



INSTITUT DE RECHERCHE EN LANGUES SECONDES DU CANADA
SECOND LANGUAGE RESEARCH INSTITUTE OF CANADA

Biennial Report Rapport biennal 2011-2013

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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/ ALS
- ❖ Professional development/Perfectionnement professionnel
- ❖ Research/Recherche
- ❖ Bilingual program evaluation/Évaluation des programmes bilingues
- ❖ Policy analysis / Analyse de politiques



The L₂RIC Team / Équipe IRL₂C



*Dr. Joseph E. Dicks -
Director and Professor /
Directeur et Professeur*

*Dr. Paula Kristmanson -
Associate Professor /
Professeure agrégée*



*Renée Bourgoin - Doctoral Candidate
& Faculty Associate / Doctorante et
Associée à la faculté*

*Allan Roy - Faculty
Associate / Associé à la
faculté*



*Chantal Lafargue - Faculty Associate /
Associée à la faculté*

*Josée Le Bouthillier - Doctoral
Candidate / Doctorante*



*Karla Culligan -
Doctoral Student /
Doctorante*

*Hélène Estey -
Administrative Assistant /
Adjointe administrative*



**Full biographies are available at / Les
biographies sont disponibles à notre site web:
www.unb.ca/L2*



Dr. Katy Arnett –

**Fulbright Scholar and Honorary Research Associate /
Associée à la recherche honoraire et “Fulbright
Scholar”**

During the Fall 2012 term, Dr. Katy Arnett, Associate Professor of Educational Studies at St. Mary's College of Maryland, was based at L₂RIC as a Fulbright Scholar. The Fulbright Scholars program supports exchanges between the U.S. and countries around the world to further dialogues and develop new understandings. Dr. Arnett was in New Brunswick to continue her research on inclusion in FSL environments and embark on new research considering how newcomer students are supported as they learn English. Her work with past L₂RIC Summer Institutes inspired her to pursue the Fulbright grant, and she is hopeful that her research in these areas will be of relevance to teachers and other education stakeholders on both sides of the 49th parallel. Dr. Arnett continues to collaborate on joint research projects with the L₂RIC team.

Pendant le semestre d'automne 2012, Katy Arnett, professeure agrégée en études en éducation du St. Mary's College of Maryland, était boursière Fullbright à l'IRL₂C. Le programme de bourses Fullbright appuie les échanges entre les États-Unis et des pays partout dans le monde afin de poursuivre des dialogues et d'approfondir des connaissances. La professeure Arnett était au Nouveau-Brunswick pour poursuivre sa recherche sur l'inclusion en FLS ainsi que pour se lancer dans une nouvelle recherche examinant comment l'on soutient les élèves apprenant l'anglais qui sont de nouveaux arrivants. Son travail passé lors des instituts d'été de l'IRL₂C l'a inspirée à faire la demande pour une bourse Fullbright. Elle espère que sa recherche dans ces deux domaines sera pertinente pour les enseignants ainsi que les autres parties prenantes en éducation des deux côtés du 49^e parallèle. La professeure Arnett continue de collaborer sur des projets de recherche conjoints avec l'équipe de l'IRL₂C.



L₂RIC Projects / Les projets de l'IRL₂C

SSHRC funded Project: Students' Language Repertoires for Investigating Mathematics

Joseph Dicks and Paula Kristmanson of L₂RIC are the co-investigators, along with lead investigator David Wagner of the Faculty of Education, on a SSHRC funded project to examine the role of language in the learning and doing of mathematics. This large-scale, longitudinal study is following seven cohorts of mathematics students, each year recording them working in groups on mathematics problems and subsequently interviewing the groups. The research is being conducted in French Immersion programs, and with English first language and additional language students in English-medium classes. Two additional important components of this research are the involvement of graduate students in the research collection and analysis phases and the implication of classroom teachers in the research. Research on the specificities of languages in relation to important mathematical ways of thinking is rare but promising for informing mathematics teaching practices.



Reading Competency of Intensive French Students in NB at Grade 5

Intensive French (IF) has been an official FSL program for grade 5 students in New Brunswick (NB) schools since 2008. Joseph Dicks and Renée Bourgoïn, designed and implemented a study commissioned by the NB Department of Education Early Childhood Development to determine IF students' French reading proficiency in the Grade 5 IF program in terms of accuracy, fluency, and comprehension.



The study involved 169 students in ten randomly selected IF classes in NB schools. Two different reading assessment measures were used to explore: (1) the percentage of IF students attaining the target level of French reading, (2) the correlation between students' scores on L2 oral and writing assessments and these reading results, and (3) the correlation between students' scores on previous L1 reading and writing assessments and these reading results.

European Centre for Modern Languages Project

Paula Kristmanson was the Canadian Representative on a project led by the European Centre for Modern Languages (ECML) of the Council of Europe in Graz, Austria in 2013. The project, entitled “Language Levels for Young Migrants’ Success in Schools”, involved the creation of CEFR-based descriptors for mathematics and civics classes for immigrant and migrant learners in schools in various European contexts. In addition, discussions also involved the planning for a workshop for teachers and the definition of terms for the project. Members of the project team included: Eli Moe, project leader from Norway; Meluïte Ramoniene from Lithuania; Jose Pascoal from Portugal, Marita Härmälä from Finland and Paula Kristmanson from Canada. Paula Kristmanson’s participation on this project was made possible by a grant from Canadian Heritage.

Involvement in this project contributes to L₂RIC’s on-going work related to the CEFR and the Language Portfolio. For example, L₂RIC’s work with local high school language teachers has demonstrated a need for attention to the growing population of English language learners in mainstream content areas. These descriptors will be helpful to these content teachers as they outline the linguistic skills needed to be successful in particular high school subject areas. Knowledge gained through working with this ECML team will contribute to L₂RIC’s work with pre-service and in-service teachers.



