



**BIENNIAL
REPORT
2023 - 2025
RAPPORT
BIENNAL**



Second Language Research Institute of Canada
Institut de recherche en langues secondes du Canada



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Recognition / Remerciements

We acknowledge the [financial] support of the Government of Canada.

- *Agreement on French First-language Education and Second-Language Instruction 2024–2025 to 2027–2028*

Nous reconnaissons l'appui [financier] du gouvernement du Canada.

- *Entente relative à l'enseignement en français langue première et à l'enseignement de la langue seconde 2024-2025 à 2027-2028*

L₂RIC recognizes Julianne Gerbrandt for her work in the compilation and editing of this report.

This report covers the period of August 1, 2023 – July 30, 2025.

Funded by the Government of Canada
Financé par le gouvernement du Canada

Canada 

Territorial Acknowledgement / Reconnaissance territoriale

The Second Language Research Institute of Canada (L₂RIC) acknowledges that the land on which we gather is the traditional unceded territory of Wolastoqiyik. This territory is covered by the Treaties of Peace and Friendship which the Wolastoqiyik, Mi'kmaq, and Passamaquoddy peoples first signed with the British Crown in 1726. The treaties did not deal with surrender of lands and resources but in fact recognized Wolastoqey, Mi'kmaq, and Passamaquoddy title and established the rules for what was to be an ongoing relationship between nations.

We would like to pay tribute to the children whose lives were lost and to those whose lives were deeply and negatively impacted by the residential school experience. We would like to acknowledge the loss of language and culture that occurred because of these terrible experiences. As a team who is dedicated to teaching and research related to language, we want to recognize and show our gratitude to those who are working in language revival and revitalization. The role of language and culture in the well-being of peoples and communities cannot be overstated.



L'Institut de recherche en langues secondes du Canada (IRL₂C) tient à souligner que les terres sur lesquelles nous sommes rassemblés font partie du territoire traditionnel non cédé des Wolastoqiyik. Ce territoire est visé par les « traités de paix et d'amitié » que les Wolastoqiyik et les Micmacs ont d'abord conclus avec la Couronne britannique en 1726. Les traités en question ne comportaient pas de clause relative à la cession des terres et des ressources, mais reconnaissaient de fait le titre des Micmacs et des Wolastoqiyik et définissaient les règles quant à ce qui devait être des relations durables entre les nations.

Nous souhaitons rendre hommage aux enfants qui ont perdu la vie et à ceux dont la vie a été profondément et négativement affectée par l'expérience des pensionnats. En particulier, nous aimerions reconnaître la perte de langue et de culture qui s'est produite à la suite de ces terribles expériences. En tant qu'équipe qui se consacre à l'enseignement et à la recherche sur la langue, nous voulons reconnaître et montrer notre gratitude à ceux qui travaillent dans le domaine de la renaissance et de la revitalisation des langues autochtones. Le rôle de la langue et de la culture dans le bien-être des peuples et des communautés ne peut être surestimé.

Contact Us / Contactez-nous



From left to right: Julianne Gerbrandt, Kathy Whynot, Dr. Karla Culligan, Hélène Estey, Dr. Josée Le Bouthillier, Dr. Paula Kristmanson, and Erik Dionne.

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L₂RIC's Mission / Mission de l'IRL₂C

To play a pivotal role in second language education in Canada including teacher preparation, research, bilingual program evaluation, and policy development.

Jouer un rôle clé en langue seconde au Canada qui comprend la formation des enseignants et des enseignantes, la recherche, l'évaluation des programmes bilingues et l'élaboration de politiques.

Creating knowledge . . . supporting practice

Cultiver les connaissances . . . inspirer la pratique

- ✓ FSL & ESL teacher preparation / Formation à l'enseignement en FLS et ALS
- ✓ Professional learning / Perfectionnement professionnel
- ✓ Research / Recherche
- ✓ Bilingual program evaluation / Évaluation des programmes bilingues
- ✓ Policy analysis / Analyse de politiques

L₂RIC Team / Équipe de l'IRL₂C



Dr. Paula Kristmanson
Director and Professor /
Directrice et professeure



Dr. Karla Culligan
Associate Professor
/ Professeure
Agrégée



Dr. Josée Le Bouthillier
Research Associate
/ Associée à la
recherche



Julianne Gerbrandt
PhD Candidate and
Research Associate /
Candidate en
doctorat et Associé
à la recherche



Hélène Estey
Office Manager /
Responsable de
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PhD Student and
Instructor /
Étudiante en
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Instructrice



Erik Dionne
MEd Student and
Research Assistant
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maîtrise et Assistant
de recherche



Dr. Melissa Dockrill
Associate Professor /
Professeure Agrégée



Chantal Lafargue
Instructor /
Instructrice



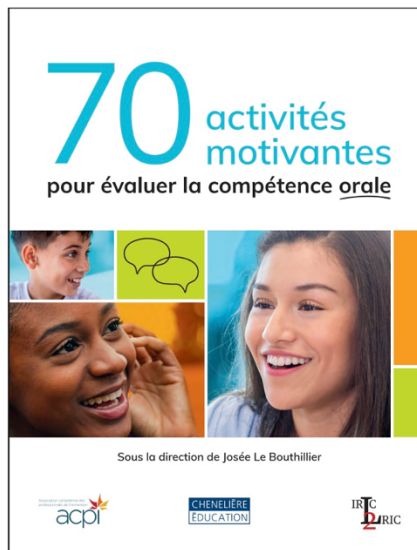
Dr. Renée Bourgoïn
Instructor and
Honorary Research
Associate/ Instructrice
et Associé à la
recherche honoraire



Lisa Michaud
Séances franco
Coordinator /
Coordinatrice des
séances franco

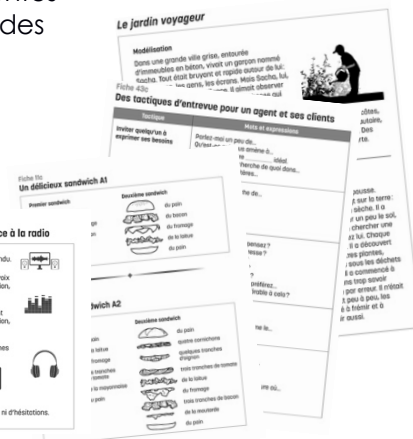
L₂RIC Projects / Projets de l'IRL₂C

70 activités motivantes pour évaluer la compétence orale



L'ouvrage *70 activités motivantes d'évaluation de la compétence orale* est le fruit de la collaboration entre les membres de l'Institut et des enseignants faisant partie de notre réseau. Il aborde les enjeux liés à l'évaluation de la compétence orale en classe de français langue seconde ou additionnelle, décrit les compétences de l'oral et explique la démarche pédagogique préconisée. La prof. Josée Le Bouthillier, Julianne Gerbrandt, la prof. Paula Kristmanson, la prof. Karla Culligan, la prof. Melissa Dockrill et Erik Dionne, membres de l'Institut de recherche en langues secondes du Canada, ainsi que les enseignantes Jadine Krist, Natasha Quiring, Lisa Michaud, Jennifer Rogers, et Nikki Bélanger-Turcotte, ont participé à la rédaction de différentes activités orales, accompagnées de moyens de recueillir des preuves de l'apprentissage des compétences.

Cet ouvrage s'ajoute à la collection des *70 activités motivantes*, produite par l'Association canadienne des professionnels de l'immersion (ACPI) et publiée par Chenelière Éducation.



Pedagogical Video Series: Intentional Second Language Teaching

www.unb.ca/second-language/resources/video-series.html

The L2RIC team has produced additional titles for its open-access animated video series, which continues to be frequently used in B.Ed and M.Ed courses and by our partners in the field. These videos, produced in collaboration with UNB's media services, feature current evidence-based pedagogical practices. With intentional second language teaching as the overarching theme, we have broached a variety of topics in these short bilingual videos.



Video 1: Understanding Second Language Proficiency / Comprendre la compétence en langue seconde



Vidéo 2 : Utiliser la rétroaction pour améliorer la compétence orale / Using Feedback to Improve Proficiency



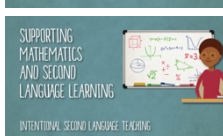
Video 3: Competencies for Teaching in Multicultural Classrooms / Compétences pour l'enseignement dans des classes multiculturelles



Vidéo 4 : L'enseignement délibéré du vocabulaire / Intentional Vocabulary Instruction



Video 5: Scaffolding to Support Language Development / L'étayage pour appuyer le développement langagier



Video 6 : Soutenir l'apprentissage des mathématiques et des langues secondes/ Supporting mathematics and second language learning

In production:

La littératie pour l'enseignement dans des classes multiculturelles / Teaching Literacy in Multilingual Learning Environments

In development:

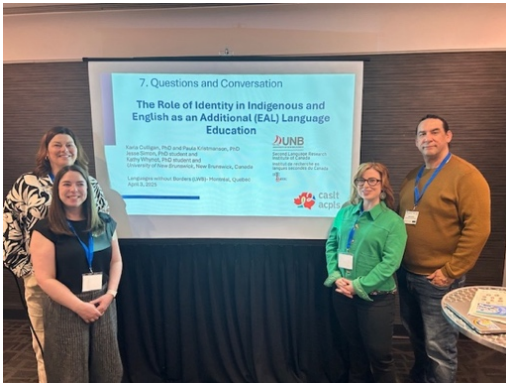
L'évaluation formative dans les contextes de langue seconde/ Formative assessment in second language contexts

Le développement de la compétence orale et de la confiance orale/ The development of oral competency and confidence

Identity-Focused Research

The Role of Identity in Indigenous and English as an Additional Language Education

The L₂RIC team continues to explore the phenomenon of identity within the context of a variety of research projects. In addition to recent publications by Dr. Josée Le Bouthillier and Dr. Paula Kristmanson connected to our *séances franco* project, several members of the team presented identity-related work at national conferences. Of note was a panel presentation at Languages without Borders in Montreal hosted by the Canadian Association of Second Language Teachers (CASLT). Dr. Karla Culligan and Dr. Paula Kristmanson, along with their PhD students, Kathy Whynot and Jesse Simon discussed the role of identity in Indigenous and English as an Additional Language teaching and learning contexts. Dr. Josée Le Bouthillier and Dr. Paula Kristmanson also shared results of a



study that included themes linked to identity in a presentation entitled “Becoming a French second language Teacher: Supporting Confidence and Competence” at the Canadian Association of Applied Linguistics conference in the spring of 2024.

Dr. Paula Kristmanson and Dr. Karla Culligan presenting with their PhD students Kathy Whynot and Jesse Simon at the Languages Without Borders Conference in Montreal, Quebec, in April 2025.

Language Teacher Identity Development During Graduate Studies

In this study, Dr. Karla Culligan explores language teacher identity, with special focus on teachers of French as a second language (FSL) in Canada, as it is constructed and re-constructed within the context of graduate student work.

This study investigates three research questions: How are graduate studies a site of identity development for language teachers? In what ways, if any, does language teacher identity develop (/change/evolve/transform) over the course of a term? How does language teacher identity connect to their views on instructional practice?

The findings of this study are anticipated to provide insight into how graduate courses might best serve a support site for language teachers in their professional identity development, potentially informing programming decisions and ultimately benefitting teacher educators, graduate students/teachers, and their students.



