# Biennial Report – Rapport biennal 2013-2015

IRL2RIC

INSTITUT DE RECHERCHE EN LANGUES SECONDES DU CANADA

SECOND LANGUAGE RESEARCH INSTITUTE OF CANADA

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*Cover photo by Joy Cummings.*

# Acknowledgements / Remerciements

We gratefully acknowledge the Department of Canadian Heritage for its financial support.

Nous tenons à remercier le ministère du Patrimoine canadien pour son soutien financier.

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

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L2RIC acknowledges Karla Culligan for her work in the compilation and editing of this report.

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# $L_2$RIC's Mission / Mission de l'IR$L_2$C

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

*Left to right: Dr. Paula Kristmanson ($L_2$RIC Professor), Karla Culligan ($L_2$RIC Doctoral Candidate), Dr. Joseph Dicks ($L_2$RIC Director and Professor), Dr. Renée Bourgoin ($L_2$RIC Faculty Associate), Dr. Josée Le Bouthillier ($L_2$RIC Research Associate), Allan Roy (Former $L_2$RIC Faculty Associate) at the 5th International Conference on Dual Language and Immersion Education in 2014*

# $L_2$RIC Team / Équipe IR$L_2$C

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

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

*Dr. Renée Bourgoin –*
**Faculty Associate / Associée à la faculté**

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

*Karla Culligan –*
**Doctoral Candidate / Candidate au doctorat**

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

*Dr. Katy Arnett –*
**Honorary Research Associate / Associée à la recherche honoraire**

*Hélène Estey –*
**Administrative Associate / Adjointe administrative**

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

# $L_2$RIC Projects / Projets de l'IR$L_2$C

## SSHRC-Funded Project: Students' Language Repertoires for Investigating Mathematics

*Dr. Paula Kristmanson, Dr. David Wagner, and Dr. Joseph Dicks*

Dr. Joseph Dicks and Dr. Paula Kristmanson of $L_2$RIC are the co-investigators, along with lead investigator Dr. 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 will follow seven cohorts of mathematics students, 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

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## Normes provinciales et procédures de mise en œuvre pour les fiches d'observation individualisées en immersion française

La fiche d'observation individualisée est un outil d'évaluation formative documentant les comportements de lecture des élèves et suivant leurs progrès de lecture. Généralement, les fiches d'observation individualisées sont administrées aux élèves d'immersion chaque deux mois pendant l'année scolaire.

En collaboration avec le ministère de l'Éducation et du Développement de la petite enfance, la professeure Renée Bourgoin a développé un manuel d'instructions pour systématiser et faciliter l'utilisation des fiches d'observation individualisées dans la province.

Ce document, *La fiche d'observation individualisée en lecture – document cadre pour l'immersion 3e à 5e année et immersion tardive 6e à 8e année au Nouveau-Brunswick*, fournit un cadre et des principes de base aux fiches d'observation individualisées, ainsi que la démarche appropriée pour les administrer. Ce document provincial explique et systématise aussi la pratique de la lecture guidée en immersion française.

## European Centre for Modern Languages Project

Dr. 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. Members of the project team included: Eli Moe, project leader from Norway; Meluite Ramoniene from Lithuania; Jose Pascoal from Portugal; Marita Härmälä from Finland; and Paula Kristmanson from Canada. Dr. Kristmanson's participation on this project was made possible by the Department of Canadian Heritage and the University of Ottawa's Official Languages and Bilingualism Institute (OLBI).

In April 2014, Eli Moe, Marita Härmälä, and Paula Kristmanson published an article entitled, "Learning Subject Matter in a Second Language: A CEFR-Based Tool to Support Immigrants and Migrant Students" in *Studies in Language Testing 44: Language Assessment for Multilingualism*. "The article focuses on the importance of language proficiency when acquiring content knowledge in particular academic subjects … Teachers and students can use the descriptors to raise awareness of the language-related aspects of various school subjects, to determine language objectives for lessons, and to use formative assessment criteria" (pp. 134-135).

*Ene Peterson, President of the Association of Estonian Language Teachers, and Dr. Paula Kristmanson at the World Congress of Modern Languages, Niagara Falls, Ontario*

In addition to this publication, Dr. Kristmanson also presented this project as part of a symposium entitled, "The European Centre for Modern Languages from a Canadian Perspective," at the World Congress of Modern Languages in Niagara Falls in March of 2015. As a follow-up, Dr. Kristmanson created a short video on the impact of her participation in the ECML project, which was viewed as part of the ECML annual meeting in the fall of 2015.