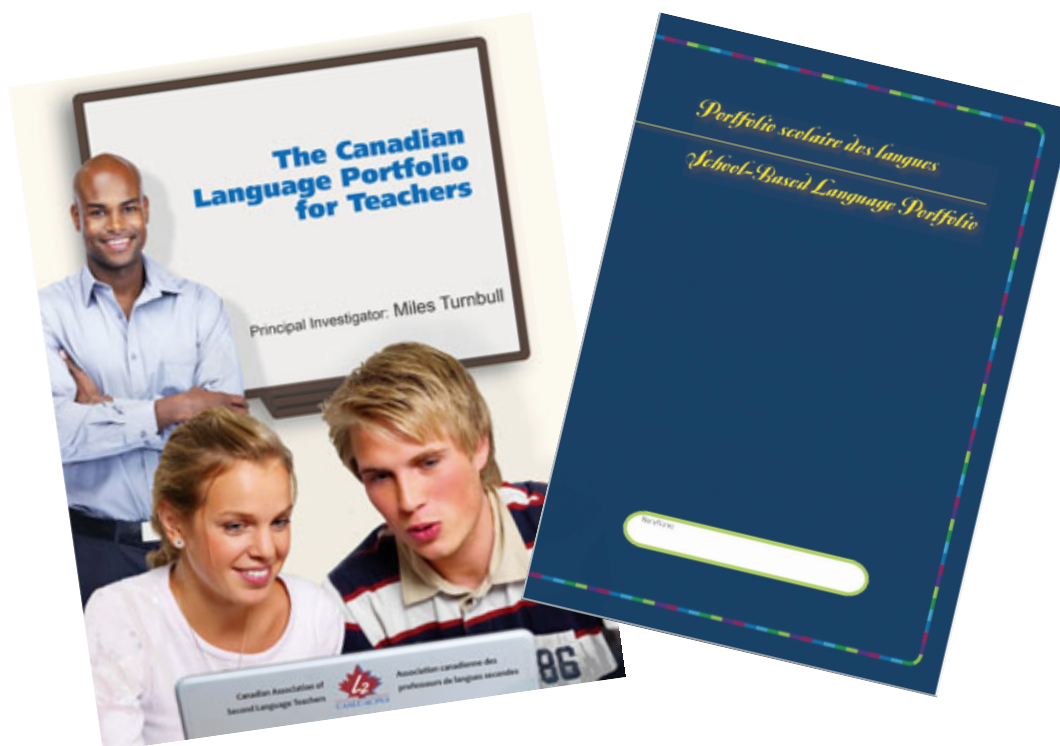
Eli Moe, Paula Kristmanson, Jose Pascoal, Marita Härmälä & Meluïte Ramoniene

Portfolio des langues

Les portfolios des langues représentent une composante importante du Cadre européen commun de référence pour les langues. IRL₂C, en collaboration avec l'ACPLS, s'est impliqué dans l'élaboration d'un portfolio canadien des langues pour éducateurs (PCLE). IRL₂C a créé et a implanté un portfolio des langues dans un cadre scolaire. IRL₂C continue à travailler sur les projets reliés au portfolio dans des contextes variés.

Language Portfolios

Language Portfolios are an integral part of the Common European Framework of References. L₂RIC, in collaboration with CASLT, has been involved in the creation of a Language Portfolio for teachers (PCLE). L₂RIC has also designed and implemented a school based language portfolio. L₂RIC continues to work on language portfolio projects in different contexts.



Référentiel des compétences à l'écrit en immersion française

L' [Association canadienne des professeurs d'immersion](#) (ACPI) s'est associé à l'Institut de recherches en langues seconde du Canada (IRL2C) afin de développer un [Référentiel des compétences à l'écrit](#) qui permet de mieux évaluer le niveau de compétence à l'écrit des élèves et de mieux suivre leur progrès. Ce référentiel pour les élèves apprenant le français en immersion est fondé, d'une part, sur une revue exhaustive de la littérature scientifique portant sur la compétence à l'écrit dans l'apprentissage des langues secondes, et plus particulièrement, en français. Il est également en lien étroit avec les niveaux du Cadre européen commun de référence pour les langues (CECR) du Conseil de l'Europe. Puisqu'il a pour objectif de devenir un outil facile d'usage tant pour les enseignants que pour les élèves et leurs parents, nous avons opté pour un référentiel concis, à six niveaux, facile à comprendre et à utiliser. La maîtrise du français écrit est principalement fondée sur les principes suivants : choix et maîtrise du vocabulaire, l'enchaînement de mots ou la construction de phrases, la grammaire, la structure, les procédés stylistiques, le contenu de l'écrit (intention, genre, destinataire) et la syntaxe.

L2RIC, in collaboration with the [Canadian Association of Immersion Teachers](#) (CAIT), developed a large-scale, formative assessment tool designed to assess the writing competencies of French immersion students. The "[Référentiel des compétences à l'écrit en immersion française](#)" is based on commonly used writing traits and the Common European Framework of Reference (CEFR). The document includes linguistic profiles, a six level rubric (A1-C2), teacher checklists, and student "I can" statements. The document underwent an extensive validation process and was field-tested with teachers across Canada. The official launch took place this past fall at the CAIT conference in Montreal. L2RIC is currently working on phase 2 of the project, which includes a teacher guide and a collection of sample texts.



L'inclusion en immersion

Ce projet de recherche action à deux phases, dirigé par la professeure Katy Arnett et Renée Bourgoin, examine comment mieux faciliter l'inclusion scolaire dans les programmes d'immersion française. Durant la première phase, les enseignants et les chercheuses ont travaillé en collaboration afin de développer des protocoles et identifier des ressources qui soutiendraient l'inclusion dans les classes d'immersion française. Pendant la deuxième phase, les enseignants et les chercheuses ont développé une banque d'activités différenciées qui peuvent être utilisées pour soutenir le programme d'immersion, situé sur un site Web spécialement conçu pour le projet. Les enseignants ont aussi développé et ont mis à l'essai un document traitant d'un cycle de soutien destiné à : (1) identifier les élèves éprouvant des difficultés en IF et (2) promouvoir une approche basée sur le travail d'équipe pour développer des stratégies visant à soutenir les élèves et leurs enseignants.