Dr. Karla Culligan meeting with three of her graduate students.

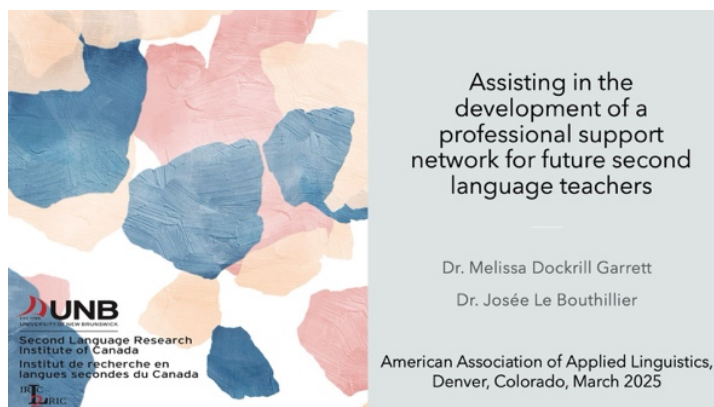
Construction de l'identité professionnelle des enseignants en formation initiale grâce à l'utilisation de leurs forces intrinsèques



Les professeures Josée Le Bouthillier et Melissa Dockrill présentent à AAAL en mars 2025 à Denver, Colorado.

Les professeures Melissa Dockrill et Josée Le Bouthillier ont mené une étude visant à aider les étudiants et étudiantes du volet français langue seconde de l'IRL₂C à développer une identité professionnelle saine, afin de faciliter leur expérience en tant que stagiaires, puis en tant qu'éducatrices. Pour ce faire, elles ont encouragé la pratique réflexive et l'utilisation de leurs forces.

Les professeures Dockrill et Le Bouthillier ont terminé leur collecte de données et leurs analyses. Outre la présentation de leurs résultats lors de conférences universitaires nationales et internationales, elles ont également publié deux articles. Le premier a été publié dans les *Cahiers de l'ILOB* sous le titre « Le soutien au développement d'un réseau de soutien professionnel auprès de futurs enseignants en langue seconde », et le second, en anglais, dans la *Revue canadienne des langues vivantes*. Il s'intitulait "Mobilizing Strengths in the Development of French Second Language Teacher Identity."



Séances franco et projet de recherche « Explorer la confiance et la compétence linguistiques des enseignants en formation initiale » : Projet complémentaire



Grâce à des fonds supplémentaires de Patrimoine canadien, l'équipe de l'IRL₂C propose des séances d'appoint linguistique pour soutenir les étudiants et les étudiantes sur les plans de la confiance et de la compétence linguistique. Ces séances sont dispensées en ligne par Lisa Michaud, une enseignante et une ancienne étudiante de l'IRL₂C dont la thèse de maîtrise portait sur les compétences orales et leur évaluation par le biais des entretiens de compétences orales du Nouveau-Brunswick (New Brunswick Oral Proficiency Interview).

Afin de mesurer les progrès des étudiants participant à ces séances en français sur les plans de la confiance et de la compétence linguistique, la prof. Josée Le Bouthillier et la prof. Paula Kristmanson ont recueilli des données par le biais de groupes de discussion et d'entretiens de compétences orales, à trois reprises au cours de l'année universitaire, soit au début, au milieu et à la fin des séances. Les deux chercheuses ont publié trois articles, dont deux en anglais et un en français. Le premier, intitulé « Teacher Candidates of French as a Second Language and the Construction of a Professional Identity », a été publié dans la revue *Journal of Belonging, Identity, Language, and Diversity*, et le deuxième, « Becoming a French Second Language Teacher: Supporting Confidence and Competence », dans la revue internationale *Second Language Teacher Education Journal*. L'article en français a paru dans la *Revue de l'AQEFLS* et s'intitulait : « Rôle d'une initiative d'appoint linguistique dans la réussite d'un entretien d'évaluation de la production orale auprès de futurs enseignants de français langue seconde non natifs ».

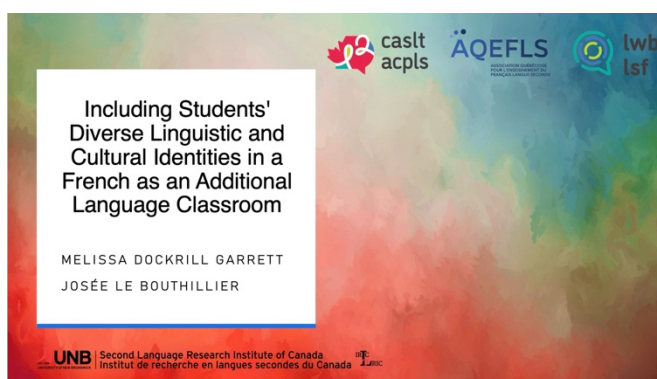
Si la collecte des données et la phase de recherche de cette initiative sont maintenant terminées, l'équipe de l'IRL₂C continue d'offrir les *séances franco* à ses étudiants et étudiantes, qui, comme le démontrent les articles publiés, présentent de nombreux avantages tant sur le plan de l'amélioration de la compétence orale que sur celui de la confiance.

Étude des stratégies d'intervention et de soutien ciblées appliquées dans un cours d'actualisation linguistique au secondaire dans une école francophone en milieu minoritaire



Dans le cadre de cette étude, les prof. Melissa Dockrill et Josée Le Bouthillier ont collaboré avec l'équipe de soutien aux nouveaux arrivants et un enseignant du cours d'actualisation linguistique du secondaire afin d'examiner les moyens de soutenir les apprentissages d'élèves dont les compétences langagières variaient grandement au sein d'une même classe. Ces chercheuses ont utilisé la recherche-action participative pour impliquer les différents intervenants, à savoir une coordinatrice de l'actualisation linguistique du district scolaire, deux enseignantes ressources, une tutrice, l'enseignant et les deux chercheuses, dans la construction collaborative de savoirs pédagogiques liés à l'enseignement dans un contexte multilingue en milieu minoritaire francophone. Ensemble, ils ont travaillé à l'alignement des résultats d'apprentissage entre les différents niveaux de compétences langagières du programme d'études du cours d'actualisation linguistique, ainsi qu'à l'unification de ces résultats autour d'un thème commun.

Après avoir terminé la collecte des données, Melissa Dockrill, Josée Le Bouthillier et les participants à la recherche diffusent désormais les résultats sous forme de présentations et d'articles professionnels et universitaires.



Language Education Policy Research: Tracing the Development of FSL Policies and Programs in New Brunswick

Several key events occurred in French as second language (FSL) education policy in New Brunswick between 2019 and 2023, and consultations and reforms stemming from these events have continued from 2023 to the present day. As a response, Dr. Karla Culligan began researching the long-term, mid-term, and recent-term developments in FSL policy and programming in the province.

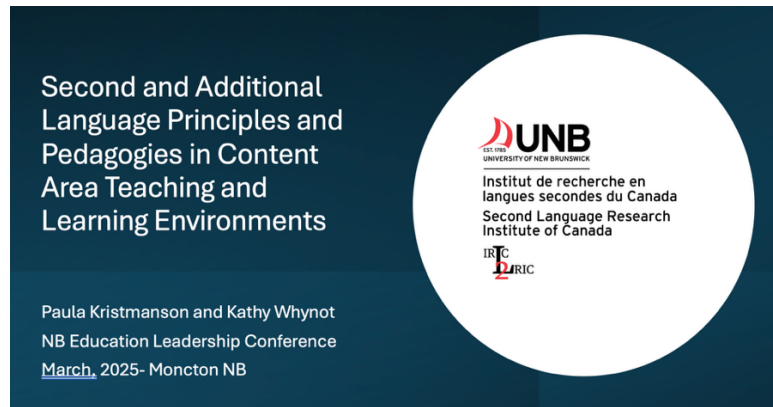
New Brunswick has been Canada's only French-English officially bilingual province since the province's Official Languages Act was passed in 1969. At this time, the provincial government also created separate Anglophone and Francophone school systems. Education in FSL, which includes French immersion, is governed by Policy 309 (1994/2025), guaranteeing instruction in French for students in the Anglophone school system. This study explored four main research questions: How have FSL policy and programming in New Brunswick evolved over time? How are proposed changes accepted or opposed? What is the role of research and researchers in this evolution? What broader forces are acting on this constant evolution? The research was designed as a case study (Merriam & Tisdell, 2016) and data were analyzed to produce a historical timeline analysis of the discourse surrounding changes and attempted changes in bilingual education policy and programming in New Brunswick. The analysis traces the impetus for the various political decisions and analyzes the series of events that have followed. The results of this study offer insights that could inform others working at the intersection of policy and politics in various FSL education contexts.



Dr. Culligan has disseminated the findings of this study at national academic conferences such as the Canadian Association of Applied Linguistics (ACLA) and the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL), and a manuscript is currently being prepared.

Dr. Paula Kristmanson and Dr. Karla Culligan present findings at the Canadian Association of Applied Linguistics conference in June 2024.

Teaching Language Through Content: Project with the New Brunswick Department of Education and Early Childhood Development (EECD)



In March of 2025, Dr. Paula Kristmanson and Kathy Whynot were asked to present at a leadership conference held in Moncton NB. The presentation focused on principles and pedagogies connected to second/additional language acquisition with an emphasis on strategies that educators can embed in their content classes to support language learners. District leaders from around the province representing English and French immersion contexts participated in this session. With guest presenter, Camila Andrade, Dr. Paula Kristmanson and Kathy Whynot shared research and pedagogical strategies aimed at supporting multilingual language learners and French immersion students learning subjects such as science, mathematics, social studies, and physical education in a second or additional language. Topics such as culturally responsive pedagogy and linguistic scaffolding were featured in this 2 ½ hour workshop. This presentation will become the springboard for an online professional learning module being developed by L2RIC in partnership with EECD.



Kathy Whynot, Dr. Paula Kristmanson, and Camila Andrade at NB Education Leadership Conference in March 2025.

L'acquisition du français dans les classes d'immersion



Les professeures Renée Bourgoïn et Josée Le Bouthillier présentent à ACLA en juin 2025 à Toronto.

Depuis plusieurs années, les prof. Josée Le Bouthillier et Renée Bourgoïn mènent des recherches en collaboration sur le développement et la complexification de l'oral en immersion française. Dans leur étude la plus récente, les professeures ont recueilli des échantillons de production et d'interaction spontanées d'élèves de tous les niveaux scolaires. Des données ont été recueillies sur les pratiques d'enseignement de l'oral et sur les perceptions des enseignants et enseignantes. Les deux chercheuses sont maintenant à l'étape de la rédaction d'articles universitaires, qui serviront à présenter et à synthétiser leurs résultats. Pour l'instant, elles ont présenté leurs travaux lors de divers

congrès. Par exemple, les prof. Josée Le Bouthillier, Renée Bourgoïn et leur collègue Amy Audoux ont présenté « Professional Identities of French Teachers and their Beliefs Regarding Oral Language » lors du congrès de l'American Association of Applied Linguistics en mars 2025 à Denver, dans le Colorado, et Josée Le Bouthillier et Renée Bourgoïn ont présenté « Developing French Immersion Teachers' Competencies Around Oral Language Instruction » lors du congrès de la Canadian Association for Applied Linguistics en juin 2025 à Toronto.