The video is available at:

www.ecml.at/ECML-Programme/Programme2012-2015/LanguageDescriptors/tabid/1800/language/en-GB/Default.aspx

## Language Portfolio / Portfolio des langues

The most recent project related to the language portfolio is a collaborative project between $L_2$RIC and the Canadian Association of Second Language Teachers (CASLT). Dr. Paula Kristmanson and Chantal Lafargue were the co-authors of a pedagogical resource entitled,

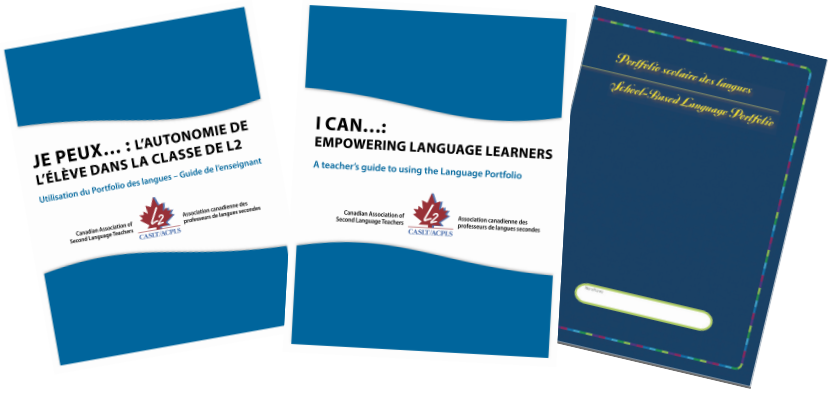
*Dr. Paula Kristmanson and Chantal Lafargue at the World Congress of Modern Languages, Niagara Falls, Ontario*

### *I Can … : Empowering Language Learners*

This resource is designed to help teachers understand the concept of learner autonomy as it relates to classroom practice that supports the principles and guidelines of the Language Portfolio. The resource is targeted toward secondary school second-language teachers teaching in a variety of language learning contexts working with diverse learner needs (e.g., French immersion, core French, intensive French programs, heritage language, English as an additional language). Teachers can use these materials and ideas as a starting point for lessons incorporating the Language Portfolio and/or its related principles. Sample lessons are included; these are intended to be adapted to the teaching context (e.g., language program and target culture) and to diverse learner needs and interests.

### *Je peux … : L'autonomie de l'élève dans la classe de langue seconde*

Cette ressource est conçue pour aider les enseignants à comprendre le concept d'autonomie de l'apprenant, qui est lié aux pratiques en classe basées sur les principes et lignes directrices du Portfolio des langues. Ce guide s'adresse aux enseignants de langues secondes du niveau secondaire qui doivent répondre à la diversité des besoins des apprenants dans une variété de contextes d'enseignement des langues (p. ex., immersion en français, français de base, programmes de français intensif, langue d'origine, anglais langue additionnelle). Les enseignants peuvent utiliser ce matériel et les idées qu'il contient comme point de départ pour des leçons incorporant le Portfolio des langues et/ou ses principes. Ce matériel inclut des exemples de leçons qui peuvent être adaptées au contexte d'enseignement (p. ex., programme de langues et culture cible) et à la diversité des besoins et des intérêts des apprenants.



## English as an Additional Language at the Secondary Level

In recent years, collaborative action research was undertaken by a professional learning community at Fredericton High School resulting in the creation of a school-based language portfolio (Kristmanson, Dicks, & Lafargue, n.d.; Kristmanson, Lafargue, & Thompson, 2011), a teacher philosophical stance, and an action plan (Kristmanson, Lafargue, & Culligan, 2011). This work led to an exploration of learner perceptions of the pedagogical practices put in place to support learner autonomy (Kristmanson, Lafargue, & Culligan, 2013).

*Left to right: Robyn Allaby (Vice Principal), Kathy Whynot (project participant, EAL teacher), Dr. Paula Kristmanson ($L_2$RIC), Carol Doucette (retired EAL teacher and lifetime achievement award recipient), Chantal Lafargue ($L_2$RIC Faculty Associate and EAL dept. head), Jeremy Curnew (project participant, EAL teacher) at the 2015 TESL Canada Conference, Lake Louise, Alberta*

Building on this work, which focused primarily on French as a second language contexts, the research team began a field-based research project set in the EAL context. A group of EAL teachers began working with the CEFR and the Language Portfolio to guide their decisions about curriculum, instruction, and assessment. In building on previous research and recent exploratory EAL teacher classroom action research in using a hybrid approach to portfolio assessment (Lafargue, 2014), the project, "Oral Language Development and Assessment: The Role of Technology," explores ways in which EAL teachers and learners used technology (e.g., iPads, recording software, Google Drive) to create and use digital portfolios to support the development of oral language competence, self-regulation, and learner autonomy. Corey Harvey, Research Assistant and University-School Liaison, developed tools that were informed by the CEFR and used by both teachers and learners (e.g., rubrics, self-assessment rubrics, online questionnaires), and worked closely with the students in the collection of data.

