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Canadian Association of Applied Linguistics (CAAL) Annual Conference

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The Canadian Association of Applied Linguistics Annual Conference was hosted in conjunction with the Congress of Humanities and Social Sciences at the University of British Columbia in Vancouver, British Columbia, from June 3rd to June 5th. As stated in the association’s website, “The Canadian Association of Applied Linguistics / L’Association canadienne de linguistique appliquée, also known as ACA/CAAL, is an officially bilingual scholarly association with approximately 200 members from across Canada and elsewhere. ACA/CAAL’s primary objective is the promotion of research and teaching in all areas of applied linguistics across Canada.”

The conference included renowned names in the field of Applied Linguistics, like Dr. Kim McDonough from Concordia University and Dr. Hussain Nassafi from the University of Victoria.

**My presentation**

“Ombretto. I don’t know in English how to say”:
Using Conversation Analysis to investigate L1 use as a communication strategy

1. Conversation Analysis
   1. Sequences
   2. Turn taking
   3. Repair
   4. Organization of speech acts
   5. Jokes
   6. Story telling
2. The present study uses Conversation Analysis to investigate how learners of English use their L1 as a CS when searching for words in naturally occurring talk
3. What are word searches?
   1. Definition
   2. Signs of a word search
   3. How word searches are resolved
4. Participants
5. Results

**Language practices for knowledge production and dissemination by plurilingual EAL scholars in the humanities and social sciences: The Brazilian context**

Laura Baumvol from Simon Fraser University and Federal University of Rio Grande do Sul

- Scholars who speak other languages and whose native language is not English → EAL
- ERPP → English for research and publication purposes
- Self-reported use of Portuguese and English amongst Brazilian scholars; number and types of publications in Portuguese and English; self-reported English proficiency
- More publications in English in the hard sciences

**The differentiated parent support model**

Mary MacPhee from UPEI

- Hornby’s Model for Parent Involvement
- Who are the NF parents, what are their experiences, and what is their involvement?
- Vast majority of parents were NF (some mixed F and NF)
- Developing a parent involvement policy
- Offering bilingual communication
- Pairing parents
- Teachers can share a blog with parents (ideally bilingual, of course, or with a translate function)
- Provide information for parents about language classes
- Organize some parent subcommittees

**A mixed methods study investigating affordances of plurilingual instruction compared to monolingual instruction in a multilingual university EAP program**

Angelica Galante from Concordia University

- Plurilingual education has been said to be positive for second language learning (motivation, in particular)
- 46% of the population in Toronto speaks a native language other than English
- Tasks: www.breakingthemisunderstandings.com
- Comparison and treatment groups (tasks integrating plurilingual instruction)
- 10 tasks (taking 30-40 minutes each) over the course of 10 weeks
- Plurilingual and pluricultural competence scale (PPCS); learner diaries; teacher interviews
- Plurilingual instruction showed to have a positive effect on students’ plurilingual and pluricultural competencies
- All seven instructors preferred plurilingual instruction
- Plurilingual lab at Concordia University

**Reformulations versus prompts in advanced-level language classrooms**

Hussain Nassafi from University of Victoria

- Eva Kartchava from Carlton University

- Different types of feedback contribute differently to language acquisition → prompts, for example, might be more helpful for consolidating old knowledge, while recasts may be more beneficial for acquiring new knowledge
- RQs: how often do researchers provide CF, what type of CF do they use, and what is the relationship between the feedback and (optional) uptake move
- Uptake was categorized into: modified, partially modified, and not modified
- Recast was the most frequent feedback move, followed by explicit correction, and prompts (consistent with previous research)
- Type of CF did not vary amongst teachers
- Learner responses (Nassafi does not like the term uptake!!!)
- More than half of the feedback led to responses
- Prompts led to 90% of learner responses, followed by recasts, and explicit corrections → differences were statistically significant
- Recasts led to 78% of correctly modified output, followed by prompts, and explicit correction

**Going beyond the classroom: Impacts of authentic language interactions through Twitter**

Ryleigh Lightbourn from University of Victoria

- Surveys, interviews, and direct observations of productions on Twitter
- Students in group 1 had difficulty:
  - Choosing objectives to use Twitter (since they were not set forth by the instructors)
  - Choosing the content to post
- This led to lower levels of participation
- A more structured activity made it easier for students to choose the objectives and content, and also their ability to employ strategies in groups 2 and 3 → this led to higher levels of participation
- Students who had objectives related to personal and social needs were more motivated and satisfied about using Twitter