Par ailleurs, les profs. Le Bouthillier et Bourgoïn ont combiné les résultats et les connaissances acquises sur l'enseignement et l'apprentissage de la compétence orale en immersion afin de développer des produits pédagogiques. Un travail de diffusion des résultats destiné à la communauté professionnelle de l'immersion a donné lieu à la rédaction de l'ouvrage *70 activités motivantes pour évaluer la compétence orale*, ainsi qu'à la conception de capsules vidéo pour le site Web de l'ACPI. Les deux chercheuses ont également effectué des analyses plus approfondies des données de leurs différentes études afin de proposer des séquences didactiques pour soutenir les élèves dans les programmes d'immersion. Elles ont publié un article intitulé "A Task-Based Framework for Oral Language Instruction in Support of Young Language Learners in French Immersion" dans le *Journal on Task-Based Language Teaching and Learning* en 2023.

A task-based framework for oral language instruction in support of young language learners in French immersion

Renée Bourgoïn and Josée Le Bouthillier
St. Thomas University, Canada / University of New Brunswick,
Canada

In Canada, French immersion (FI) is a popular language program. In addition to needing strong pedagogies for language and content instruction, primary FI teachers need to attend to students' age, cognitive level, and lack of exposure to the target language. We turned our attention to the potential of task-based instruction to conduct a two-year classroom-based study exploring communicative tasks designed specifically for young language learners in FI. The study led to the development of an instructional sequence for task-based instruction for children ages 9-10, grounded in the *Canadian Release of Responsibility* model and scaffolded instruction. In addition to presenting the pedagogical framework, we discuss identify promising task-based pedagogical principles at play and highlight pathways for classroom application. We also discuss communicative tasks proposed to young students and offer the use of symbolic play as a type of task that shows promise for young learners in second language learning contexts.

Keywords: task-based instruction, children, French immersion, oral language acquisition, instructional framework

Introduction

In Canada, the early French immersion (FI) program has a rich history dating back to 1965 when it was first developed to provide Anglophone students with a chance to learn French, one of the country's official languages. Since its inception, FI has continued to grow in popularity across the country. Language immersion programs are not unique to Canada. Many students around the world are enrolled in such programs. In Finland, Hungary, and Australia for example, they provide opportunities for students to "immerse" themselves in learning minority languages

Journal on Task-Based Language Teaching and Learning
ISSN 2153-0202 (print) / ISSN 2153-0203 (online) / DOI: 10.1080/21530202.2023.2248888 © 2023 John Benjamins Publishing Company

Migration and Indigenous Contexts of Mathematics Education (MIME): Changing Storylines with Strength-Based Pedagogies



Dr. Karla Culligan is Co-Investigator on this ongoing SSHRC-funded research project (2022-2026). This research is an international collaboration between Dr. Culligan, Dr. David Wagner (Principal Investigator, UNB), Dr. Annica Andersson (Collaborator, University of Southern Norway), Dr. Beth Herbel-Eisenmann (Collaborator, Michigan State University), Dr. Hilja Huru (Collaborator, Arctic University of Norway), and Dr. Sacha DeWolfe (Collaborator, Mount Allison University). L₂RIC Research Associate, Julianne Gerbrandt, also plays a significant role in the project with respect to data collection and analysis at local sites.

In the first phase of the project, interview data have been collected with students, their peers, their teachers, community members, and school administrators to identify pervasive storylines in mathematics classrooms with Indigenous and/or new migrant students. Other sources of data include documentation of storylines in classroom interaction and relevant policy and public media. The study draws on positioning theory (Harré, 2012; Harré & van Langenhove, 1999; Wagner & Herbel-Eisenmann, 2009) as a theoretical framework,

which helps support an exploration of how stories that people use to understand what is happening make positions available: their actions and speech impact how they see themselves and the way they restrict and open space for others.

Upcoming phases will extend the data collection that occurred in the first phase. For example, in the second phase of the project, we will synthesize the findings to report back to participants in focus groups and co-design action teams for developing strength-based pedagogies and practices for supporting desirable storylines. In the third phase, participants will begin to implement the newly designed pedagogies, and we will document the results, again to report back to participants for a new round of design. In the fourth and final phase, we will make connections between local participants and participants in the other international contexts to learn from each other.

Graduate Student Research / Recherche d'étudiants de 2^e et 3^e cycles

Doctoral Student Research / Recherche d'étudiants de 3^e cycle

Amy Katharine Bartlett, PhD

Literacy Instruction in Nunavut



There is widespread agreement that literacy (reading and writing) instruction for Nunavut students is falling short. According to the National Committee on Inuit Education (2011), "the reality of Inuit education in Canada is that too many of our [Inuit] children are not attending school, too few are graduating, and even some of our graduates are not equipped with an education that fully meets the Canadian standard" (p. 3). Justice Berger (2006) found that while students could converse in English, "their English skills [were not] sufficiently advanced to facilitate instruction in English" (p. v) and that the school system was not producing graduates competent in

either language (Inuktitut or English). In response, the Nunavut Department of Education announced a literacy initiative to address these issues. According to the press release, the intention was to provide a consistent way to teach and assess literacy skills. The release called this approach "balanced literacy" and described it as "a balance of direct and indirect instruction" including "strategies that use levelled reading and writing and word study." This approach was to be phased in over 3 years, beginning in January 2015, with full implementation in all grades in the 2016-2017 school year. Under the supervision of Dr. Paula Kristmanson, the focus of this research study was to report the stories of the balanced literacy initiative for educators in Nunavut. What lessons can we learn from their stories about literacy instruction in a bilingual environment or about the implementation of educational initiatives in Nunavut? What are some commonalities in experiences across regions' roles? How are their experiences both shared and unique?

Katharine received her PhD at UNB's 196th Encaenia in May 2025.

Julianne Gerbrandt, PhD Candidate

Untangling Threads of Care: Exploring Family Practices that Support Elementary French Immersion Students in Mathematics

Under the supervision of Dr. Karla Culligan and Dr. David Wagner, this dissertation explores how parents support elementary students in French immersion (FI) mathematics education in New Brunswick. Grounded in Bourdieu's (1977) theory of practice and feminist postmodern ethics of care, this study responds to exclusionary narratives that frame FI and mathematics as gatekeeping mechanisms in public education.



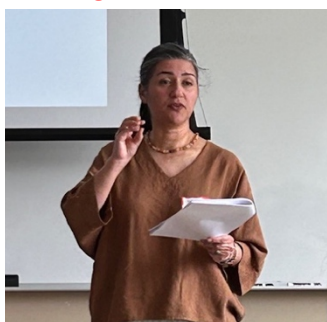
Six parents—two mothers and four fathers—participated in in-depth interviews and journaling, generating rich qualitative data analyzed using a combination of poetic inquiry and reflexive thematic analysis. Findings suggest that parents perceive school mathematics as having changed, both in content and pedagogy. While parents expressed interest in supporting mathematics learning, they consistently prioritized literacy, particularly French language development, over numeracy. Parents viewed mathematics in French primarily as a vocabulary exercise, and some perceived it as a potential barrier to conceptual understanding. Despite these tensions, parents engaged in mathematics at home through a blend of intentional and unintentional practices, ranging from worksheets and flashcards to board games and everyday problem-solving. Participants also described the role of “that parent” as someone who must advocate for accommodations and support while navigating concerns about being perceived negatively by educators.

The study highlights tensions between pedagogical shifts, language of instruction, and parental agency. It calls for expanded definitions of mathematics and parental involvement, emphasizing the need for parent-facing resources and improved communication between schools and families. The blending of poetic inquiry with reflexive thematic analysis deepened relational ethics and emotional resonance, offering a novel methodological contribution to mathematics education research in a FI context. Ultimately, this work rehumanizes mathematics education by foregrounding care, connection, and the lived experiences of families navigating FI schooling.

Julianne has received numerous awards for her doctoral work, including the SSHRC Canada Graduate Doctoral Scholarship (\$120 000 / 3 years), the Webster Fellowship in Early Childhood Education (\$35 000), the Sherman Fellowship in Early Childhood Education (\$30 000 / 3 years), and the O'Brien Foundation Fellowship (\$4 500). Julianne has submitted her dissertation for external review.

Zohreh Rad, PhD Candidate

Supporting Multilingual Learners with Exceptionalities: An Article-Based Examination of the Intersectionality of Language Learning and Inclusive Education, Collaborative Roles, Challenges, and Evidence-Based Strategies in Inclusive Education



Under the supervision of Dr. Paula Kristmanson and Dr. Lyle Hamm, this dissertation examines the educational experiences and support strategies for Multilingual Language Learners (MLLs) with exceptionalities in Canadian elementary classrooms, with a particular focus on New Brunswick. Guided by intersectionality theory (Crenshaw, 1989), Bronfenbrenner's Ecological Systems Theory, and Culturally and Linguistically Responsive Pedagogy (CLRP), this research integrates conceptual and empirical perspectives to explore systemic barriers, collaborative practices, and evidence-based instructional strategies. The first article presents a conceptual review of the literature, highlighting persistent challenges in accurately identifying learning needs, gaps in teacher preparation, and the importance of culturally responsive and identity-affirming approaches. The subsequent three empirical articles employ qualitative multiple-case and comparative case study designs, incorporating semi-structured interviews, classroom observations, and document analyses across three urban schools. The findings reveal that

educators implement scaffolded instruction, visual supports, trauma-informed practices, and collaborative problem-solving to support MLLs; however, systemic barriers—including staffing limitations, inconsistent professional learning, fragmented collaboration, and gaps in assessment data—constrain the effectiveness and sustainability of inclusive practices. The implications emphasize embedding adaptive scaffolding, strengthening culturally sustaining pedagogy, clarifying roles to support structured collaboration, providing ongoing job-embedded professional learning, and integrating dual-focus assessment data to guide instruction. Together, the four articles underscore the necessity of coordinated systemic approaches that unite language acquisition, disability support, and culturally responsive pedagogy to promote equitable, inclusive, and linguistically responsive educational experiences for MLLs with exceptionalities.

Zohreh is planning to defend her dissertation in Fall 2025.

Jesse Simon, PhD Student

Indigenous Language Immersion Programs



Under the supervision of Dr. Karla Culligan and Dr. Paula Kristmanson, this doctoral study will explore Indigenous language revitalization initiatives with an emphasis on the Mi'kmaq language. Currently working on comprehensive exams, Jesse is focusing on research related to Indigenous immersion programs and pedagogies, particularly those that incorporate cultural responsiveness and Indigenous ways of knowing. Jesse's study will contribute to the growing body of literature connected to Indigenous language teaching and learning.

Jesse is currently completing his comprehensive exams.

Kathy Whynot, PhD Student

Toward a Pedagogy of Joy: Portraits of Critical Educators in Diverse Classrooms

Under the supervision of Dr. Karla Culligan and Dr. Paula Kristmanson, this doctoral research aims to explore the notion of "joy as pedagogy" within the context of linguistically and culturally diverse learning environments. With an understanding of joy as both a resistance to oppression, and a deep contentment with the work, Kathy's study seeks to illuminate how teachers sustain joy amid the complexities of education systems by broaching the following research questions:



- In what ways do teachers experience joy in culturally and linguistically diverse classrooms?
- How do perceptions of teacher identity enable or constrain these experiences?
- How do societal and institutional attitudes in New Brunswick influence teacher joy?
- What might joy offer as pedagogical practice?