The EAL team had many opportunities to share what they learned, through their participation in three separate presentations at TESL Canada's "Elevating Language Learning to New Heights" conference in Lake Louise, Alberta, in October 2015 and through their article series focusing on supporting language learners and newcomers in mainstream contexts in the New Brunswick Teachers' Association professional magazine.

In addition to her work in the Faculty of Education and at $L_2$RIC, Dr. Paula Kristmanson is past president of TESL NB and on the national board of TESL Canada. Corey Harvey is the Secretary for TESL NB and Chantal Lafargue is the Social Media Representative for TESL NB. She also serves as New Brunswick's representative on the National Council for CASLT.

*Corey Harvey, Research Assistant, University-School Liaison, and Secretary for TESL NB*

## L'intégration de la littératie et des matières en immersion tardive

Le programme d'immersion tardive représente un défi particulier aux élèves en ce qui concerne l'apprentissage de matières scolaires complexes dans une langue seconde. En utilisant un modèle de recherche-action, les chercheurs, le professeur Joseph Dicks et la professeure Renée Bourgoin, ont guidé trois équipes d'enseignants de la 6e année en immersion tardive à explorer des façons par lesquelles ils pouvaient intégrer plus avant des pratiques de littératie dans l'apprentissage du contenu. Certains participants enseignaient la littératie, tandis que d'autres enseignaient des matières comme les mathématiques, les sciences et les sciences humaines. Les chercheurs et les enseignants ont travaillé en collaboration pour déterminer des questions de recherche spécifiques, pour mettre au point des instruments de recherche ainsi que pour recueillir et analyser des données. Les enseignants ont suivi le cycle de la recherche-action et ils ont réfléchi à leurs pratiques pédagogiques ainsi qu'à l'efficacité du programme d'études quant à de meilleures façons d'intégrer la littératie et le contenu.

Les enseignants, avec le soutien des chercheurs, ont planifié et mis au point des plans de leçon quotidiens pour une unité d'étude. Le but était que les enseignants de littératie présentent et travaillent sur des éléments langagiers clés associés à une unité d'étude, tandis que les enseignants de matières intégraient plus d'éléments langagiers et de pratiques langagières dans leurs leçons de contenu. Pour ce projet, les plans de leçon des enseignants ainsi que les travaux des élèves ont été recueillis et des entrevues auprès des enseignants ont été administrées. Les résultats préliminaires indiquent un haut niveau d'intégration de la langue dans les unités d'étude et des perceptions positives de la part des enseignants quant à l'efficacité de leur planification et leur enseignement ainsi qu'à la performance de leurs élèves.

## High North Programme Partnership With UiT The Arctic University of Norway: *Second Language Immersion in Mathematics in the High North for Endangered Indigenous and Minority Languages*

In 2015, $L_2$RIC, through project leaders Dr. Joseph Dicks and Karla Culligan, entered into a partnership with UiT The Arctic University of Norway. The project aims to develop a common knowledge base regarding second language immersion in mathematics education by exchanging expertise, experiences, and research. Through a research grant from the High North Programme valued at 300,000 NOK (46,000 CAD, 2015-2017), members of $L_2$RIC and UiT will bridge research and practice by engaging in site visits, meetings, and seminars in order to explore and discuss experiences and ideas relevant to language immersion and mathematics education, particularly for minority and indigenous languages and cultures. The High North Programme also supports students engaging in graduate or undergraduate work related to the project themes, and aims to develop a strong and sustainable institutional partnership between the University of New Brunswick and UiT.

## Soutenir les apprenants de langue à l'aide d'actions langagières universelles

Les salles de classe d'immersion sont de plus en plus diversifiées. Elles accueillent davantage d'élèves qui apprennent la langue et le contenu à différents rythmes et/ou qui ont besoin d'un soutien additionnel de temps à autre. Il est donc nécessaire d'adapter le milieu d'apprentissage pour répondre aux divers besoins des élèves d'immersion.

En tenant compte du concept de la conception universelle de l'apprentissage, ce projet de recherche avait pour but d'identifier des actions pédagogiques (langagières) universelles spécialement conçues pour soutenir les apprenants de langue seconde. Cette recherche s'est penchée également sur la mise en pratique d'actions universelles à différents niveaux, avec divers apprenants et dans différentes matières scolaires.

À l'aide d'une approche recherche-action, les chercheurs, incluant Renée Bourgoin, et 20 enseignants des programmes d'immersion ont amassé et analysé des données qui feront

## Resource Development for Late French Immersion

During the 2015-2016 school year, $L_2$RIC partnered with Anglophone West School District (ASD-W) to develop a pedagogical resource aimed at developing the critical early second language literacy skills of late French immersion students. Emphasis was placed on the need to teach French high frequency words and French sounds in late French immersion.