Inclusion in immersion research project

This dual phase action research project, led by Katy Arnett and Renée Bourgoin, focused on ways to better facilitate inclusion within French immersion contexts. During phase 1, teachers and researchers worked collaboratively at developing protocols and identifying resources that would support inclusion in French immersion classrooms. During phase 2, teachers and researchers worked to develop a resource bank of differentiated activity structures that can be used to support the French immersion program. Teachers also piloted a Cycle of Support Document aimed at: (1) identifying students who may be experiencing difficulties in FI and (2) fostering a team-based approach to develop strategies to support students and their teachers.

English as an Additional Language at the Secondary Level

Over the past 5 years, the population of EAL students at Fredericton High School has grown substantially. Chantal Lafargue, a faculty associate at L₂RIC, also was involved with EAL teaching and programming at FHS. We have been partnered with FHS to implement various ideas and initiatives related to EAL. We were involved in the writing of a grant proposal for the International Enhancement Program (IEP) and subsequently worked with Katy Arnett on a related research project. In addition, we piloted a new assessment for incoming EAL students (WIDA) and during the summer of 2013 trained several teachers to administer the test, which is now being widely used at FHS. We plan to continue our work in EAL with our new projects (for example, see **Our Canadian Heritage Sponsored Projects-** Project 1: Integration of Language and Content Teaching)



Canadian Journal of Applied Linguistics (CJAL)
Revue canadienne de linguistique appliquée (RCLA)

Canadian Journal of Applied Linguistics

As of July 2012, the Canadian Journal of Applied Linguistics (CJAL) is housed at the Second Language Research Institute of Canada at the University of New Brunswick. Several members of L₂RIC make up the journal's Editorial Team. Joseph Dicks and Paula Lee Kristmanson are the Co-editors of the journal. Karla Culligan holds the position of Managing/ Associate Editor and Josée Le Bouthillier is the French Linguistic Editor. Karla and Josée are both doctoral students in second language education and members of the L₂RIC research team. Dr. Leif French of the Université du Québec à Chicoutimi is the Book Review Editor. The CJAL is a fully open-access, online journal, which can be found at <http://journals.hil.unb.ca/index.php/CJAL/>

Revue canadienne de linguistique appliquée

Depuis juillet 2012, Joseph Dicks et Paula Lee Kristmanson de l'Institut de recherche en langues seconde de l'université du Nouveau-Brunswick sont rédacteurs en chef de la revue canadienne de la linguistique appliquée (RCLA). Plusieurs membres de l'équipe IRL₂C font partie du comité éditorial de la RCLA. Karla Culligan est rédactrice associée/ directrice de rédaction et Josée Le Bouthillier est rédactrice linguistique pour les manuscrits en français. Dr. Leif French de l'Université du Québec à Chicoutimi est rédacteur de la critique des livres. La RCLA est une revue à libre accès qui se trouve à <http://journals.hil.unb.ca/index.php/CJAL/>



Graduate Student Research / Recherche de doctorat

Renée Bourgoin

*First and Second Language Reading Acquisition:
Profiles, Differences, and Success Indicators*

Joseph Armand Bombardier Scholarship Winner

\$105 000/3 years



In 2008, the New Brunswick government announced significant changes to the delivery of French second language programs. Among the changes, the province's Grade 1 French immersion (FI) program was eliminated and replaced with a grade 3 FI delayed entry-point. The restructuring of the FI program was intended to reduce 'streaming' in Grades 1 and 2 and promote equal opportunities for all students (NB Dept. of Ed., 2008).

The purpose of this study is to explore the reading experiences of normally developing students and students at risk for reading difficulties as they transition from a Grade 2 English-only program to a Grade 3 FI program. This study follows a Grade 2 student cohort (N=56) over a two-year period to explore their first and second language reading development. More specifically, it sought to explore students' reading profiles in both languages. As they transition into FI, the study also focuses on students' use and transfer of reading strategies to French reading. Finally, the study also attempts to gain a better understanding of individual reading differences among L2 students and how early literacy indicators can be used to identify at risk second-language readers.

Data collected from various data collection sources (interviews, think-aloud, DIBELS, IDAPEL, Running Records) reveal how first-language reading profiles are important factors in the development of second-language reading abilities (Geva & Clifton, 1994). Also, important differences were found regarding at risk and normally developing students' knowledge of and use of strategies. The role of cross-linguistic transfer is also documented (Chamot & El-Dinary, 1999; Cornaire, 1991).

Josée Le Bouthillier

La construction des savoirs liés à l'écriture : une étude ethnographique en 7e année de l'immersion précoce

Joseph Armand Bombardier Scholarship Winner

\$105 000/3 ans



Dans une étude de cas ethnographie pour son doctorat, Josée s'intéresse au développement en écriture d'élèves à risque et d'élèves au développement typique de la 7e année d'un programme d'immersion précoce, car il n'existe pas beaucoup d'études concernant l'écriture et, d'autant plus, les élèves à risque en écriture dans les programmes d'immersion (Genesee, 2007). Josée tente de répondre aux questions suivantes dans sa recherche :

1. Quels savoirs possèdent les auteurs moins habiles et les auteurs plus habiles et quelles sont les différences et les ressemblances entre les savoirs que possèdent les deux groupes? :
 - a) en terme de savoirs liés à l'écriture (genre, caractéristiques d'un bon texte, grammaire, vocabulaire, etc.)
 - b) en terme de types de savoirs – déclaratifs, procéduraux et conditionnels
2. Comment ces savoirs se développent-ils au cours d'une année scolaire?
3. Comment ces savoirs informent-ils les sciences de l'éducation quant à l'enseignement de l'écrit en immersion?