Kathy is currently completing her comprehensive exams.

Master's Student Research / Recherche d'étudiants de 2^e cycle

Erik Dionne, MEd Student

Exploring the Experiences and Needs of French as an Additional Language Teachers at the Secondary Level

Under the supervision of Dr. Karla Culligan, Erik Dionne is exploring the experiences and needs of French as an additional language (FAL) teachers at the secondary level within New Brunswick's Francophone schools. Building on literature related to teaching French in a minority context, as well as broader relevant second language education research, this study seeks to provide school administrators, district leaders, researchers, and other stakeholders with insights into the FAL classroom and ways to best support teachers in these classrooms.



Following the acceptance of his research proposal, Erik's next steps include receiving ethical approval and then beginning data collection. The study will employ a qualitative research design, with a small group of FAL teacher participants. Data collection will begin with an online survey that will help direct questions for in-depth, individual semi-structured interviews. The data will be analyzed through coding and thematic analysis to identify recurring patterns and develop interpretations of teachers' experiences and needs.

Erik plans to begin data collection in Winter 2026.

Hely Colina, MEd Student

Vocabulary Learning Through Morphological Instruction

Under the supervision of Dr. Paula Kristmanson, this research report focused on pedagogical strategies for vocabulary learning. Acquiring vocabulary is an essential part of developing language skills, especially for multilingual language learners who need to understand and use various languages. Morphological awareness, or the capacity to manipulate morphemes, has been recognized as a crucial element in promoting the expansion of vocabulary, the identification of words, and the improvement of comprehension. The field of morphology is captivating because it allows educators to gain insights not only into vocabulary, which is the focus of this research, but also into phonology, orthography, semantics, syntax, and the organization of spoken and written discourse, which are the fundamental components of any language system. Language educators should consider intentional morphology instruction, as it relates to all language skills (reading, writing, listening, and speaking). This project aims to develop an educational program and Quizlet flashcard sets focused on improving vocabulary skills among multilingual learners by instructing them on the basics of word structure, such as prefixes, suffixes, and free bases.



Hely did his oral defence in Spring 2025 and plans to graduate in Fall 2025.

Gabrielle St. Amand, MEd Student

A View from the Plateau: Understanding How to Leverage Content to Increase Productive Proficiency in the Middle Years French Immersion Science Classroom



Under the supervision of Dr. Josée Le Bouthillier, Gabrielle St. Amand is exploring ways to support French immersion students in the middle years in overcoming the plateau phenomenon commonly observed in these programs. The goal is to produce more accurate and complex oral utterances in the target language during science class. The research focuses on French immersion programs, second language acquisition, and the intersection of literacy, language, and content development. Gabrielle is

currently writing her project report and considering instructional implications for second language teachers. The implications highlight the need to expose learners to the distinctive language features of science classrooms and to provide meaningful opportunities for oral language production.

Gabrielle plans to complete her project report in Winter 2026.

Victoria Anne Pelletier, MEd Student

The Role of Plurilingual Pedagogies in Enhancing Well-Being for Newcomer, Multilingual Learners in Middle School French as a Second Language Classrooms in New Brunswick

Under the supervision of Dr. Karla Culligan, Victoria Anne Pelletier explored French as a second language (FSL) education in New Brunswick Anglophone schools—with a focus on Post-Intensive French (PIF)—aiming to value and honour multilingual learners (MLLs). Victoria's MEd report outlines the sociolinguistic and language education landscape of New Brunswick, as well as the roots of PIF. She presents an overview of the presence of MLLs within the PIF program and the need for increased support, not only for MLLs, but also for those who teach them. In her own PIF teaching context in New Brunswick, Victoria has found that traditional instructional practices in FSL curricula and policy are not consistently the most culturally sensitive, inclusive practices for supporting newcomer MLLs. She suggests plurilingual pedagogies (Council of Europe, 2023; Galante et al., 2022) as a possible way forward. In her report, she defines the term plurilingual pedagogies, offers details about common types of plurilingual pedagogies, and outlines the benefits of integrating these pedagogies into middle school FSL classrooms (with an emphasis on PIF). For her report project, Victoria created an infographic outlining the key tenets of plurilingual pedagogies as applied to FSL, wrote a professional article that was submitted for potential publication in a teacher magazine (article is currently in review), and produced an additional document that includes practical ways to integrate plurilingual pedagogies into middle school FSL classrooms.



Victoria defended her project report in Summer 2025 and plans to graduate in Fall 2025.

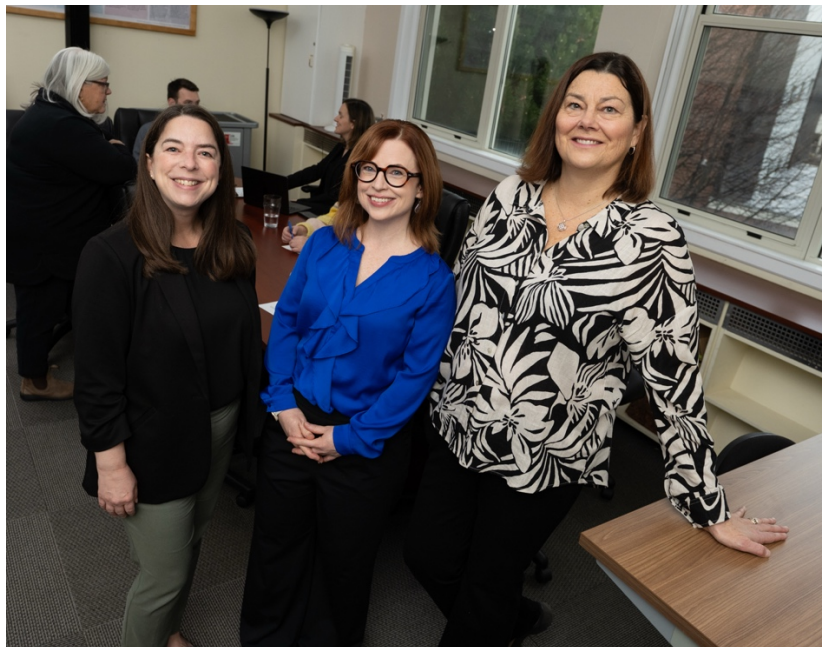
Cameron Jones, MEd Student

Student Engagement Reimagined: A Qualitative Inquiry into Student Engagement in Real-World Learning Contexts

Under the supervision of Dr. Paula Kristmanson and Dr. Mark Hirschhorn, this thesis focused on experiential learning and engagement. The phenomenon of engagement in learning and what facilitates and indicates this experience for students is more important now than ever. As an important catalyst of student success, intellectual engagement is the discrete experience of being immersed in the disciplines as a path to creative, original student work (Skinner & Pitzer, 2012; Clapp, 2017). Two research questions guided the study: 1) How does student engagement manifest in a real-world learning project? 2) How can student engagement in a real-world learning project inform how indicators, facilitators and outcomes of student engagement are described and measured?

This study focused on reimagining learning as a catalyst that elevates the importance of student purpose, meaning making, contribution, and identity. Using a multi-phase qualitative research methodology, 16 student-participants were observed in the bounded case of a European excursion studying the First World War. Semi-formal interviews followed the excursion. Results indicated that prioritizing intellectual engagement of students is a valuable goal for both students and teachers that can be used to develop transformational learning experiences that reach beyond the initial context of learning.

Cameron plans to do his oral defence in Fall 2025.



Dr. Karla Culligan (left) and Dr. Paula Kristmanson (right) with their PhD student, Kathy Whynot.

L₂RIC's Contributions to the Faculty of Education at UNB / Contributions de l'IRL₂C à la Faculté d'éducation de l'UNB

Undergraduate Program

L₂RIC contributes to the Bachelor of Education program at UNB in numerous ways. Firstly, L₂RIC offers two certificate programs: the *Certificate in Teaching French as a Second Language / Le certificat en enseignement du français langue seconde* (CEFLS) and the *Certificate in Teaching English as a Second/Additional Language* (CTESL). Both undergraduate certificates focus on equipping future second/additional language (L2) educators with the pedagogical strategies and skills needed to teach in a variety of L2 environments (e.g., French immersion, intensive French, post-intensive French, French as an additional language, and English as an additional language). Included in the certificates are courses focused on L2 teaching and learning and field experience components. Candidates for the certificates also require an *advanced* (minimum B2) level of language proficiency.

Secondly, related to the language proficiency component, L₂RIC also supports students who are wishing to maintain or improve their linguistic skills. The *séances franco* sessions, offered two evenings a week online, support FSL teacher candidates in building their linguistic competence and confidence. The *séances franco* facilitator focuses on relevant topics (e.g., education-related topics, subject area specific topics) to stimulate discussion and provide students with corrective feedback.


Thirdly, team members at L₂RIC also contribute by serving on faculty committees such as field services, BEd program committee, awards committee, and admissions committee. This work involves supporting the Associate Dean and the Field Services Director in vetting applications of those interested in second/additional language specializations, interviewing potential FSL teacher candidates, choosing recipients for scholarships, bursaries and prizes (see below), and providing advice and support related to the BEd programs and practicum placements.

Finally, through a generous grant provided by the Department of Canadian Heritage, L₂RIC undergraduate students who specialize in L2 teaching have access to scholarships and prizes. Each academic year, to aid in recruitment, L₂RIC scholarships are awarded. Additionally, L₂RIC contributes to the Viviane Edwards Scholarship for future FSL teachers from New Brunswick. Professor Emerita Edwards was the founding Director of L₂RIC. At fall convocation, two prizes are awarded to exemplary graduates who have made FSL teaching the focus of their Bachelor of Education program.







Graduate Program

L2RIC offers a *Graduate Certificate in Bilingual and Multilingual Education*. This five-course certificate gives graduate students a solid background in a variety of theoretical and pedagogical concepts as well as current issues related to second language teaching and learning. A small award has also been established for deserving graduate students who specialize in bilingual and multilingual education.

Graduate Certificate in Bilingual and Multilingual Education



 Second Language Research
 Institute of Canada
 Institut de recherche en
 langues secondes du Canada
 L2RIC

Program Outcomes

-  Enhance capacities to effectively teach and assess in second/additional language learning contexts.
-  Consider skills and strategies for effective communication with second/additional language learners.
-  Develop theoretical and practical expertise related to the teaching of students learning second/additional languages.
-  Gain knowledge related to bilingual and multilingual programming in diverse learning contexts.
-  Develop background related to principles and practices to support students from diverse linguistic and cultural backgrounds.
-  Enhance understanding of inclusive and culturally-responsive educational design and instruction.

Courses

- Foundations of Bilingual and Multilingual Education (ED6103).
- Teaching and Learning in Multilingual Contexts (ED6110).
- Electives include courses related to diversity, inclusion, and second/additional language pedagogies.
- The 2 required courses for this certificate are both offered online. The 3 electives can be chosen from online or distance options.
- Credits from the certificate can be transferred to an M.Ed within a 5-year time frame.