This resource was especially designed to meet to needs of older beginning immersion learners (in this case, Grade 6). A small group of late French immersion teachers worked with Dr. Renée Bourgoin ($L_2$RIC) and Amanda Desveaux (ASD-W) to develop a systematic and progressive way to teach French sounds and high frequency words through short stories. The resource, containing approximately 30 stories, will be available at the beginning of the next school year.

## Reading Competency of Intensive French Students in New Brunswick at Grade 5: Results

Intensive French has been an official FSL program for Grade 5 students in New Brunswick since 2008. These students receive about 80% of their instruction in French during the first half of Grade 5. There has been considerable assessment of student competency with respect to oral expression and writing in French in Intensive French. However, to date, there has not been any formal assessment of students' French reading abilities. This study was designed to determine students' second language reading proficiency in Intensive French. The French reading ability of 178 students in 10 randomly selected Intensive French classes was assessed.

Firstly, the researchers, Dr. Joseph Dicks and Dr. Renée Bourgoin, examined students' overall reading abilities with respect to levels described by Fountas and Pinnell (2002): Emergent (level A & B); Early (levels C-F); and Transitional (levels H-J). Results from this study reveal that:

- 47.5% of students attained a Running Record instructional level B,
- 44.6% attained a Running Record instructional level C-F, and
- 7.9% attained a Running Record instructional level H-J (over half the students in this category were either former French immersion students or had a Francophone parent).

Secondly, the researchers examined the correlation among different French language abilities and across languages. Statistical analyses reveal that:

- French reading correlates significantly and positively with French writing,
- French reading correlates significantly and strongly to oral French proficiency, and
- English reading in Grade 4 correlates significantly to French reading in Grade 5.

Finally, the researchers analyzed Intensive French students' reading errors (i.e., precision) when reading in French. Findings indicate that, for all three categories of readers (emergent, early and transitional), the overwhelming number of errors were substitutions (77.7% of all errors) or pronunciation errors (13.9% of all errors). These errors seem to indicate students' lack of knowledge of specific French sounds (i.e., *o/au*, *ou*, *é*, *è*, *oi*, *ien*, and *ère*). Potential pedagogical implications include the need for targeted and systematic teaching practices related to (a) phonics and phonemic awareness, (b) oral reading practices, and (c) high frequency/sight vocabulary.

## Language Policy and Planning Research: Official Languages Acts and French Second Language Policies

This ongoing $L_2$RIC research study (2012 to present) uses document and policy analysis, as well as discourse analysis and phenomenological inquiry, to explore the historical and current interplay between national and provincial official languages acts and French second language (FSL) policies in education.

*The Norris Sculpture, University of Calgary Campus, Multidisciplinary Approaches in Language Policy and Planning Conference 2015*

In 2014, Karla Culligan and Dr. Joseph Dicks explored monolingual French policies in French immersion classrooms via a phenomenological investigation of first language use in French immersion mathematics at the high school level. Ten Grade 12 French immersion students and four French immersion mathematics teachers participated in this study. Findings indicate that it seems clear enough that first language use happens in the French immersion mathematics classroom. "Language in mathematics" is an emerging field and many scholars now underscore how mathematics relies heavily on language: language for doing and understanding mathematics, and language for talking and talking about mathematics. The first language-second language facet further complicates these mathematical language tensions.

Dr. Joseph Dicks and Karla Culligan turned their attention in 2015 to the genesis and evolution of New Brunswick's Policy 309 in relation to the political decisions influencing various FSL programs. The policy's origins were traced to 1977 when Policy 501 was enacted. The political climate surrounding the passing of New Brunswick's Official Languages Act (1969) and Bill 88 (1981) was explored. Bill 88, which affirmed the equality of status and equal rights and privileges of the two linguistic communities, was subsequently entrenched in the Canadian Charter of Rights and Freedoms (1982). Policy 309 has changed in recent years, from its first iteration in 1994 to its current amended state following revisions in 2001 and 2009, reflecting significant changes to FSL policy and programs in the province. We were able to conclude that the interplay of politics and policy has implications for FSL programming in New Brunswick's education system, and we describe some of these implications in a follow-up study.

This follow-up study, also conducted in 2015, set out to describe some of the major FSL programs in operation throughout Canada, including French immersion, core French, intensive French, the Neurolinguistic Approach (ANL), and the Accelerated Integrated Method (AIM). Some programs unique to New Brunswick, such as English Prime and mandatory ANL were also explored. Similarities and differences among these programs were compared, with regard to methodology, goals, point of entry, intensity, duration, and anticipated proficiency levels of graduates. This project then examined how these, along with other factors, drive parent and student decision-making in terms of program choice, and what this means for young Canadians on the road to linguistic duality.

