élèves immigrants également francophones (Gérin-Lajoie, 2020). Dans cette communication nous souhaitons présenter notre problématisation à partir des éléments relevés ici. Dans cet ordre d'idées, notre question est la suivante : est-ce l'approche interculturelle permet de modifier l'agir enseignant en tenant compte de l'habitus culturel des élèves pour l'enseignement du français langue de scolarisation ? À ce stade, par la présentation d'une affiche, nous souhaitons partager le cadre théorique et conceptuel de la problématique susmentionnée.

Plurilingualism for Redefining Language Assessment for Citizenship

Rita Andraous (Saint Mary's University)

This session presents significant issues with the language tests used in the citizenship process, highlighting violations of core principles of language assessment: validity, authenticity, and reliability. The goal is to challenge traditional language testing paradigms for immigration and citizenship, advocating for reforms that promote equity and inclusivity. Current citizenship tests often emphasize monolingual proficiency, raising concerns about validity, authenticity, and reliability. Such tests may inadvertently perpetuate social inequalities by disregarding the diverse linguistic repertoires of immigrants.

After addressing critical issues in language tests used for immigration and citizenship by exposing violations of core principles such as validity, authenticity, and reliability, I will offer suggestions for teachers on redesigning tasks to enhance the validity, authenticity, and reliability of language preparation programs for immigration and citizenship. These include aligning language proficiency classes with the specific demands of immigration and citizenship processes. Teachers could use materials coordinated with citizenship test content, reinforcing content validity and promoting positive washback by making acquired

language skills applicable to real-life contexts. Additionally, I examine plurilingual education as a strategy for language classes to better equip immigrants with the language skills and cultural understanding needed for the citizenship process while honoring their multilingual backgrounds.

Finally, I propose possible reforms to language testing for citizenship aimed at creating more inclusive, authentic, and effective assessments. These reforms prioritize fostering equity by integrating scenarios and tasks that reflect the authentic use of language in contexts related to participants' duties and roles as citizens.

This session aims to contribute to the development of more equitable language education testing that support the integration of immigrants. Participants will leave with ideas for using plurilingualism to challenge the limitations of language policy and a proposal for test design to promote inclusivity and fairness in language assessments for immigration and citizenship.

Do Students' Language Abilities “Measure up to” Instructors' Way of Speaking? Examining EAL Students' Understanding of Idiomatic Language and Phrasal Verbs in a Rural Postsecondary Education Setting

Joselyn Brooksbank (Olds College of Agriculture & Technology)

The comprehension and effective use of idiomatic expressions and phrasal verbs are essential components of fluency in English. Many English as an Additional Language (EAL) students, however, often struggle to grasp these elements, often hindering their academic success in postsecondary settings (Dörnyei & Ushioda, 2021; Dwivedi, 2021; Franceschi, 2013; MacArthur & Alejo-González, 2024). Studies have shown that such elements of English are often overlooked in traditional EAL curricula, leading to gaps in students' proficiency (Littlemore & Low, 2006; MacArthur & Alejo-González, 2024). These linguistic features are crucial for effective communication in academic contexts (Liu & Myers, 2020) and the inability to decode idiomatic language has been linked to lower levels of comprehension in academic reading and listening tasks (Dörnyei & Ushioda, 2021). Furthermore, unfamiliarity with common phrasal verbs and idiomatic language can lead to student struggles with comprehension within academic discourse and reduced participation during class discussions due to a lack of confidence in oral interactions (Dörnyei & Ushioda, 2021; Liu & Myers, 2020; Pica, 1987).

As such, this qualitative case study aims to explore if EAL students feel that their understanding - or lack thereof - of these linguistic elements impact their learning at the postsecondary level, specifically focusing on the challenges related to their comprehension of their content instructors. As a current work in progress, this study uses qualitative interviews with EAL students and their native English-speaking content instructors from a rural area of Canada to identify specific challenges both groups may face. The research questions guiding these interviews are:

1. Do EAL students and content instructors feel that the students' understanding of idiomatic expressions and phrasal verbs impact their ability to understand academic texts and lectures? If so, how?
2. Do students perceive that their unfamiliarity with these linguistics elements hinder their participation in classroom discussions? If so, how?

The results from these interviews will be analyzed for common themes and struggles, with the aim of identifying how to best support students' success, including practical suggestions for instructors be used as a teaching tool for the educators to better support ESL students in their academic success.