Par sa recherche, Josée tente d'identifier des stratégies d'enseignement visant à aider les enseignants à mieux répondre aux besoins de tous les élèves dans le programme d'immersion. Dans le contexte actuel au Nouveau-Brunswick où, suite au rapport de Porter et AuCoin (2012), le ministère de l'Éducation tente d'améliorer ses pratiques quant à l'intégration scolaire et, dans le contexte canadien où le débat sur la pertinence du programme d'immersion française pour les élèves à risque rage toujours, cette étude pourrait contribuer aux domaines de la langue seconde et de l'intégration scolaire en fournissant des informations quant aux caractéristiques des élèves à risque en écriture et quant à leur développement en écriture dans un programme d'immersion française précoce.

Karla Culligan

*The Purpose and Implications of First Language Use in
Second Language Mathematics Tasks*

Joseph Armand Bombardier Scholarship Winner

\$105 000/3 years



Karla's research will examine the crucial role of language in French immersion (FI) mathematics. Specifically, she will explore students' use of their first language (L1), English, as they work collaboratively on mathematics problems. Karla intends to examine whether the nature and the difficulty level of mathematical tasks appear to affect student use of the L1, and whether student use of the L1 appears to affect their ability to understand the mathematical tasks. The research questions are:

1. Do the frequency and nature of L1 use change as the nature and difficulty of the mathematical tasks change?
2. What prompts students to use their L1 during the completion of a mathematical task?
3. What effect, if any, does L1 use have on students' ability to complete the mathematical task?

In order to address her research questions, Karla will record pairs of high school FI students working, in dyads in their second language (L2), on a series of mathematical problems that gradually increase in difficulty. The recordings will be transcribed, coded, and analyzed using "the turn" as the unit of analysis (Swain & Lapkin, 2000). This process will be informed by sociocultural theory and discourse analysis approaches (Donato, 1994; Lantolf, 2000; Swain, Kinnear, & Steinman, 2011; Vygotsky, 1978). Additional qualitative data by way of student interviews will also be collected, transcribed, and analyzed in order to provide further insights into student L1 use (Johnson, 2002; Warren, 2002).

Chris Van den Broeck

Critical Literacy in English for Academic Purposes: An Action-Research Project

Chris's study will explore the possibilities of adopting a critical approach to literacy in EAP (English for Academic Purposes) classrooms, through action research involving the following research questions:

- 1) How, and to what extent, can a critical inquiry/pedagogical approach to EAP (English for Academic Purposes) affect second language learners (i.e. at an institution like UNB)?
- 2) How, and to what extent, can a critical inquiry/pedagogical approach to EAP (English for Academic Purposes) affect second language teachers (i.e. at an institution like UNB)?

The study will explore the notion of troubling the roles of EAP teachers, EAP learners and the institutions in which they are placed. It is anticipated that an exploration of these concepts will lead to a more meaningful understanding and better appreciation of the complex relationships among second language learners, their instructors, and the postsecondary institutions in which they exist.

Knowledge Transfer / Le transfert des connaissances

French Second Language Instructional Design

Joseph Dicks worked as the Senior Instructional Design Consultant for the French Second Language series “Club mystère” published by RK Publishing. Renée Bourgoin was also involved in this project as lead literacy consultant. This multi-grade series is designed for beginning learners of French at the elementary school level. For more information about “Club mystère”, visit www.club-mystere.com

Développement de programme en français langue seconde

Joseph Dicks a travaillé comme “Consultant principal de design éducatif” pour la série FLS “Club mystère” publié par RK Publishing. Cette série multi-niveaux est destinée aux apprenants débutants en français langue seconde au niveau élémentaire. Renée Bourgoin a été impliquée dans ce projet aussi comme consultante en littératie. Pour de plus amples renseignements sur “Club mystère” visitez www.club-mystere.com



Summer Institutes / Instituts d'été

Institute 2011

In August, L₂RIC hosted its second annual Summer Institute for K-12 immersion teachers. Participants from New Brunswick and nine other provinces attended the Summer Institute in Fredericton. The Institute centered on the theme of “Supporting Immersion Learners: Managing the Diversified Classroom” Keynote speakers were Joseph Dicks, Katy Arnett and Jim Howden.

Participants worked collaboratively in small groups using a case study approach in order to help them put into practice new knowledge gained throughout the Institute. Participants reviewed and applied principles and practices from the fields of immersion and exceptionalities, and shared classroom experiences that support learners from a wide range of backgrounds and abilities.

The following comments from two participants are representative of the Institute’s success:

“It was fantastic! The workshops and presenters were great”

“One of the best professional development experiences I have had in my 15 year career”



Institut 2012

En août, l'Institut de recherche en langues secondes du Canada a tenu son troisième institut d'été annuel pour les enseignants travaillant dans divers programmes d'immersion et de langue seconde partout au Canada. Nous avons eu le plaisir d'accueillir des participants de tous les coins du pays, incluant deux éducateurs de Yellowknife, dans les Territoires du Nord-Ouest! Toutes les provinces étaient représentées à l'exception du Québec et de la Nouvelle-Écosse. Le Nouveau-Brunswick comptait le plus grand nombre de participants, mais il était suivi de très près par la Saskatchewan!



Le thème de ce troisième institut était : « Soutenir les élèves en immersion : les pratiques exemplaires en littératie. » Les participants ont eu l'occasion d'explorer et de discuter des pratiques exemplaires dans les domaines de l'oral, de la lecture et de l'écriture. Nous avons aussi examiné les pratiques d'évaluation, l'intégration de la technologie dans les classes de langue seconde, la culture dans le contexte d'enseignement et l'intégration de la littératie dans les cours de matières.

En plus de tout l'apprentissage, des partages et des discussions, nous avons aussi célébré la fête des Acadiens. Plusieurs participants ont démontré leur talent pendant une danse carrée traditionnelle! Nous désirons remercier Sarah Fedoration de l'Alberta qui a été notre professeure de danse.

Le consensus a été que notre troisième institut d'été était un immense succès. Nous, à l'institut de recherche en langues secondes du Canada, sommes fiers de soutenir les enseignants puisqu'ils visent à améliorer l'enseignement et l'apprentissage du français langue seconde.