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

## Canadian Journal of Applied Linguistics

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 $L_2$RIC make up the journal's Editorial Team. Dr. Joseph Dicks and Dr. Paula Kristmanson are the Co-Editors of the journal. Karla Culligan holds the position of Associate/Managing Editor and Dr. Josée Le Bouthillier is the French Linguistic Editor. Dr. Leif French of Sam Houston State University is the Book Review Editor. The CJAL is funded by SSHRC's Aid to Scholarly Journals Grant (2012-2015, 2015-2018). The CJAL is a fully open access, online journal, which can be found at ***www.cjal-rcla.ca***.

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## Revue canadienne de linguistique appliquée

Prof. Joseph Dicks et Prof. Paula Kristmanson de l'Institut de recherche en langues secondes du Canada de l'université du Nouveau-Brunswick sont rédacteurs en chef de la *Revue canadienne de linguistique appliquée* (RCLA). Plusieurs membres de l'équipe IRL$_2$C font partie du comité éditorial de la RCLA. Karla Culligan est rédactrice associée/directrice de rédaction et Prof. Josée Le Bouthillier est rédactrice linguistique pour les manuscrits en français. Prof. Leif French de Sam Houston State University est rédacteur de la critique des livres. La RCLA est financée par le CRSH (Aide aux revues savantes, 2012-2015, 2015-2018). La RCLA est une revue à libre accès qui se trouve en ligne à ***www.cjal-rcla.ca***.

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

*Renée Bourgoin, PhD*

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

Joseph-Armand Bombardier CGS Doctoral 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 was 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. Under the supervision of Dr. Joseph Dicks, Renée's study followed 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. The study also focused on students' use and transfer of reading strategies to French reading as they transition into FI. Finally, the study also sought to gain a better understanding of individual reading differences among second language 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).

In 2015, Renée received her PhD in Education Studies at the University of New Brunswick's 186th Encaenia.

*Josée Le Bouthillier, PhD*

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

Gagnante de la Bourse de doctorat du Programme de bourses d'études supérieures du Canada Joseph-Armand-Bombardier

105 000 $/3 ans

Josée s'est intéressée au développement en écriture d'élèves à risque et d'élèves au développement typique de la 7e année d'un programme d'immersion précoce. Sous la supervision de la Prof. Paula Kristmanson, Josée a posé les questions suivantes dans une étude de cas ethnographique :

1. Quels savoirs possèdent les auteurs à risques et les auteurs au développement typique et quelles sont les différences et les ressemblances entre les savoirs que possèdent les deux groupes (processus de l'écrit et caractéristiques d'un bon texte) ?

2. Comment ces savoirs se développent-ils au cours d'une année scolaire et comment contribuent-ils à la compétence écrite des élèves ?

Les résultats ont démontré que les auteurs à risques et au développement typique effectuaient des progrès au cours d'une année scolaire, mais que ces progrès variaient selon les deux groupes d'auteurs ainsi que selon l'auteur. Afin de soutenir les élèves dans le développement de leurs compétences écrites, Josée a proposé un modèle d'interventions pédagogique pour l'enseignement de l'écriture favorisant l'inclusion scolaire. Ce modèle comporte trois domaines : le domaine socioaffectif, le domaine affectif et le domaine académique.

*Karla Culligan, PhD Candidate*

## *Students' Use of Linguistic and Mathematical Resources During Collaborative Mathematical Problem Solving in a Second Language*

Joseph-Armand Bombardier CGS Doctoral Scholarship Winner

$105,000/3 years

Under the supervision of Dr. Joseph Dicks, Karla's research examines the crucial role of language in French immersion mathematics. The relationship between language and mathematics is complex, and arguably more so when students are learning mathematics through the medium of a second language. In order to explore this relationship, this study is grounded in a theoretical framework based on two key, interrelated ideas. First, a sociocultural theory of mind turns the focus to the important role of language as a mediational means, and on the social nature of individual learning. Second, a situated, sociocultural approach to mathematical language, which includes the conceptualisation of a mathematics learning register, allows the adoption of a broadened, inclusive view of mathematical communication.

A review of the literature has shown that when doing mathematics in a second language classroom, there are inherent tensions present related to the teaching and learning of language and mathematics. Questions of context, politics, and policy emerge when considering these tensions. Choices regarding codeswitching, or the simultaneous use of more than one language, in second language mathematics classrooms surface repeatedly in the literature as sources of tension. More research is needed with regard to how bilingual mathematics students use and attend to language and mathematics, particularly as they work collaboratively on problem solving activities.

In this study, Karla aims to describe, interpret, and understand the linguistic and mathematical resources high school French immersion students bring to mathematical interactions in their second language. Relatedly, students' attention both to language and to mathematical concepts during these interactions is examined. Finally, the study explores how students use their first language and whether or how it may serve as a resource in these interactions. This research uses a discourse analysis methodology that underscores the situatedness of discourse and focuses on language in use. Data collection methods include audio recordings of students' interactions, student and teacher interviews, field notes, and the gathering of artefacts such as student work. Having completed the data collection phase, Karla is presently analyzing data and writing her dissertation.

