Instructional Development Grants

Office of Faculty Development

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Canadian Association of Applied Linguistics (CAAL) Annual Conference

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Instructional Development Project/Travel Grant Award 2018-19

About the conference

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 ACLA/CAAL, is an officially bilingual scholarly association with approximately 200 members from across Canada and elsewhere. CAAL's overarching objective is the promotion of research and teaching in all areas of applied linguistics across Canada."

The conference included renown names in the field of Applied Linguistics, like Dr. Kim McDonough from Concordia University and Dr. Houssein Nassaji 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
   1. Communication strategies are used together
   2. Learners used their L1 even when the interlocutor did not share the same L1
   3. Learners asked for assistance from a more expert language learner
      1. Candidate solutions with upward or falling intonation
      2. Word searches happened most often due to lack of vocabulary in the L2
      3. Not all learners viewed word searches as opportunities for learning

"Live your Life in English": University ESL Instructors' Language Orientations and Attitudes towards Translanguaging

Shakina Rajendram & Jennifer Burton from University of Toronto

- "Linguistic purity"
- "Teachers as policy makers"
- Multilinguals have one linguistic repertoire from which they select features strategically to communicate effectively (Garcia, 2012)
- Language as a problem, right, resource
- Most instructors were multilingual
- How instructors view learners' L1, enact language policy, and how their backgrounds affect their opinions
- Organized the data with Ruiz's three orientations to language
- Many of the teachers saw English and the students' L1 were competing for time and space and wanted their students to use the target language as much as possible
- Teachers also thought of the L1 as a temporary resource (for life-saving, important information)
- L1 use for moving the lesson along faster (because students will check for translations anyways)
- Other teachers felt that the students' L1 was a resource for beginning levels of proficiency - as a clutch until learners achieve a higher proficiency level
- But translanguaging occurs regardless of proficiency level and needs
- Gap between theory and practice when it comes to translanguaging
- Translanguaging as a resource to language planning and language policy

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

Laura Baumvol from Simon Frasier 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 subcommittes

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.breakingtheinvisiblewall.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 competence
- All seven instructors preferred plurilingual instruction
- Plurilingual lab at Concordia University

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

Reformulations versus prompts in advanced-level language classrooms

Houssein Nassaji 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 (Nassaji 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