Les commentaires suivants de trois des participants reflètent le grand succès de l'Institut:

« J'ai appris pleins de pratiques exemplaires durant la semaine et ça confirmait que je faisais déjà des bonnes choses en salle de classe mais qu'il y a aussi des améliorations à faire pour bien outiller mes élèves. »

« J'ai énormément apprécié toute l'information basée sur les recherches récentes de l'enseignement d'un L2. Je me sens plus confiante de promouvoir votre travail que les pratiques/méthodes à la mode puisque vous nous assurez d'étudier vraiment le succès des pratiques exemplaires de littératie. »

« Comme conseillère pédagogique j'ai reçu beaucoup d'information qui m'aidera à soutenir mes enseignants. Au-delà de mes attentes.»

Publications

Edited Works

Dicks, J. & Kristmanson, P. (Eds.) (2013) [*Canadian Journal of Applied Linguistics/ La Revue canadienne de la linguistique appliquée*](#), Vol. 16 (1). (on-going)

Kristmanson, P., Bourgoïn, R. & Van den Broeck, C. (Eds.) (2012) [*Special Issue of Antistasis: A New Brunswick Education Journal*](#), Vol. 2 (2).

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Academic Articles & Book Chapters

Le Bouthillier, J. (2013). The writing processes of a Grade 7 French immersion student with Asperger Syndrome. In Arnett, K. & Mady, C. (Eds) [*Minority populations in second language education: Broadening the lens from Canada*](#). Bristol, UK: Multilingual Matters.

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Hirschhorn, M., Kristmanson, P., Sears, A. (2013). Toward a National Conversation about Teacher Education in Canada: An Examination of CATE Conference Presentations. In L. Thomas (Ed.) *What is Canadian about Teacher Education in Canada? Multiple Perspectives on Canadian Teacher Education in the Twenty-First Century*. Canadian Association for Teacher Education/ Association canadienne pour la formation à l'enseignement.

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Le Bouthillier, J., Bourgoin, R., & Kristmanson, P. (2011). *Collaborating for Success: Classroom Teachers and Researchers Coming Together Through Professional Learning Communities*. Conference proceedings for ICSI- International Conference of School Improvement, Limassol, Cyprus.

Professional Articles

Le Bouthillier, J. (2013). Que peuvent cacher les problèmes de comportement des garçons. *Journal de l'immersion*, 35(3), 10-11.

Le Bouthillier, J. (2013). Répondre aux besoins d'écriture des élèves avec le syndrome d'Asperger. *Journal de l'immersion*, 35(2), 26-27.

Culligan, K. (2013). Intégrer le français dans les mathématiques au niveau secondaire. *Journal de l'immersion*, 35(1), 17-18.

Dicks, J, Roy, A, & Lafargue, C. (April 2013). Le Référentiel des compétences à l'écrit en immersion française. *Journal de l'immersion*, 43(3), 9-10.

Bourgoin, R. (2012). Learning to Read in Multiple Languages. *Journal de l'immersion: Les allophones en immersion*, 34(2), 17-21

Bourgoin, R. (2011). Immersion and at-Risk Learners: What Does the Research Say. *Journal de l'immersion: Les enfants à risque en immersion*, 33(3), 27-30.

Kristmanson, P., Lafargue, & C. Thompson, L. (2011). Can Do: A Common Experience. *Réflexions*, 30(1), 4-5.

Pedagogical Materials

Dicks, J. (2013) (Ed.). Club mystère. Unit 1: Case 1,2,3. RK Publishing. Toronto.

Dicks, J. (2013) (Ed.). Club mystère. Unit 2: Case 4,5. RK Publishing. Toronto.

Le Bouthillier, J., Bourgoin, R., Dicks, J., Kristmanson, P., & Roy, A. (2013). *L'enseignement de la littérature dans les programmes de français langue seconde*. Fredericton, NB: Institut de recherche en langues secondes du Canada.

Dicks, J., Roy, A. & Lafargue, C. (2012) *Référentiel des compétences à l'écrit en immersion française*. Ottawa, ON: ACPI.

Dicks, J., Kristmanson, P., Le Bouthillier, J., Bourgoin, R., & Roy, A. (2011). *ÉCRI- Écriture cohérente et raisonnée en immersion. Pedagogical DVD and guide: ÉCRI at the secondary level*. Fredericton, NB: Second Language Research Institute.

Presentations / Présentations

Academic Conferences:

Bourgoin, R. & Culligan, K. (July, 2013). *Interviewing as a data collection tool*. Paper presented at Atlantic Education Graduate Student Conference, University of New Brunswick, Fredericton, NB.

Le Bouthillier, J. (July, 2013). *The writing processes of a Grade 7 French immersion student with Asperger Syndrome: Progress made during a school year*. Paper presented at Atlantic Educators Graduate Conference, University of New Brunswick, Fredericton, NB.

Le Bouthillier, J. (June, 2013). *Le développement des savoirs liés à l'écriture des élèves de la 7e année en immersion française. Une comparaison entre les auteurs typiques et leurs pairs en difficulté*. Symposium on at-risk students. Canadian Association of Applied Linguistics Conference, Victoria, BC.

Dicks, J. & Roy, A. (June, 2013). *Development and Validation of a Large-Scale Formative Assessment Tool for Writing in French*. Paper presented at the Canadian Association of Applied Linguistics (ACLA) Conference, Victoria, BC.

Bourgoin, R. (June, 2013). *First- and Second-Language Reading Acquisition: Profiles, Differences, and Success Indicators*. Paper presented at the Canadian Association of Applied Linguistics Conference, Victoria, BC.