*Hélène Devarennes, PhD Candidate*

### *Understanding Teachers' Expectations Through a Cultural Capital Lens in a First Nations Context*

This qualitative study will examine how teachers perceive cultural capital, which is the attitudes, values and skills that First Nations parents transfer to their children, and how these perceptions influence their expectations of First Nations students. The findings will provide a framework for a better understanding of how to create a respectful learning environment that affirms First Nations children's identity and improves their school success, retention and graduation rates. The study will also provide practical information to support First Nations parents and communities as they advocate for their children within and outside of the community, in band schools as well as in provincial schools. Dr. Paula Kristmanson is co-supervising Hélène's doctoral work with Dr. Sherry Rose of the Faculty of Education at the University of New Brunswick.

*Amy Katharine Bartlett, PhD Student*

### *Implementation of the Balanced Literacy Initiative: Stories of Nunavut Educators*

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 (Inuktut or English).

Last March, the Nunavut Department of Education announced a literacy initiative to address these issues. According to the press release the intention is 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 three years, beginning in January 2015, with full implementation in all grades in the 2016-2017 school year.

Under the co-supervision of Dr. Paula Kristmanson and Dr. Joseph Dicks, the focus of this research study will be 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?

*Chris Van den Broeck, PhD Student*

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

Under the guidance of Dr. Paula Kristmanson, and with the support of the Second Language Research Institute of Canada at the University of New Brunswick, Chris will explore the possibilities of adopting a critical approach to literacy in English for Academic Purposes (EAP) classrooms, through action research. Now in his third year of doctoral studies, having completed his comprehensive exams, Chris has proposed the following research questions:

1. How, and to what extent, can a critical inquiry/pedagogical approach to EAP affect second language learners (i.e., at an institution like the University of New Brunswick)?

2. How, and to what extent, can a critical inquiry/pedagogical approach to EAP affect second language teachers (i.e., at an institution like the University of New Brunswick)?

With these questions in mind, Chris will explore the roles of EAP teachers, EAP learners, and the institutions in which they are placed. Much is not fully understood about EAP programmes, teachers and learners. These programmes exist in an educational "gray area," and many are unsure of where they fit within the overarching scope of the academic institution. Through an exploration of these concepts, the complex relationships between second language learners, their instructors, and the postsecondary institutions in which they exist may be better appreciated, and more fully understood.

*Ryan O'Shea, MEd Student*

## *Effectiveness of Portfolio-Based Language Assessment From the Adult English Second Language Learner Perspective*

The purpose of this study is to determine the effectiveness of the various aspects of portfolio-based language assessment (PBLA). As of yet, there has only been one study done on the effectiveness of the framework, but that study was limited in its scope. Because PBLA is designed to be learner centred, it is essential that this research view the effectiveness of PBLA from the learners' perspective. Under the supervision of Dr. Paula Kristmanson, the aspects of PBLA that Ryan will be focusing on in this study include needs assessments, goal setting, learner reflections, peer/self-assessments, action-oriented feedback, and the portfolio review conference. For each aspect, the focus of the research will be to determine if the aspect is an effective tool to help learners progress in their language ability. Throughout the study, Ryan will be adapting the various aspects of PBLA as necessary in order to improve their effectiveness. Results from this research will be shared with the PBLA community.

# Knowledge Transfer / Transfert du savoir

## Summer Institute 2015 / Institut d'été 2015

Au mois de juillet, 2015, l'Institut de recherche en langues secondes du Canada ($L_2$RIC) a présenté un 4e *Institut d'été* destiné aux éducatrices et éducateurs œuvrant dans les programmes d'immersion à tous les niveaux. Une cinquantaine de participantes et participants ont assisté à des ateliers ciblant l'enseignement de l'écriture.

Un accent particulier a été accordé aux thèmes suivants : les pratiques exemplaires de l'enseignement de l'écrit, l'analyse et l'évaluation formative de textes écrits, l'enseignement des traits d'écriture, la différentiation et l'intégration de l'enseignement de l'écriture dans les cours de matières. Voici quelques commentaires des participants de *L'institut pour les enseignants 2015* :

*« C'était fantastique. Cet institut a certainement répondu à mes attentes. Je l'ai déjà recommandé à plusieurs collègues. »*

*« Quelles belles expériences d'apprentissage professionnelles. »*

*« Quel partage incroyable! Les ateliers reçus, wow! Le partage et les discussions avec les autres profs étaient incroyables. »*

*« J'ai eu beaucoup d'inspiration pour des idées à faire dans ma salle de classe. Les idées étaient pratiques et très utiles. »*

*« J'ai eu plein de moment aha! J'ai hâte d'utiliser les leçons pour motiver mes élèves à devenir des auteurs autonomes. »*

*« J'ai hâte de mettre en pratique ce que j'ai appris »*

## Publications / Publications

### *Edited Works*

Dicks, J., & Kristmanson, P. (Eds.). (2015). *The Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée, 18*(2).