Students can enrol in the certificate program to...

- Meet ongoing professional development needs.
- Gain further experience and expertise in an area of interest.
- Facilitate the transition to a Master of Education program.

This 15-credit hour graduate certificate, consisting of 5 courses (2 required and 3 electives) can be completed in 1 year. Candidates are provided a 5-year time frame for completion.

For more information:
<https://www.unb.ca/second-language/program/>
<https://www.unb.ca/second-language/program/>

 (506) 453-5136
 L2RIC@unb.ca
 @L2RIC

Certificat de 2e cycle en éducation bilingue et multilingue


 Second Language Research
 Institute of Canada
 Institut de recherche en
 langues secondes du Canada
 L2RIC

Résultats du programme

-  Améliorer les capacités à enseigner et à évaluer efficacement dans des contextes d'apprentissage d'une langue seconde/additionnelle.
-  Considérer les compétences et les stratégies pour une communication efficace avec les apprenants en langue seconde/additionnelle.
-  Développer une expertise théorique et pratique liée à l'enseignement des étudiants apprenant des langues secondes/additionnelles.
-  Acquérir des connaissances liées à la programmation bilingue et multilingue dans divers contextes d'apprentissage.
-  Développer des connaissances liées aux principes et aux pratiques pour soutenir les étudiants de divers horizons linguistiques et culturels.
-  Améliorer la compréhension de la conception et de l'enseignement de l'éducation inclusive et adaptée à la culture.

Cours

- Fondements de l'éducation bilingue et multilingue (ED6103).
- Enseignement et apprentissage dans des contextes multilingues (ED6110).
- Les cours au choix comprennent des cours liés à la diversité, à l'inclusion et aux pédagogies des langues secondes/additionnelles.
- Les 2 cours obligatoires pour ce certificat sont tous 2 offerts en ligne. Les 3 cours au choix peuvent être choisis parmi les options en ligne ou à distance.
- Les crédits du certificat peuvent être transférés à un M.Ed dans un délai de 5 ans.



Les étudiants s'inscrivent au programme pour...

- Poursuivre leur développement professionnel.
- Acquérir une expérience et une expertise supplémentaires dans un domaine d'intérêt.
- Faciliter la transition vers un programme de maîtrise en éducation.

Ce certificat de 15 crédits, composé de 5 cours (2 obligatoires et 3 au choix) peuvent être suivis en 1 an. Les candidats disposent d'un délai de 5 ans pour terminer le certificat.

Pour plus d'informations:
<https://www.unb.ca/second-language/program/>
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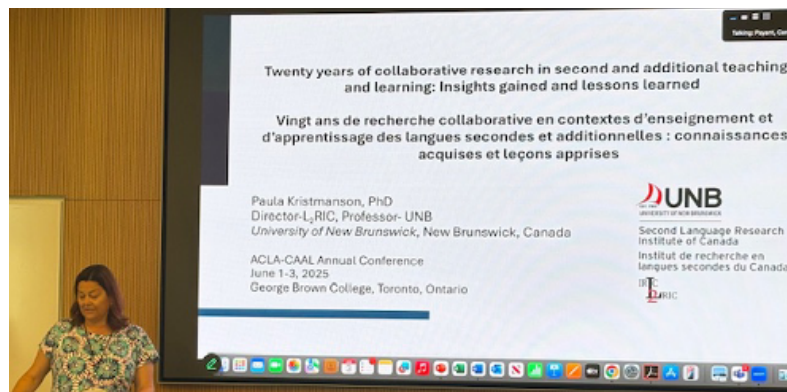
In addition to delivering courses for this specialized graduate certificate, L2RIC members are also involved in the graduate program through teaching courses in research methodology, supervising graduate student research, and participating in committee work such as the Works in Progress Series (WIPS), research ethics, and graduate studies committees.

L2RIC graduate students presenting research at the Atlantic Education Graduate Student Conference in Fredericton in 2025.

Recognizing Excellence and Service/ Reconnaissance de l'excellence

Dr. Paula Kristmanson: ACLA Keynote

The Canadian Association of Applied Linguistics/l'Association canadienne de linguistiques appliquées (CAAL/ACLA) brings together scholars working in applied fields such as language teacher education and second and additional language teaching and learning for two days of learning and dialogue related to current research. Dr. Paula Kristmanson's final plenary of the conference was reflective in nature and focused on the research contributions of L₂RIC over the last 20 years.



Dr. Paula Kristmanson presenting the closing plenary at ACLA in June 2025.

Kathy Whynot: University of New Brunswick Proudly UNB Alumni Award of Distinction

The Proudly UNB Awards recognize outstanding alumni who have earned regional, national or international recognition through service to humanity and advancement of knowledge. Kathy Whynot honoured as one of only five alumni recipients, which reflects the care and importance Kathy places on service to her community.



Kathy Whynot receiving a Proudly UNB Alumni Award of Distinction in April 2025.

Canadian Journal of Applied Linguistics / La Revue canadienne de linguistique appliquée

L₂RIC's Dr. Josée Le Bouthillier serves as French Editor for the *Canadian Journal of Applied Linguistics / La Revue canadienne de linguistique appliquée*.

The *Canadian Journal of Applied Linguistics* (CJAL) is an open access, bilingual, scientific, and professional journal that publishes empirical research, theoretical articles, essays, and original literature reviews.



Access the latest issue of CJAL on their [website](#).

Education Sciences Journal Special Issue: Supporting Mathematics Teaching and Learning in Indigenous, Migrational, and Multilingual Contexts

In 2024, Dr. Karla Culligan became Lead Guest Editor of a Special Issue of the international journal, *Education Sciences*, along with Dr. Anita Movik Simensen of the Arctic University of Norway. Dr. Annica Andersson of the University of Southern Norway and Dr. Paula Kristmanson of UNB are Guest Editors, completing the international guest editorial team.

To date, four articles have been published in this Special Issue, representing studies on an international scale, and several others are currently in review. Submissions continue to be accepted until October 31, 2025.

This Special Issue is open access online at:

www.mdpi.com/journal/education/special_issues/RN65107WA2#info

Special Issue

Supporting Mathematics Teaching and Learning in Indigenous, Migrational, and Multilingual Contexts

Message from the Guest Editors
As mathematics classrooms become increasingly diverse, so too must the ways in which teachers support all learners in these classrooms. In Indigenous, migrational, and/or multilingual contexts, mathematics teaching and learning should centre on culturally responsive and relevant pedagogies and assessment. Language, sometimes multiple languages, can often play a significant role in such culturally responsive and relevant pedagogies and assessment, and thus in the teaching and learning of mathematics. In this special issue, we aim to engage authors and readers in a discussion of the latest research and newest directions related to supporting mathematics teaching and learning in Indigenous, migrational, and/or multilingual contexts. We wish to include papers from various contexts across the globe, to share challenges and, most importantly, successes with respect to the teaching and learning of mathematics in various contexts. In addition, we welcome papers in which the mathematics classroom setting is expanded beyond the traditional physical structure of the classroom within a school, for example, such as via land-based or community-based mathematics teaching and learning.

Guest Editors

Dr. Karla Culligan
Dr. Anita Simensen
Dr. Paula Kristmanson
Prof. Dr. Annica Andersson

Deadline for manuscript submissions
closed (31 October 2025)



Education Sciences
an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5


mdpi.com/journal/education

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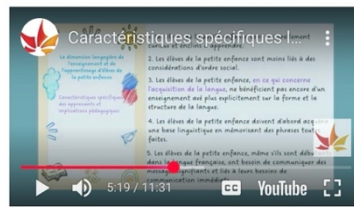


Capsules vidéo sur la petite enfance

Plusieurs recherches menées par l'Institut de recherche en langues secondes du Canada ont porté sur des très jeunes apprenants du français langue seconde inscrits dans des programmes d'immersion. Lorsque l'Association canadienne des professionnels de l'immersion (ACPI) a décidé d'enrichir son site Web en y ajoutant un volet petite enfance, elle a sollicité la prof. Josée Le Bouthillier pour réaliser des capsules vidéo sur deux des thèmes abordés dans ce volet. Cette collaboration a donné lieu à la conception de six capsules, organisées autour des thèmes *Créer des liens* et *Apprentissage d'une langue seconde ou additionnelle*.

Ces capsules visent à favoriser l'apprentissage professionnel des enseignants et enseignantes de maternelle et de première année œuvrant dans des programmes d'immersion française. Les trois premières traitent des meilleures pratiques pour créer des liens, et les trois autres abordent les pratiques gagnantes pour favoriser l'apprentissage d'une langue seconde chez des élèves qui commencent à apprendre le français.

CAPSULES D'EXPERTE



Une contribution à l'avancement des programmes d'immersion : ÉCLAIR

Dans le cadre de ses efforts pour contribuer à l'avancement des programmes d'immersion au Canada et soutenir les enseignants, l'équipe de l'IRL₂C, représentée par la prof. Josée Le Bouthillier, a joué un rôle de consultation auprès du Greater Essex County District School Board et de l'Association canadienne des professionnels de l'immersion (ACPI) afin de créer un outil d'évaluation diagnostique visant à développer la conscience phonologique, la phonétique et les compétences en lecture de mots. Cet outil, nommé ÉCLAIR (Éclairer le chemin vers la lecture pour chaque apprenant et illuminer la route), est accompagné d'un guide destiné aux éducateurs, disponible en français et en anglais. L'équipe de projet était composée de plusieurs parties prenantes, dont des chercheuses de plusieurs universités canadiennes spécialisées, entre autres, en didactique du français langue seconde, en orthophonie ou en psychologie appliquée, ainsi que des mentors de la didactique du français langue seconde, des coordinatrices de programmes de français langue seconde, de la présidente de l'Association internationale de la dyslexie de l'Ontario et de la conseillère pédagogique nationale en immersion française de l'ACPI.



Recognizing Years of Service to National Organizations

Canadian Association of Applied Linguistics/Association canadienne de linguistique appliquée

In 2024, Dr. Karla Culligan wrapped up her service on the Executive of the Canadian Association of Applied Linguistics/Association canadienne de linguistique appliquée (CAAL/ACL), serving in the role of Member-At-Large from 2019-2020 and then as Communications Officer from 2021-2024. In her time on the Executive, Dr. Culligan was involved with planning the annual conference and managed all communications for the organization. It was an exceptional opportunity to meet and collaborate with colleagues and graduate students across Canada and beyond in the field of applied linguistics. More information about CAAL/ACL can be found on the association's website at: www.acla-caal.ca/en



Dr. Karla Culligan and CASLT National Council and Board, CASLT Networking Day, October 2024

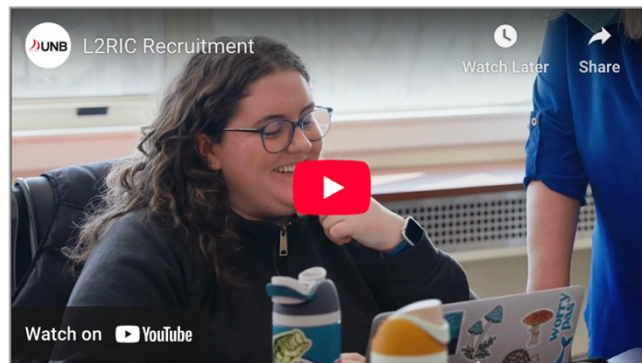
Association canadienne de professeurs en langues secondes/Canadian Association of Second Language Teachers

En 2025, Prof. Culligan a terminé son mandat de six ans en tant que représentante du Nouveau-Brunswick au conseil national de l'Association canadienne de professeurs en langues secondes/Canadian Association of Second Language Teachers (ACPLS/CASLT). À ce titre, Prof. Culligan a pu faire connaître les enjeux du Nouveau-Brunswick en matière d'enseignement des langues secondes, en collaborant avec des enseignants, des administrateurs et d'autres parties prenantes dans le domaine de l'enseignement des langues secondes. Les moments les plus marquants comprennent la conférence Langues sans frontières/Languages Without Borders, qui a lieu tous les deux ans dans une ville différente du Canada, la journée de réseautage annuelle et les nombreux collègues formidables rencontrés au fil du temps. Pour plus d'informations veuillez consulter le site web de l'ACPLS à <http://www.caslt.org/fr/>

Prof. Culligan est reconnaissante d'avoir fait partie de ces deux organisations extraordinaires, dont le travail est essentiel à la linguistique appliquée et à l'enseignement des langues secondes au Canada.