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- Bourgoin, R. Arnett, K., Mady, C. et al. (June, 2013). *Symposium: Minority populations in second-language education: Broadening the lens from Canada*. Paper presented at the Canadian Society for the Study of Education Conference, Victoria, BC.
- Bourgoin, R. & Dicks, J. (June, 2013). *Learning to Read in L1 and L2: Success Indicators, the Role of Transfer and Use of Strategies*. Paper presented at the Canadian Association of Applied Linguistics Conference, Victoria, BC.
- Dicks, J. & Kristmanson, P. (June 2013). *Getting published in the Canadian Journal of Applied Linguistics*. Paper presented at Canadian Association of Applied Linguistics Conference, Victoria, BC.
- Kristmanson, P., Arnett, K., & Lafargue, C. (June 2013). *Supporting the transition to language autonomy for emerging adult newcomers to Canada*. Paper presented at Canadian Association of Applied Linguistics- Annual Conference, Victoria, BC.
- Culligan, K., Kristmanson, P., & Lafargue, C. (June 2013). *Experiences with autonomy: Learners' voices on language learning*. Paper presented at Canadian Association of Applied Linguistics Conference. Victoria, BC.
- Culligan, K. & Kristmanson, P. (June 2013). *Becoming teacher: Influences of an international internship*. Paper presented at Canadian Society for the Study of Education. Victoria, BC.
- Kristmanson, P., Sears, A. & Hirschhorn, M. (June 2013). *Toward a National Conversation about Teacher Education in Canada: An Examination of CATE*. Conference Presentations. Canadian Society for the Study of Education, Victoria, BC.
- Dicks, J. & Roy, A. (May, 2013). *The Development of a Large-Scale Writing Assessment Tool: A Collaborative University and National Teacher Association Project*. Paper presented at 8th International Conference on Language Teacher Education, Washington, DC.
- Le Bouthillier, J. (April, 2013). *The writing processes of a grade 7 French immersion student with Asperger syndrome*. Paper presented at the University of New Brunswick Graduate Research Conference, Fredericton, NB.
- Culligan, K. (April, 2013). *Sociocultural approaches to Second language research: Learning through dialogue*. Paper presented at the University of New Brunswick Graduate Research Conference, Fredericton, NB.
- Bourgoin, R. (July, 2012). *Elementary Students' Experiences in Learning to Read Across Languages*. Paper presented at the Atlantic Education Graduate Student Conference, Fredericton, NB.
- Culligan, K. (July, 2012). *The relationship between thought and language: Exploring the works of Jean Piaget and Lev Vygotsky*. Paper presented at the Atlantic Educators Graduate Conference, Fredericton, NB.
- Bourgoin, R. (May, 2012). *Students' Experiences in Learning to Read in Multiple Languages*. Paper presented at the Language and Literacy Researchers of Canada pre-conference, Waterloo, ON.
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Bourgoin, R. (May, 2012). *Students' Experiences in Learning to Read in French and English: Strategy Knowledge and Use, Predictors of Success, and the Role of Transfer*. Paper presented at the Canadian Association of Applied Linguistics, Waterloo, ON.

Kristmanson, P., Le Bouthillier, J., & Lafargue, C. (May 2012). *Exploring Voice: Writing Unit for English as an Additional Language Learners*. Paper presented at the Canadian Association of Applied Linguistics Conference. Waterloo, ON.

Lafargue, C., Culligan, K., & Kristmanson, P. (May 2012). *The Language Portfolio in Action: Experiences of Teachers and Learners*. Paper presented at the Canadian Association of Applied Linguistics Conference. Waterloo, ON.

Dicks, J., Roy, A. & Le Bouthillier, J. (May 2012). *Beyond the Rubricon – Issues with Validity and Reliability in assessing L2 writing*. Paper presented at the Canadian Association of Applied Linguistics Conference, Waterloo, ON.

Culligan, K. (April, 2012). *Exploring first language use in second language mathematics classrooms*. Poster presented at the University of New Brunswick Graduate Research Conference, Fredericton, NB.

Le Bouthillier, J. (November 2012). *Teaching Writing in French Using Best Practices*. Paper presented at the ACTFL Conference, Philadelphia, PA.

Kristmanson, P. & Culligan, K. (November 2012). *Becoming Teacher: Influences of an International Internship*. Paper presented at the Teacher Education Working Conference, Montreal, QC.

Bourgoin, R. Culligan, K. & Le Bouthillier, J. (2012). *Symposium: Classroom-based Research in Literacy and Numeracy in French Immersion Programs*. Panel presented at CARLA Immersion conference: Bridging contexts for a multilingual World, St. Paul, Minnesota.

Culligan, K & Dicks, J. (Sept. 2012). *From Here to There (And Back Again?): Bilingual Policy in New Brunswick*. Paper presented at the Language Policy and Planning Conference, Calgary, AB.

Kristmanson, P., Lafargue, C., & Hay, L. (June, 2011). *"Can Do"- Successes and challenges in encouraging self-assessment and learner autonomy in high school language classes*. Paper presented at the Canadian Association of Applied Linguistics Special Symposium on Teacher Education, Fredericton, NB

Carr, W., Dicks, J. Turnbull, M, Turnbull, C, & Kristmanson, P. (June, 2011). *Cross-Canada perspectives on the CEFR and language teacher education/practice*. Paper presented at the Canadian Association of Applied Linguistics Special Symposium on Teacher Education, Fredericton, NB.

Wagner, D., Kristmanson, P., & Herbel-Eisenmann, B. (June, 2011). *The use of modality in French immersion mathematics interaction*. Paper presented at Canadian Association of Applied Linguistics Conference, Fredericton, NB.

Dicks, J. (June, 2011). *Cross-Canada perspectives on the CEFR & language teacher education/practice*. Paper presented at the Conference of the Canadian Association of Applied Linguistics, Fredericton, NB.

Dicks, J. & Turnbull, M. (June 2011). *Autonomie de l'apprenant, éveil aux langues, et apprentissage permanent: Le portfolio canadien des langues pour éducateurs*. Paper presented at the Conference of the Canadian Association of Applied Linguistics, Fredericton, NB.

Dicks, J., LeBouthillier, J & Kristmanson, P., (June 2011). *L'écriture en immersion au niveau intermédiaire*. Conference of the Canadian Association of Applied Linguistics, Fredericton, NB.