Dicks, J., & Kristmanson, P. (Eds.). (2015). *The Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée, 18*(1).

Dicks, J., & Kristmanson, P. (Eds.). (2014). *The Canadian Journal of Applied Linguistics/La Revue canadienne de linguistique appliquée, 17*(2).

Dicks, J., & Kristmanson, P. (Eds.). (2014). *The Canadian Journal of Applied Linguistics/La Revue canadienne de linguistique appliquée, 17*(1).

Dicks, J., & Kristmanson, P. (Eds.). (2013). *The Canadian Journal of Applied Linguistics/La Revue canadienne de linguistique appliquée, 16*(1).

### *Academic Articles & Book Chapters*

Culligan, K. (2015). Exploring language in bilingual and multilingual mathematics classrooms. *Antistasis, 5*(2), 1-9. Retrieved from https://journals.lib.unb.ca/index.php/antistasis/article/view/24276/28142

Culligan, K. (2015). Exploring students' first language use in second language mathematics. In C. A. Shoniregun & G. A. Akmayeva (Eds.), *Ireland International Conference on Education (IICE-2015) Proceedings* (pp. 173-176). Dublin, Ireland: Infonomics Society. Retrieved from http://www.iicedu.org/IICE-2015_Proceedings_April/IICE-2015%20Proceedings.pdf

Culligan, K. (2015). Student and teacher perceptions of first language use in second language mathematics. *Alberta Journal of Educational Research, 61*(1), 1-19

Culligan, K., Dicks, J., Kristmanson, P., & Roy, A. (2015). Collaborative problem solving in French immersion mathematics. In C. A. Shoniregun & G. A. Akmayeva (Eds.), *Ireland International Conference on Education (IICE-2015) Proceedings* (pp. 291-295). Dublin, Ireland: Infonomics Society. Retrieved from http://www.iicedu.org/IICE-2015_Proceedings_April/IICE-2015%20Proceedings.pdf

Culligan, K., & Wagner, D. (2015). Mathematics, language, and degrees of certainty: Bilingual students' mathematical communication and probability. In T. G. Bartell, K. N. Bieda, R. T. Putnam, K. Bradfield, & H. Dominguez (Eds.), *Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. East Lansing, MI: Michigan State University. Retrieved from https://www.msu.edu/~brakoni1/PMENA-2015-PROCEEDINGS-2015-11-04.pdf

Kristmanson, P., Le Bouthillier, J., Dicks, J., & Bourgoin, R. (2015). Talking about mathematics: Linguistic repertoires of French immersion students. In C. A. Shoniregun & G. A. Akmayeva (Eds.), *Ireland International Conference on Education (IICE-2015) Proceedings* (pp. 92-95). Dublin, Ireland: Infonomics Society. Retrieved from http://www.iicedu.org/IICE-2015_Proceedings_April/IICE-2015%20Proceedings.pdf

Le Bouthillier, J. (2015). A comparison of the writing processes of grade 7 at-risk students of a French immersion program: Progress made in a school year. In C. A. Shoniregun & G. A. Akmayeva (Eds.), *Ireland International Conference on Education (IICE-2015) Proceedings* (pp. 334-339). Dublin, Ireland: Infonomics Society. Retrieved from http://www.iicedu.org/IICE-2015_Proceedings_April/IICE-2015%20Proceedings.pdf

Le Bouthillier, J. (2015). Writing progress and processes of grade 7 at-risk French immersion students. *International Journal of Technology and Inclusive Education, 5*(1), 690-697.

Wagner, D., Dicks, J., & Kristmanson, P. (2015). Students' language repertoires for prediction. In K. Krainer & N. Vondrov_a (Eds.), *Proceedings of CERME 9 - Ninth Congress of the European Society for Research in Mathematics Education* (pp. 1517-1523). Prague, Czech Republic: CERME 9. HAL Id: hal-01287797. Retrieved from https://hal.archives-ouvertes.fr/hal-01287797

Bourgoin, R. (2014). Inclusionary practices in French immersion: A need to link research to practice. *Canadian Journal of New Scholars in Education, 5*(1), 1-11.