L₂RIC Promotion and Recruitment Video

In the fall of 2024, we were pleased to launch our first professionally produced L₂RIC recruitment and promotion video. With the technical support of UNB's Media Services, the team at the Institute collaboratively created a video that highlighted the teacher education and graduate programs and certificates, as well as L₂RIC scholarly and creative activities. With the beautiful UNB campus situated on the unceded lands of the Wolastoqiyik as the backdrop, this video captures the projects of the L₂RIC team. Featuring focal themes of collaboration and mentorship, this bilingual video production is one of the newest additions to our L₂RIC website. Its goal is to provide engaging audio-visual information to those interested in our work, including future students.



L₂RIC's promotion and recruitment video can be found on our website at <https://www.unb.ca/second-language/research/>

L₂RIC LinkedIn Page



On December 5, 2024, L₂RIC launched its official LinkedIn page to strengthen connections with educators, researchers, policymakers, and communities. Our goal is to share research and resources on second/additional language teaching and learning; highlight the work of our students, faculty, and partners; celebrate achievements in bilingual and multilingual education; and build a space for collaboration and knowledge exchange in New Brunswick, across Canada, and beyond. Follow us to stay connected with updates from our L₂RIC team!

Grants / Subventions

In addition to L₂RIC's generous funding from Canadian Heritage–Official Languages in Education during this time frame, L₂RIC and its members also received the following research and project funding:

- **Canadian Heritage Supplementary Funds for FSL Teacher Retention and Recruitment for séances franco Language Improvement and Support Sessions**
- **SSHRC Insight Grant (2022-2026) for the collaborative research project, Migration and Indigenous contexts of Mathematics Education (MIME): Changing storylines with strength-based pedagogies**
- **Association canadienne des professionnels en immersion (ACPI) grant for resource development (70 activités motivantes pour l'évaluation orale)**



Dr. Paula Kristmanson, Erik Dionne, Dr. Karla Culligan, Dr. Josée Le Bouthillier, and Kathy Whynot at the 2025 CASLT Networking Day in Ottawa, Ontario.

Funded by the Government of Canada
Financé par le gouvernement du Canada

Canada



Scholarships / Bourses

Between 2023 and 2025, L₂RIC awarded 19 undergraduate prizes and bursaries, 3 graduate prizes, and 2 graduate scholarships. L₂RIC also awarded 40 Certificates in Teaching French as a Second Language (CTFSL) and 50 in Teaching English as a Second Language (CTESL).

Entre 2023 et 2025, l'IRL₂C a accordé 19 prix et bourses au niveau du BÉd, 3 prix au niveau du 2^e et 3^e cycle, et 2 bourses au niveau du 2^e et 3^e cycle. L'IRL₂C a aussi offert 40 certificats en enseignement du français langue seconde (CEFLS) et 50 de l'anglais langue seconde (CTESL).

Graduate Scholarships / Bourses de 2^e et 3^e cycles

2023-2024

Second Language Research Institute of Canada Doctoral Scholarship: **Julianne Gerbrandt**

2024-2025

Second Language Research Institute of Canada Doctoral Scholarship: **Julianne Gerbrandt**
Second Language Research Institute of Canada Master's Scholarship: **Erik Dionne**

Graduate Prizes / Prix de 2^e et 3^e cycles

2023-2024

Graduate Award in Bilingual and Multilingual Education: **Mallory Cunningham, Ahmed Gouhar, Gabrielle St. Amand**

2024-2025

Graduate Award in Bilingual and Multilingual Education: **Emilia Casaluze, Katharine Clowater, Hely Colina, Erik Dionne, Rebecca Gamble, James Hughes, Sunyoung Lee, Kendra van Leeuwen, Victoria Pelletier, Sarah Ross**

Bachelor of Education Scholarships and Prizes / Bourses et prix du Baccalauréat en éducation

2023-2024

Ernest & Blanche LeBel Picot Scholarship: **Allison Hebert**

Evelyn Walker Memorial Bursary: **Emily Kingston**

Second Language Research Institute of Canada Scholarship: **Katelyn Babineau-Wilson, Seana Baker, Maggie Jardine, Emily Kingston, Isabelle Lirette, Kate Matthews**

Viviane Edwards Scholarship in Second Language Education: **Allison Hebert**

Séances franco Bursary: **Seana Baker, Madison Dixon, Olivia Goddard, Rachel Loebach, Kate Matthews, Victoria Matthews, Julia Okocha, Sarah Wood**



Emily Kingston

2024-2025

Ernest & Blanche LeBel Picot Scholarship: **Sara Frechette**

Evelyn Walker Memorial Bursary: **Abigail Snodgrass**

Second Language Research Institute of Canada Scholarship: **Michael Clubine, Nikole Connors, Alexa Grant, Summer Grant, Liv Aristotle, Ariane Levesque, Vanessa McCarthy, Lucy Simon, Leah Smal, April Torkopoulos, Kailla Wood**

Viviane Edwards Scholarship in Second Language Education: **Mady McGuire**

Séances franco Bursary: **Benjamin Gaskins, Whitney Miller, Jacqueline Sharpe**



Benjamin Gaskins



Kailla Wood



Jacqueline Sharpe

***Félicitations à tous nos récipiendaires !
Congratulations to all our recipients!***

Certificat en enseignement du français langue seconde (CEFLS)

2023-2024

Katelyn Babineau-Wilson
Seana Baker
Julia Copeland
Madison Dixon
Lydia Gorham
Allison Hebert
Maggie Jardine
Sandra Kell
Emily Kingston
Madison Legacy
Isabella Lirette
Rachel Loebach
Lauren Maillet
Kate Matthews
Victoria Matthews
Julia Okocha
Hannah Proulx
Zoe Richard
Sarah Wood

2024-2025

Liv Aristotle
Michael Clubine
Benjamin Gaskins
Alexa Grant
Summer Grant
Ariane Levesque
Geraldine Mazerolle
Whitney Miller
Lucy Simon
Leah Smal
April Torkopoulus
Kailla Wood



Some of L₂RIC's 2024–2025 CTFLS students, with Dr. Karla Culligan.

Certificate in Teaching English as a Second Language (CTESL)

2023-2024

Adrien Beaman
Hely Colina
Olivia Goddard
Ryan Harb
Sunyoung Lee
Hannah McKay
Zachary McCoy
Spencer MacKeen
Emily Orr
Isobel O'Brion
Adam Patterson
Kayla Strang
Sophie Watson
Sin Yiu Wan
Ali Abu Zeid

2024-2025

Katrina Bulger
Chloe Dallon
Julia Di Carlo
Brian Dixon
Abigail Dobson
Autumn Downey
Bianka Ede
Bridget Finlay
Ryan Harley
Jared D. Howland
Faith Kolach
Jacob Lyons
Jillian MacPhee
Geraldine Mazerolle
Jamie McNamee
Fares Meini
Henrietta Obajemu
Amy Parker
Lydia Paterson
Seldon Potter
Marianela Powers
Amiththan Sebarajah
Natalie Sokol-Snyder
Sara Swan
Julia Wright

Graduate Certificate in Bilingual and Multilingual Education

2024-2025

Emilia Casaluce
Mallory Cunningham
Ahmed Gouhar
Jadine Krist
Andrea Leitch-Blake

Service and Community / Service et communauté

Throughout 2023-2025, L2RIC team members were involved in various ways with consultations and service to the educational community.

Academic Initiatives / Initiatives académiques

- Dr. Karla Culligan
 - Chair of Social Sciences and Humanities Research Council (SSHRC) Doctoral Awards National Committee
 - Lead Co-Guest Editor of *Education Sciences Journal Special Issue: Supporting Mathematics Teaching and Learning in Indigenous, Migrational, and Multilingual Contexts*
 - Member of Editorial Review Board for the Canadian Journal of Action Research
 - Member of Editorial Advisory Board for the Canadian Journal of Applied Linguistics
 - Consultation with Welsh Language Immersion Program
 - Reviewer of articles for *In Education Journal, Language and Literacy Journal, Educational Studies in Mathematics Journal, Journal of Immersion and Content-Based Language Education, Canadian Journal of Action Research*
 - Reviewer of book chapters for *Reconceptualizing Language Norms in Multilingual Contexts*
 - Reviewer of submissions for Canadian Association of Applied Linguistics Conference
 - Member of UNB Research Ethics Board
 - Member of UNB Faculty of Education Faculty Assessment Committee
 - Chair of UNB Faculty of Education Works in Progress Series Committee
 - Member of UNB Faculty of Education Awards Committee

- Dr. Melissa Dockrill
 - Editor for *Antistasis Open Educational Journal*
 - Member of the *S'entreprendre* Research Group
 - Member of UNB Faculty of Education Hiring Committee—
Counselling/Leadership Tenure Track Research Professor
 - Member of UNB Faculty of Education Faculty Compliment Working Group
 - Member of UNB Faculty of Education Self-Study Committee
 - Member of UNB Faculty of Education Field Services Committee
 - Member of UNB Faculty of Education ad-hoc Social Committee
 - Member of UNB Faculty of Education Dean Selection Committee
 - Member of UNB Faculty of Education Assessment Committee
 - Member of UNB Student Standing and Promotions Committee
 - Member of UNB Faculty of Education Undergraduate Program Committee

- Dr. Josée Le Bouthillier
 - French Editor for *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*

- French Linguistic Editor for *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*
- Membre du comité éditorial de la *Revue canadienne des langues vivantes*
- Membre du jury pour le meilleur article étudiant de la *Revue canadienne de linguistique appliquée*
- Reviewer of articles for *Canadian Modern Language Review Journal, Canadian Journal of Applied Linguistic, International Second Language Teacher Education Journal, In Education, Language & Literacy Journal, Cahiers de l'OLBI, Didactique & Revue de l'AQEFLS*
- Dr. Paula Kristmanson
 - Member of the UNB Senate
 - Chair of UNB Senate Teaching Awards Committee
 - Member of UNB Senate Nominating Committee
 - Member of the Senate Academic Review Committee
 - Member of Bachelor of Education Program Committee
 - Member of the Bachelor of Education Awards Committee
 - Member of the Bachelor of Education Admissions Committee
 - Member of the Bachelor of Education Field Services Committee
 - Member of Editorial Advisory Board of *TESL Canada Journal*
 - Member of Review Panel for *Canadian Journal of Action Research*