ChatGPT in Public Speaking Courses: Potent Uses and Potential Misuses

Sara Djamàa (Université du Québec à Montréal)

Emerging technologies are gradually metamorphosing the landscape of education, bringing both promising potentials and challenging pitfalls. In the context of English language teaching (ELT), embracing artificial intelligence (AI) has offered teachers new ways of creating materials, delivering content, assessing students, providing feedback, and accomplishing clerical tasks. Similarly, AI has revolutionized students' language learning experiences as it has offered customized cost-effective learning, instant individualized feedback, enhanced practice, deeper engagement, and judgement-free environment. However, incorporating AI into English language classes also has posed its own set of challenges and drawbacks. Accordingly, this presentation sheds light on potent uses and potential misuses of ChatGPT, an AI chatbot, in public speaking courses. On one hand, it explores how ChatGPT can help ESL (English as a Second Language) students nail their extemporaneous and impromptu informative, persuasive, and special occasion speeches and how it can hone their 11 public speaking competences, namely selecting a useful speech topic, opening with an engaging introduction, using a clear organizational pattern, introducing well-supported ideas, closing with impact, employing clear and vivid language, manifesting suitable vocal expression, supporting the verbal message with corresponding nonverbals, adapting the speech to the audience, presenting effective visual aids, and formulating persuading arguments (Brydon & Scott, 2011; Schreiber & Hartranft, n.d.). On the other hand, this presentation unpacks some of the disadvantages and limitations of ChatGPT in teaching and learning public speaking. Importantly, it also casts light on areas of misuse by addressing risks and concerns related to plagiarism and academic integrity, equity, tool accessibility, tool accuracy and credibility, dependency and overreliance, critical thinking skills and dispositions, and teacher-student dynamics. By highlighting both the blessings and curses of ChatGPT in speaking classes, this presentation guides educators, practitioners, and decision-makers through making informed decisions as to its implementation in teaching the art and lifelong skill of public speaking.

Perception et prise en charge des pathologies du langage en Côte d'Ivoire: cas des enfants dyspraxiques verbaux vivant dans un environnement bilingue.

Akessa Patricia Marie N'zi (Université Clermont Auvergne)

Cette communication évoque la question de la perception et de la prise en charge des pathologies du langage en Côte d'Ivoire, particulièrement pour les enfants atteints de dyspraxie verbale évoluant dans un environnement bilingue. Avant d'aborder la façon dont la population perçoit ces enfants au sein de la société ivoirienne, nous présenterons brièvement le contexte sociolinguistique de la Côte d'Ivoire.

La Côte d'Ivoire est un pays à forte hétérogénéité linguistique avec plus de 60 langues parlées sur son territoire qui cohabitent avec le Français, qui est la langue officielle et de scolarisation. Le contexte de notre étude s'inscrit dans une démarche qualitative et quantitative, reposant sur des démarches diachroniques et synchroniques. Les données ont été recueillies auprès de 10 enfants âgés de 06 à 14 ans en Côte d'Ivoire : 05 enfants bilingues et 05 enfants monolingues. Le but de cette recherche est de pouvoir

distinguer parmi les erreurs produites par ces enfants, ce qui relève du bilinguisme et ce qui relève des troubles du langage, (Ferré et Dos Santos 2015 ; Dalle 2020).

Nous avons soumis un questionnaire auprès 144 personnes au niveau de la population ivoirienne (Bouaké) afin de connaître leur point de vue par rapport à la place de ces enfants dans la société. En outre, cette présentation vise à expliquer le contexte des troubles du langage dans un cadre bilingue et d'analyser les causes de ces nombreux rejets. Enfin, nous présenterons quelques résultats sur la production orale des différents sujets bilingues et monolingues.

Dialogue interculturel et apprentissage du vocabulaire en situation de contact, quelle approche dans l'enseignement du FLE en pédagogie universitaire ?

Salim Ahmed Sista (Université du 20 Août 1955 Skikda)

Dans ce travail de recherche, le thème que j'aborderai dans mon propos relève de la didactique de l'écrit du français langue étrangère (FLE) et langue seconde (FLS) à partir d'un état, nécessaire, des recherches en cours, au sujet des différents apports de la dimension culturelle de la langue d'étude qui se présente comme étant le lieu où se croisent plusieurs cultures : la culture source (Arabe ou le kabyle) la culture cible (français langue d'étude, FLE et le français langue seconde (FLS). Nous considérons qu'il est nécessaire de fournir à l'apprenant d'une langue étrangère (LE) tout au long du processus d'enseignement/apprentissage un vocabulaire en contexte fourni à partir d'interactions verbales entre d'une part les étudiants et les enseignants et d'autre part entre les locuteurs scripteurs natifs et non natifs de la langue/culture cible. Nous allons tenter d'identifier dans les énoncés produits les traits de la culture cible que véhicule la langue française. La question centrale que l'on se pose est alors la suivante : Est-il possible que la polysémie du vocabulaire selon le Dico en ligne « établit des équivoques ou des ambiguïtés, rend possibles les jeux sur le sens des mots » ?

Pour répondre à cette question, nous proposons un dispositif correctif conçu pour l'apprentissage d'un vocabulaire dont il serait difficile de nier l'intérêt.