Bourgoin, R. (October, 2011). *Transitioning Into grade 3 French Immersion: Students' Experiences with Reading*. Paper presented at the Atlantic Educator's Conference, Moncton, NB.

Culligan, K., & Lafargue, C. (October, 2011). *Exploring the European Language Portfolio in New Brunswick high school language classes*. Paper presented at the Atlantic Educators Conference, Moncton, NB.

Roy, A., Le Bouthillier J., & Dicks, J. (October, 2011) *Issues of Reliability and Validity in Assessing Second Language Writing*. Paper presented at the Atlantic Educators' Conference, Moncton, NB.

Dicks, J, Le Bouthillier, J., & Roy A. (October, 2011). *Is Objectivity Possible: Issues with Writing Assessment and Rubrics*. Poster presented at the Interdisciplinary Linguistics Conference, Belfast, Northern Ireland.

Culligan, K. (October, 2011). *Students' experiences in a secondary level French immersion mathematics course*. Poster presented at the Interdisciplinary Linguistics Conference, Belfast, Northern Ireland.

Culligan, K. (November, 2011). *Mathematics in the secondary level immersion classroom: Students' and teachers' perceptions of L1 usage*. Paper presented at the joint conference of the Applied Linguistics Association of Australia/ Applied Linguistics Association of New Zealand, Canberra, Australia.

Kristmanson, P., Lafargue, C., & Le Bouthillier, J. (Dec. 2011). *Writing Personal Narratives in a Canadian High School English as an Additional (EAL) Language Classroom: The Effects of a Systematic Instructional Model*. Paper presented at the joint conference of the Applied Linguistics Association of Australia/ Applied Linguistics Association of New Zealand, Canberra, Australia.

Kristmanson, P., Lafargue, C., & Le Bouthillier, J. (Nov. 2011). *Writing Instruction in a High School English as an Additional Language Class: A Journey Through Memoir Writing*. Paper presented at the Language, Education and Diversity (LED) Conference, Auckland, NZ.

Invited Presentations:

Dicks, J. (2013). *Access, capacity, waiting lists, best practices, and efficiencies in official language immersion*. Invited presentation to the House of Commons Standing Committee on Official Languages, Ottawa, ON.

Dicks, J. & Le Bouthillier, J. (April, 2013). *Fostering Global Citizenship: The Impact of Immersion Education*. Invited presentation at the iOpener/Innov8, Lafayette, Louisiana.

Dicks, J. (March 2013) *The Common European Framework of Reference for Languages and its Implications for French Second Language Curriculum in New Brunswick*. Invited presentation to the New Brunswick Department of Education and Early Childhood Development, Fredericton, NB.

Kristmanson, P. (October, 2012). Invited participant at the *International Dual Language/Immersion Education Researcher Convocation*, St. Paul, MN.

Dicks, J. (October, 2012). *Le Référentiel des compétences à l'écrit en immersion*. Conférencier invité, pré-congrès national de l'association canadiennes des professeurs d'immersion, Montréal, QC.

Dicks, J. (June, 2011). *Cross-Canada perspectives on the CEFR & language teacher education/practice*. Invited presentation at the Conference of the Canadian Association of Applied Linguistics, Fredericton, NB

Dicks, J. (October, 2011). *French Second Language Programs: What, When, and Why?* Invited presentation at the Conference of the Alberta Canadian Parents for French, Edmonton, AB.



Professional Development for Teachers / Perfectionnement professionnel

Le Bouthillier, J. & Roy, A. (June, 2013). *Balanced Literacy & Best Practices in Reading & Writing*. Lafayette Parish, Lafayette, Louisiana.

Bourgoin, R. (May 2013). *L'enseignement de l'écriture en immersion*. PD session for 3-5 immersion teachers. Grand Falls, NB.

Bourgoin, R. & Kay, D. (May 2013). *Differentiation in immersion*. PD session for 3-5 immersion teachers. Grand Falls, NB.

Bourgoin, R. (February 2013). *L'enseignement de la lecture en immersion*. PD session for 5-12 immersion teachers. Florenceville, NB.

Bourgoin, R. (January 2013). *La communication orale en salle de classe*. PD session for 5-12 immersion teachers. Fredericton, NB.

Bourgoin, R. (January 2013). *L'enseignement de la lecture en immersion*. PD session for 5-12 immersion teachers. Fredericton, NB.

Bourgoin, R. (February 2012). *Reading instruction and content instruction at the middle and high school levels*. School District 17. PD session for teachers. Fredericton, NB.

Le Bouthillier, J., Bourgoin, R., Roy, A. & Culligan, K. (February, 2012). *Literacy Across the Curriculum*. School District 17, Oromocto, NB.

Kristmanson, P., Lafargue, C., & Bourgoin, C. (April, 2012). *Supporting English Language Learners*. Invited Presentation for Professional Development Day for Liverpool St. School, School District 18.

Le Bouthillier, J. et Roy, A. (May, 2012). *Les pratiques exemplaires en écriture*. Orangeville, Ontario-Upper Grand School Board.

Kristmanson, P., Dicks, J., Lafargue, C., Roy, A., & Paulin, M.J. (April 2012). *CASLT Chez Vous: Le CECR and le PEL en Action au N-B*. University of New Brunswick, Fredericton, NB.

Bourgoin, R. (August 2012). *Supporting all readers*. PD session for teachers. Grand Prairie, AB.

Roy, A. (August, 2012) *Les pratiques exemplaires en évaluation*. School District 6, Saint John, New Brunswick.

Le Bouthillier, J. & Culligan, K. (August, 2012). *Literacy Across the Curriculum*. School District 6, Saint John, New Brunswick.

Bourgoin, R. (August 2012). *Supporting all readers*. PD session for FSL and literacy district coordinators. St-John, NB.

Bourgoin, R. (November 2012). *Supporting all readers*. PD session for teachers. Edmonton, AB.

Bourgoin, R. (2011). *Supporting all readers – grades 3-5*. PD session for teachers. Hampton, NB.