Consultation with the New Brunswick Department of Early Childhood Development / Travail consultatif pour le département d'Éducation et Développement de la petite enfance

- Dr. Melissa Dockrill:
 - Consulting Member of NB Department of Education and Early Childhood Gifted Student Resource
 - Consulting Member of NB Department of Alternative Education and Early Childhood Working Group
 - Consulting Member of NB Department of Education and Early Childhood Multilingual Language Learner Working Group
- Dr. Josée Le Bouthillier:
 - Member of NB Department of Education and Early Childhood Development French Immersion Curriculum Development Advisory Committee
 - Member of NB Department of Education and Early Childhood FSL Ministerial Advisory Committee
- Dr. Paula Kristmanson:
 - Member of NB Department of Education and Early Childhood Development Executive Steering Committee
 - Member of NB Department of Education and Early Childhood Development Processes of Support for Multilingual Learners Working Group
 - Member of the Long-Term Recommendation 2.2 (LTR 2.2- Strengthening French Language Learning) Project Team

Service to Professional Organizations and the Education Community / Service aux associations professionnelles et à la communauté d'éducation

- Dr. Karla Culligan
 - Communications Officer on the Executive Council of the Canadian Association of Applied Linguistics
 - National Council Representative for New Brunswick of the Canadian Association of Second Language Teachers
 - Mentor in the Mentorship Program of the Canadian Association of Applied Linguistics
 - Member of the Conference Organizing and Scientific Committee of AILA2027 World Congress: International Association of Applied Linguistics (AILA)
- Dr. Melissa Dockrill
 - Member of the Validation Committee for "projet petite enfance" for the Association canadienne des professionnels de l'immersion
- Dr. Josée Le Bouthillier
 - Member of research team for the French Immersion Reading Diagnostic Tool led by the Greater Essex County District School Board
 - Membre de l'Association canadienne des professionnels de l'immersion
 - Consultant for the Joint French Immersion Initiative by Department of Education of Newfoundland and Labrador & Memorial University
 - Consultant for the French Education Branch at the University of Victoria
 - Consultant on the Ministry of Heritage Canada's initiative for young beginning learners of French
 - Member of the Learning Disabilities Association of New Brunswick
- Dr. Paula Kristmanson
 - Special Advisor to TESL Canada Board
 - Chair of the Journal Advisory Committee for TESL Canada
 - Co-Secretary/Treasurer TESL NB
 - Member of CASLT FSL Teacher Education Consortium

Knowledge Transfer / Transfer du savoir

Publications / Publications

Academic Articles & Book Chapters

Bourgoin, R., & Le Bouthillier, J. (2023). A task-based framework for oral language instruction in support of young language learners in French immersion. *Journal on Task-Based Language Teaching and Learning*, 3(1), 74–108.
<https://doi.org/10.1075/task.22001.bou>

Bourgoin, R., et Le Bouthillier, J. (accepted). Writing across the 'French immersion' curriculum: An instructional model for writing instruction. *Writing & Pedagogy*.

Culligan, K. (in press). Rôle de la tâche de résolution de problèmes dans le discours des élèves en mathématiques en immersion française au niveau secondaire. *Revue de l'AQEFLS*.

Culligan, K., & Simensen, A. M. (Lead Guest Editors); Andersson, A., & Kristmanson, P. (Co-Guest Editors). (2024-present). *Education Sciences: Special Issue: Supporting Mathematics Teaching and Learning in Indigenous, Migrational, and Multilingual Contexts*.

Garrett, M. D., Dionne, E., & Le Bouthillier, J. (accepted). Collaborative approaches to FAL education in New Brunswick. *Research Handbook on Teacher Wellbeing and Resilience*. Edward Elgar Publishing.

Garrett, M. D., et Le Bouthillier, J. (2025). Le soutien au développement d'un réseau de soutien professionnel auprès de futurs enseignants en langue seconde. *Cahiers de l'ILOB*, 14, 185–206.

Gerbrandt, J. (2023) Research with or research on: Exploring tensions between ethics, values, and respect. *Antistasis*, 13(2), 10–13.

Gerbrandt, J. (2023). Surfacing tensions with an ethics of care: A poststructural reflection on social inclusion research. In A. Odrowąż-Coates & T. Afolabi (Eds.), *Researching social inclusion: Discourses and debates across disciplines* (pp. 93–100). UNESCO Janusz Korczak Chair Book Series.

Gerbrandt, J. (2024). Surfacing family practices that support French immersion students in mathematics. In T. Evans, O. Marmur, J. Hunter, G. Leach & J. Jhagroo (Eds.), *Proceedings of the 47th conference of the international group for the psychology of mathematics education* (pp. 266). International Group for the Psychology of Mathematics Education (IGPME).

Gerbrandt, J., & Culligan, K. (in review). Parent conceptions of language, mathematics, and support in a French immersion context. *Education Sciences: Special Issue: Supporting Mathematics Teaching and Learning in Indigenous, Migrational, and Multilingual Contexts*.

- Gerbrandt, J., & Vautour, L. (in press) What if mentors were among us? Exploring the potential for critical transformative mentorship in teacher education. In C. Smith & G. Salinitri (Eds.), *Mentoring to support teacher candidate development*. Springer Nature.
- Le Bouthillier, J., Garrett, M. D., & Kristmanson, P. (2024) Mobilizing strengths in the development of French Second Language teacher identity. *The Canadian Modern Language Review*, 80(4), 313–332.
- Le Bouthillier, J., et Kristmanson, P. (2023). Rôle d'une initiative d'appoint linguistique dans la réussite d'entretien d'évaluation de la production orale auprès de futurs enseignants de français langue seconde non natifs. *Revue de l'AQEFLS*, 36(1), 1–13.
- Saul, R., Gerbrandt, J., & Burkholder, C. (2024). Temporal seeing as visual literacy. *Journal of Literacy Research*, 56(2) 123–132.
- Vautour, L., & Gerbrandt, J. (2023). Stepping into a family math night: Reflections on vulnerability. *Antistasis*, 13(2), 95–99.
- Wagner, D., DeWolfe, S., & Gerbrandt, J. (2024). Storylines experienced by Indigenous and newly migrated mathematics students. In T. Evans, O. Marmur, J. Hunter, G. Leach & J. Jhagroo (Eds.), *Proceedings of the 47th conference of the international group for the psychology of mathematics education* (pp. 235). International Group for the Psychology of Mathematics Education (IGPME).
- Wagner, D., DeWolfe, S., Gerbrandt, J., & Estallo, Z. (2025). Active listening for storylines experienced by Indigenous and newly migrated mathematics students. *Proceedings of the 14th congress of the European society for research in mathematics education*. Congress of the European Society for Research in Mathematics Education (CERME14).

Professional Articles

- Culligan, K. (2024). Jeux de mathématiques comme outils de motivation et de différenciation en IF au niveau intermédiaire. *Journal de l'immersion*, 46(1), 55–58.
- Culligan, K., Bouchie, J., Hernandez, A., & Krist, J. (2024). Exploring the issues: Identity, well-being, and retention of early-career FSL teachers. *Réflexions*, 43(1), 29–32.
- Garrett, M. D., et Le Bouthillier, J. (2024). Des pratiques pédagogiques différenciées pour le français langue additionnelle au secondaire. *Réflexions*, 43(1), 43–47.
- Garrett, M. D., & Le Bouthillier, J. (2024). Differentiated instructional practices for high school French as an additional language classes. *Réflexions*, 43(1), 38–42.
- Whynot, K. (2025). There is more than struggle here: Taking back power through a focus on joy. *Réflexions*, 44(2), 21–24.

Presentations / Présentations

Academic Conferences

Audoux, A., Bourgoïn, R., & Le Bouthillier, J. (2024, June 12–14). *Professional identities of French immersion teachers and their beliefs regarding oral language* [Paper presentation]. Canadian Association for Applied Linguistics (ACLA), Montréal, QC, Canada.

Audoux, A., Bourgoïn, R., & Le Bouthillier, J. (2025, June 2–3). *Writing across the French immersion curriculum: An instructional model for writing instruction* [Paper presentation]. Canadian Association for Applied Linguistics (ACLA), Toronto, ON, Canada.

Bourgoïn, R., et Le Bouthillier, J. (2025, June 2–3). *A task-based framework for oral language instruction in French immersion* [Paper presentation]. Canadian Association for Applied Linguistics (ACLA), Toronto, ON, Canada.

Culligan, K. (2025, May 8–10). *Evolution of FSL programming in New Brunswick: Decisions at the intersection of research, policy, and politics* [Paper presentation]. Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL), Official Languages and Bilingualism Institute (OLBI), Ottawa, ON, Canada.



From left to right: Erik Dionne, Dr. Josée Le Bouthillier, Dr. Karla Culligan, Julianne Gerbrandt, Kathy Whynot, and Dr. Paula Kristmanson at ACLA in June 2025.

Culligan, K. (2025, June 2–3). *Language education policy and politics: Tracing the evolution of FSL programming in New Brunswick* [Paper presentation]. Canadian Association of Applied Linguistics (ACLA), Toronto, ON, Canada.

Culligan, K., & Kristmanson, P. (2024, June 12–14). *Research, policy, and politics: Analysis of*

recent French immersion programming developments in New Brunswick [Paper presentation]. Canadian Association of Applied Linguistics (ACLA), Montreal, QC, Canada.

Culligan, K., Kristmanson, P., Le Bouthillier, J., Garrett, M. D., Gerbrandt, J., & Krist, J. (2024, April 25). *A synopsis of major research projects undertaken by the Second Language Research Institute of Canada (L₂RIC) over the past three years* [Poster presentation]. New Brunswick Education Research Symposium (NBERS), Fredericton, NB, Canada.



Dr. Paula Kristmanson, Jadine Krist, Dr. Karla Culligan, Julianne Gerbrandt, and Dr. Melissa Dockrill presenting at the New Brunswick Education Research Symposium in Fredericton, 2024.

Dionne, E. (2025, May 24). *French as an additional language teachers' professional needs and experiences at the secondary level* [Paper presentation]. Atlantic Education Graduate Student Conference (AEGSC), Fredericton, NB, Canada.

Dionne, E., & Culligan, K. (2025, June 2–3). *Exploring the experiences and needs of French as an additional language teachers at the secondary level* [Poster presentation]. Canadian Association of Applied Linguistics (ACLA), Toronto, ON, Canada.

Garrett, M. D., & Gerbrandt, J. (2025, June 2–3). *Reflective practices in FSL research: Teacher-researcher perspectives and positionality* [Paper presentation]. Canadian Association of Applied Linguistics (ACLA), Toronto, ON, Canada.

Garrett, M. D., & Le Bouthillier, J. (2025, March 22–25). *Assisting in the development of a professional support network for future second language teachers* [Paper presentation]. American Association of Applied Linguistics (AAAL), Denver, CO, USA.