Ce dispositif de régulation didactique d'enseignement spécifique garantit l'acquisition riche du vocabulaire en langue cible. Nous analysons les différences qui peuvent être de diverses natures – phonétique, lexicale, syntaxique, discursive, pragmatique et surtout sémantiques. Sur le plan méthodologique, notre propos se fonde essentiellement sur le recueil, l'analyse descriptive et analytique d'un corpus de données recueilli en mode hybride auprès d'un échantillon à l'aide d'une méthode aléatoire obtenu à partir d'un espace d'enseignement/apprentissage en mode présentiel tutoré de type asynchrone.

Nous nous interrogeant sur les significations différentes d'un même lexique mettant en évidence l'interculturalité comme forme spécifique de communication verbale entre locuteurs non natifs de la langue /culture cible en contexte plurilingue. Cette pratique innovante d'enseignement médiée par ordinateur pourrait très certainement inspirer d'autres recherches à exploiter des outils numériques dans l'enseignement du vocabulaire en contexte plurilingue.

TABLE RONDE | ROUND TABLE

PERSPECTIVES INTERDISCIPLINAIRES SUR LE BI/MULTILINGUISME - POINTS DE CONVERGENCE ET DIVERGENCE

Fanny Meunier (UC Louvain), Rahat Zaidi (University of Calgary), Robert-Falcon Ouellette (University of Ottawa), Vanessa Taler (University of Ottawa)

Discussant/Facilitatrice : Geneviève Brisson (University of Sherbrooke)

Cette table ronde permet de réunir nos conférencier.ères invité.es, afin de discuter des points de convergence et de divergence, ainsi que des opportunités et des défis liés à la collaboration dans le cadre d'un travail interdisciplinaire. Les questions directrices de la table ronde incluront :

1. Comment pouvons-nous intégrer diverses perspectives sur le bilinguisme et le multilinguisme dans les programmes de langues et les programmes de formation des enseignants, ainsi que dans la supervision des personnes au deuxième et troisième cycles?
2. Comment surmonter les défis systémiques potentiels dans la mise en œuvre de la recherche interdisciplinaire sur le bilinguisme/multilinguisme?

Au-delà de ces questions importantes, la table ronde pourrait également être l'occasion de discuter de projets futurs et de potentielles collaborations résultant des rencontres, présentations et discussions durant la table ronde, mais aussi de l'ensemble du colloque.

This roundtable aims to bring together our keynote speakers to discuss points of convergence and divergence, as well as the opportunities and challenges in collaborating in interdisciplinary work. Guiding questions for the roundtable may include:

1. How can we integrate various perspectives in bilingualism and multilingualism in language and/or teacher education programs, and into graduate supervision?
2. How can we overcome potential systemic challenges in implementing interdisciplinary research in bilingualism/multilingualism?

Beyond these important questions, the roundtable may also be an opportunity to address potential future projects and collaborations resulting from the rich presentations and discussions in this round table and throughout the conference.

COMITÉ D'ORGANISATION | ORGANIZING COMMITTEE

Valia Spiliotopoulos

Présidente du colloque, professeure agrégée de l'ILOB et Directrice du CCERBAL | Conference Chair, Associate Professor at OLBI and Director of the CCERBAL

Geneviève Brisson

Présidente du colloque et professeure agrégée, Université de Sherbrooke | Conference Chair and Associate Professor, Université de Sherbrooke

Nikolay Slavkov

Professeur titulaire, ILOB | Full Professor, OLBI

Reza Farzi

Professeur de langue, ILOB | Language Professor, OLBI

Renée Bélec

Directrice de marketing et développement, ILOB | Director of Marketing and Development, OLBI

Jinny Wu

Directrice de marketing et développement, ILOB | Director of Marketing and Development, OLBI

Karen Massey

Conseillère en communication et marketing, ILOB | Communications and Marketing Advisor, OLBI

Cassandra Haindl

Spécialiste en marketing numérique, ILOB | Digital Marketing Specialist, OLBI

Sonia Ould Lamara

Secrétaire de direction, ILOB | Executive Secretary, OLBI

ÉTUDIANTS D'ACCEUIL | STUDENT HOSTS

Emma Cole

Anna Carolina Munoz Cruz

Jade Doloreux

Julien Duval

Icey Huang

Ronny Cédric Ndougoua

Dorinda Okine

Arturo Ortega

Frandlely Paul

Samantha Toh

INTERPRÈTES | INTERPRETERS

Noëlle Solange Didierjean

Kim Lan Dô-Chastenay

Ode Alexandre

Gladys Sepgang-Tchamba

COMMANDITAIRES | SPONSORS

Nous remercions chaleureusement nos commanditaires

We warmly thank our sponsors



uOttawa



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



The Molson Foundation
Fondation Molson