Le Bouthillier, J. (November, 2011). *L'écriture en immersion*. School District 6, Winnipeg School Board, Winnipeg, SK.

Bourgoin, R. (2011). *Le modèle ÉCRI (1-12)*. PD session for immersion teachers (1-12). Yellowknife Catholic School Board, NWT.

Bourgoin, R. & Roy, A. (2011). *L'évaluation au service de l'apprentissage*. Union Branch PD session (cercle 26), Fredericton, NB.

Professional Activities / Activités professionnelles

Kristmanson, P. (2011-present) President of TESL NB (Teachers of English as a Second Language of New Brunswick).

Bourgoin, R. (2012). *Supporting academically-challenged students in immersion*. Roundtable, Canadian Parents for French, Ottawa, ON.

Kristmanson, P. (2012-present). ECML project "Language Levels for Young Migrants' Success in Schools". Canadian Representative on European Centre for Modern Language. Graz, Austria.

Dicks, J. & Kristmanson, P. (2012-present) Canadian Association of Second Language Teachers. Invited participants in national networking meetings. Ottawa, ON.

Roy, A. & Lafargue, C. (2011) Writing Standards for Late French Immersion – New Brunswick Department of Education & Early Childhood Development. Fredericton, NB

Dicks, J. & Kristmanson, P. (2012- present) Members of the executive of the Canadian Association of Applied Linguistics.

Kristmanson, P. (2011-2-12). Elected Director for TESL Canada Board (Chair of TESL Canada Journal Committee).

Kristmanson, P. (2011-present), Member, CEFR Assessment Toolkit Committee for Canadian Association of Second Language Teachers (CASLT).

Recognizing Excellence / La reconnaissance de l'excellence

Between 2011 and 2013, L₂RIC awarded 9 undergraduate prizes and bursaries and 3 graduate scholarships. L₂RIC also awarded 24 Certificates in Teaching French as a Second Language (CTFSL) and 38 in Teaching English as a Second Language (CTESL)

Entre 2011 et 2013, l'IRL₂C a accordé 9 prix et bourses au niveau du B.Éd. et 3 bourses au niveau du 3^e cycle. L'IRL₂C a aussi délivré 24 certificats de la didactique du français langue seconde (CDFLS) et 38 de l'anglais langue seconde (CTESL).

Scholarships / Bourses

Bachelor of Education Scholarships and Prizes/Bourses et prix du B.Éd.

2011-2012

Second Language Research Institute of Canada Scholarship – *Naomi Harvey*

Viviane Edwards Scholarship in Second Language Education – *Lauren Cormier*

Ernest & Blanche LeBel Picot Scholarship – *Andrea Cronkhite*

Evelyn Walker Memorial Bursary – *Naomi Harvey*



*Naomi Harvey &
Lauren Cormier*

2012-2013

Second Language Research Institute of Canada Scholarship – *Nadia Arsenault & Kristen Jurcina*

Viviane Edwards Scholarship in Second Language Education – *Kevin Bourque*

Ernest & Blanche LeBel Picot Scholarship – *Derek Ness*

Evelyn Walker Memorial Bursary – *Nadia Arsenault*

Doctoral in Education Scholarships/Bourses de 3^e cycle (2011-2013)

*Renée Bourgoin
Josée Le Bouthillier
Karla Culligan*

Certificat de la didactique du français langue seconde (CDFLS)

2011-2012

Sarah Chamberlain-Boyle

Neena Adams Smith

Amy Turner

Thérèse Trofimencoff

Megan Seymour

Aicha Salah

Christina Rogers

Thu Phuong

Cheryl Lavigne

Naomi Harvey

Kelly Harris

Lauren Cormier

Véronique Chiasson

Amélie Thériault

2012-2013

Danielle Toner

Chantal Samson

Nicholas O'Brien

André Léger

Kristen Jurcina

Steven Chan

Melissa Copland

Marie-Ève Gingras-Carmel

Kevin Bourque

Nadia Arsenault

Certificate in Teaching English as a Second Language (CTESL)

2011-2012

Erin Louise Fenton
Stephanie Wannamaker
Allyson Sanderson
Christopher Rowan
Elsa Pinkohs
Jonathan Ryan
Jennifer Peterson
Mauren Papas
Kristen Mercer
Sarah McCorquadale
Lee Maloney
Brendan Kelly
Katelyn Hunter
Courtney Hughes
Marc Girard
Marshall Claybourne
Jessica Campbell
Daniel Boudreau
Carly Fanjoy
Heather MacDonald
Kristie-Lynn McLeod
Emma Russell
Katherine Hooper

2012-2013

Joanna Gordon
Ashley Praught
Adrianna Pierce
Sandra Dylewska
Corey Harvey
Stephanie MacLellan
Kassandra Torrville
Mellisa Creighton
Mallory Richard
Natalia Ribeiro
Rayya Nouri
Krisen Jurcina
Brittany Evans
Adam Langille
Nicholas LeBlanc



Partnerships and Collaboration/Partenariats et collaboration



Canadian
Heritage

Patrimoine
canadien

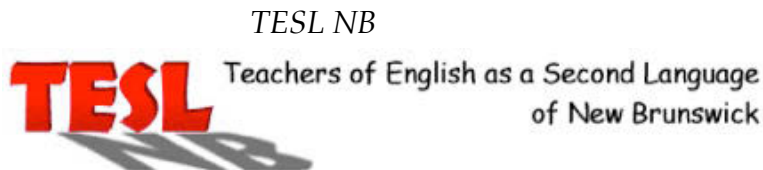
*Canadian Heritage /
Patrimoine canadien*

*Canadian Association of
Immersion Teachers /
Association canadienne des
professeurs d'immersion
(CAIT/ACPI)*



*Canadian Association of Second
Language Teachers / Association
canadienne des professeurs de langues
secondes (CASLT/ACPLS)*

*Teachers of English as a Second
Language (TESL) Canada*



TESL NB



*Canadian Parents
for French - N.B.*



Anglophone West School District

Government of New Brunswick





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