Garrett, M.D., Le Bouthillier, J., & Kristmanson, P. (2024, May 16–18). *Mobilizing strengths in the development of French second language teacher identity* [Paper presentation]. International psychology of Language Learning Conference (PLL5). Madrid, Spain.

- Garrett, M. D., & Le Bouthillier, J. (2024, June 12–17). *Mobilizing strengths in the development of French second language teacher identity* [Paper presentation]. Canadian Society for Studies in Education (CSSE), Montréal, QC, Canada.
- Gerbrandt, J. (2023, September 21–22). *Learning mathematics in French immersion: Not for everyone?* [Paper presentation]. Mid-Term International Conference of the Research Network 10 (Sociology of Education) of the European Sociological Association, Warsaw, Poland.
- Gerbrandt, J. (2024, May 25). *Parents, schools, and learning mathematics in French immersion* [Paper presentation]. Atlantic Education Graduate Student Conference (AEGSC), Fredericton, NB, Canada.
- Gerbrandt, J. (2024, May 31–June 4). *Untangling threads of care: Exploring family practices that support elementary French immersion students in mathematics* [Poster presentation]. Canadian Mathematics Education Study Working Group (CMESG), Quebec City, QC, Canada.
- Gerbrandt, J. (2024, June 12–17). *The invisible role of parents and caregivers: A critical discourse analysis of the canceled New Brunswick innovative immersion program* [Paper presentation]. Canadian Association for the Sociology of Education (CASE), Montreal, QC, Canada.
- Gerbrandt, J. (2024, July 17–21). *Surfacing family practices that support French immersion students in mathematics* [Poster presentation]. International Group for the Psychology of Mathematics Education (IGPME), Auckland, New Zealand.
- Gerbrandt, J. (2025, May 24). *Listening to “that parent”* [Paper presentation]. Atlantic Education Graduate Student Conference (AEGSC), Fredericton, NB, Canada.
- Gerbrandt, J., & Culligan, K. (2024, June 12–14). *Family practices that support elementary French immersion students in mathematics* [Paper presentation]. Canadian Association of Applied Linguistics (ACLA), Montreal, QC, Canada.
- Gerbrandt, J., & Culligan, K. (2025, June 2–3). *Family practices that support FI students: Learning from “that parent”* [Poster presentation]. Canadian Association of Applied Linguistics (ACLA), Toronto, ON, Canada.
- Le Bouthillier, J., Audoux, A., & Bourgoïn, R. (2025, March 22–25). *Professional identities of French immersion teachers and their beliefs regarding oral language* [Paper presentation]. American Association of Applied Linguistics (AAAL), Denver, CO, USA.
- Le Bouthillier, J., & Bourgoïn, R. (2025, June 2–3). *Developing French immersion teachers' competencies around oral language instruction*. Canadian Association of Applied Linguistics (ACLA), Toronto, ON, Canada.
- Le Bouthillier, J., & Garrett, M. D. (2024, October 24–25). *Promoting teacher wellbeing among FSL teacher candidates through the development of a professional support network* [Paper presentation]. Teacher Wellbeing Forum, Kelowna, BC, Canada.
- Le Bouthillier, J., Garrett, M. D., & Dionne, E. (2024, October 24–25). *Construction of pre-*

service teachers' professional identity through the use of their inherent strengths. [Paper presentation]. Research Forum on Educator Wellbeing: Sharing Diverse Perspectives and Multiple Approaches. Social Sciences and Humanities Research Council of Canada, Kelowna, BC, Canada.

Le Bouthillier, J., Kristmanson, P. (2024, June 12–14). *Becoming a French second language Teacher: Supporting confidence and competence* [Paper presentation]. Canadian Association of Applied Linguistics (ACLA), Montreal, QC, Canada.

Wagner, D., Andersson, A., DeWolfe, S., Gerbrandt, J., Huru, H. L., Simensen, A. M., & Wirkola, E. (2025, January 22–25). *Reflections on abstraction in a world where attachment to place matters* [Paper presentation]. ICMI Study 27: Mathematics Education and the Socio-Ecological, Quezon City, Philippines.

Wagner, D., DeWolfe, S., Gerbrandt, J., & Estallo, Z. (2025, February 4–8). *Active listening for storylines experienced by Indigenous and newly migrated mathematics students* [Paper presentation]. Congress of the European Society for Research in Mathematics Education (CERME), Bozen-Bolzano, Italy.

Wagner, D., DeWolfe, S., & Gerbrandt, J. (2024, July 17–21). *Storylines experienced by Indigenous and newly migrated mathematics students* [Paper presentation]. International Group for the Psychology of Mathematics Education (IGPME), Auckland, New Zealand.

Invited Presentations

Culligan, K., Dicks, J., & Kristmanson, P. (2023, November 2–4). *Les six piliers d'un programme de langue seconde réussi* [Invited featured speaker]. Association canadienne des professionnels de l'immersion (ACPI), Saint John, NB, Canada.

Gerbrandt, J. (2023, October 2–6). *Navigating the weeds: Thinking through theory* [Invited presentation]. UNB's Research Showcase Week, Fredericton, NB, Canada.

Gerbrandt, J. (2023, December 1). *Navigating the weeds: thinking through theory* [Invited presentation]. Canadian Association of Applied Linguistics Student Symposium.

Kristmanson, P. (2025, June 2–3). *Twenty years of collaborative research in second and additional teaching and learning: Insights gained and lessons learned / Vingt ans de recherche collaborative en contextes d'enseignement et d'apprentissage des langues secondes et additionnelles : connaissances acquises et leçons apprises* [Keynote]. Canadian Association of Applied Linguistics (ACLA), Toronto, ON, Canada.

Kristmanson, P., Davis, S., & Roy, S. (2023, November 7). *L'immersion au Canada: des réalités et des enjeux* [Invited panelist]. Les rencontres pédagogiques de l'AQEFLS.

Kristmanson, P., Dicks, J. & Culligan, K. (2023, November 2–4). *Six pillars of successful second language programs: The case for French immersion* [Invited featured speaker]. Association canadienne des professionnels de l'immersion (ACPI), Saint John, NB, Canada.

Kristmanson, P., & Whynot, K. (2025, March 28). *Second and additional language*

principles and pedagogies in content area teaching and learning environments [Keynote]. New Brunswick Department of Education and Early Childhood Development's Curriculum Leadership Conference, Moncton, NB, Canada.

Whynot, K. (2024, November 22–23). *Welcoming growth and building connection: Collaboration in New Brunswick's diverse schools* [Keynote]. TEAL NL's Fall Conference, St. John's, NFLD, Canada.

Whynot, K. (2025, April 26). *Breaking barriers: Supporting newcomer students and educators in our schools* [Keynote]. Spring Conference, TESL New Brunswick, Saint John, NB, Canada.



Kathy Whynot presenting at TESL New Brunswick's Spring Conference in 2025.

Yaro, K., Gerbrandt, J. & De Simone, C. (2025, June 13–17). *Engaging families in mathematics: Tensions and possibilities* [Invited Workshop]. Canadian Mathematics Education Study Group (CMESG), Lethbridge, AB, Canada.

Professional Conferences

Bourgoin, R. et Le Bouthillier, J. (2023, 2–4 novembre). *La communication orale au cœur de notre enseignement* [Séance d'apprentissage professionnelle]. Congrès de l'Association canadienne des professionnels de l'immersion (ACPI). Saint John, NB, Canada

Culligan, K. (2023, November 2–4). *Jeux de maths comme outil de motivation et différenciation en immersion française au niveau intermédiaire* [Professional learning session]. Congrès de l'Association des professionnels de l'immersion (ACPI), Saint John, NB, Canada.

Cunningham, M., Whynot, K., & Kristmanson, P. (2023, October 25–27). *EAL initiatives to support K-12 educators working with newcomers in New Brunswick* [Professional learning session]. ATESL Conference for Teachers of English as a Second Language, Calgary, AB, Canada.

Cunningham, M., Whynot, K., & Kristmanson, P. (2024, March 21–23). *Tracking language learning progress: There's an app for that* [Professional learning session]. TESOL International Convention, Tampa Bay, FL, USA.

- Gerbrandt, J., & Culligan, K. (2025, April 3–5). *Favoriser des environnements d'apprentissage des langues en transcendant les murs de la salle de classe* [Professional learning session]. Languages Without Borders conference, Canadian Association of Second Language Teachers (CASLT), Montreal, QC, Canada.
- Gerbrandt, J. (2024, November 20). *Language, mathematics, and... poetry? Poetic provocations and possibilities* [Paper presentation]. Works in Progress Sessions, Fredericton, NB, Canada.
- Gerbrandt, J., Wagner, D., & Dixon, M. (2025, May 2). *Dance your math concepts* [Experiential presentation]. New Brunswick Teachers Association: Elementary Council Day, Miramichi, NB, Canada.
- Kristmanson, P., Culligan, K., Simon, J., & Whynot, K. (2025, April 3–5). *The role of identity in Indigenous and English as an additional (EAL) language education* [Professional learning session]. Languages Without Borders conference, Canadian Association of Second Language Teachers (CASLT), Montreal, QC, Canada.
- Le Bouthillier, J. et Bourgoïn, R. (2023, 2–4 novembre). *Ouvrez grand les oreilles* [Séance d'apprentissage professionnelle]. Congrès de l'Association canadienne des professionnels de l'immersion (ACPI). Saint John, NB, Canada.
- Wagner, D., & Gerbrandt, J. (2024, March 26–27). *Walking mathematically: Exploring the roots and fruits of mathematics* [Experiential presentation]. IB Days Atlantic Canada—Empowering Students through an IB Education: Symposium on teaching and learning, Fredericton, NB, Canada.
- Wagner, D., & Gerbrandt, J. (2024, May 3). *Walking mathematically: Exploring the roots and fruits of mathematics* [Experiential presentation]. New Brunswick Teachers Association: Elementary Council Day, Fredericton, NB, Canada.

Professional Learning

- Culligan, K., & Brien, K. (2025, March 19). *APA style workshop* [Professional learning session]. Faculty of Education, University of New Brunswick, Fredericton, NB, Canada.
- Kristmanson, P. (2023, August 25). *Faculty voices panel* [Panelist]. UNB: New Faculty Orientation. Fredericton, NB, Canada.
- Kristmanson, P. (2023, December 8). *What does/can mentorship look like in a post-secondary program? A view from the Bachelor of Education program at UNB* [Professional learning session]. UNB: Kaleidoscope: Teaching and Learning Showcase.
- Kristmanson, P. (2024, February 6). *Chapter 3: How does the way students organize knowledge affect their learning?* [Seminar session]. Centre for Enhanced Teaching and Learning Book Club.
- Kristmanson, P. (2025, January 16). *School of graduate studies mentorship panel* [Panelist]. University of New Brunswick, Fredericton, NB, Canada.



La prof. Josée Le Bouthillier présente à la conférence d'ouverture du Congrès français du Greater Victoria School District 61 à Victoria, 2023.

Le Bouthillier, J. (2023, 24 octobre). *L'oral dans toutes les matières : partie 1* [Séance d'apprentissage professionnelle]. New Brunswick Anglophone School Districts.

Le Bouthillier, J. (2023, 7 novembre). *L'oral dans toutes les matières : partie 2* [Séance d'apprentissage professionnelle]. New Brunswick Anglophone School Districts.

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