Culligan, K. (2014). Teachers guide: Pente or slope? Using student voices to explore program choice and experiences in secondary French immersion mathematics (pp. 1-4). In C. Mady (Ed.), *Linking second languages research and practice series (LSLRP). CASLT/Canadian Modern Language Review*. Retrieved from http://www.caslt.org/what-we-do/Resources-Linking-Second-Languages-Research-and-Practice_en.php

Culligan, K. (2014). The purpose and implications of first language use in second language mathematics tasks. In S. Oesterle, C. Nicol, P. Liljedahl, & D. Allan (Eds.), *Proceedings of the 38th Conference of the International Group for the Psychology of Mathematics Education and the 36th Conference of the North American Chapter of the Psychology of Mathematics Education (PME-38 & PMENA-36, Vol. 6)*. University of British Columbia, Vancouver, British Columbia, Canada: PME. Retrieved from http://www.pmena.org/html/proceedings.html

Culligan, K., & Kristmanson, P. (2014). Becoming teacher: Influences of a practicum in China. In L. Thomas (Ed.), *Becoming teacher: Sites for development of Canadian teacher education* (pp. 62-93). E-book published by the Canadian Association for Teacher Education at https://sites.google.com/site/cssecate/fall-working-conference

Kristmanson, P., & Dicks, J. (2014). Looking through the one-way mirror: Reflections on the changing face(s) of immersion in North America and beyond. *Journal of Immersion and Content-based Language Education (Special Issue), 2*(2), 273- 287.

Bourgoin, R., & Dicks, J. (2013). Reading without borders: At-Risk students transitioning from L1 to L2 in French immersion. In K. Arnett & C. Mady, *Minority populations in Canadian second language education* (pp. 118-134). Bristol, United Kingdom: Multilingual Matters.

Le Bouthillier, J. (2013). The writing processes of a grade 7 French immersion student with Asperger Syndrome. In K. Arnett & C. Mady, *Minority populations in Canadian second language education* (pp. 135-150). Bristol, United Kingdom: Multilingual Matters.

Culligan, K. (2013). The relationship between language and thought: Exploring Vygotsky and sociocultural approaches to second language research. *Atlantic Journal of Graduate Studies in Education, 1*(1), 1-16.

Hirschkorn, 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* (pp. 61-85). Canadian Association for Teacher Education/ Association canadienne pour la formation à l'enseignement. Retrieved from www.csse-scee.ca/associations/about/cate-acfe

Kristmanson, P., Lafargue, C., & Culligan, K. (2013). Experiences with autonomy: Learners' voices on language learning. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes, 69*(4), 462-486. doi:10.3138/cmlr.1723.462

## *Professional Articles*

Bourgoin, R. (2015). *Reading strategies, at-risk, and high performing immersion learners* (Research to Action Brief), 1-2. Retrieved from carla.umn.edu/immersion/documents/Bourgoin_ReadingStrategies.pdf

Kristmanson, P. (2015). Language descriptors for migrant and minority learners' success in compulsory education: Project report (Report). *Le Canada et le centre européen pour les langues vivantes : la participation canadienne aux travaux de CELV 2008-2015*. Ottawa, Ontario: Institut des langues officielles et du bilinguisme (OLBI).

Lafargue, C., & Kristmanson, P. (2015). Changing communities, changing classrooms: Questions to consider (Supporting EAL students in the classroom series). *NBTA News, 58*(1), 15. Retrieved from www.nbta.ca/nbta_news/archive/090115.pdf

Lafargue, C., & Kristmanson, P. (2015). Seeking out the back story: The first step of newcomer inclusion. (Supporting EAL students in the classroom series). *NBTA News, 58*(2), 20. Retrieved from www.nbta.ca/nbta_news/archive/110115.pdf

Le Bouthillier, J. (2014). Répondre aux besoins d'écriture des élèves avec le syndrome d'Asperger. *Le Journal de l'immersion, 35*(2), 26-27.

Le Bouthillier, J. (2014). Que peuvent cacher les problèmes de comportement des garcons? *Le Journal de l'immersion, 35*(3), 10-11.

Bourgoin, R. (2013). Learning to read in multiple languages. *Journal de l'immersion: Les allophones en immersion, 34*(2), 17-21.

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

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

### *Pedagogical Materials*

Dicks, J., Bourgoin, R., Le Bouthillier, J., Roy, A., & Lafargue, C. (2015). *70 activités motivantes de communication écrite : soutenir les élèves dans leur cheminement en écriture.* Montréal, Canada: Chenelière.

Kristmanson, P., & Lafargue, C. (2014). *I can…: Empowering language learners.* CASLT.

Kristmanson, P., & Lafargue, C. (2014). *Je peux… : l'autonomie de l'élève dans la classe de L2.* CASLT.

## Presentations / Présentations

### *Academic Conferences*

Culligan, K., & Wagner, D. (2015, November). *Mathematics, language, and degrees of certainty: Bilingual students' mathematical communication and probability*. Paper presented at the 37th Psychology of Mathematics Education Conference North American Chapter (PMENA-37), Michigan State University, East Lansing, Michigan, USA.

Kristmanson, P., Lafargue, C., & Harvey, C. (2015, October). *Elevating assessment to new heights: Toward learner autonomy.* Session presented at the Teachers of English as a Second Language (TESL) Canada Conference, Lake Louise, Alberta.

Lafargue, Curnew, J., Whynot, K., Kristmanson, P., & Harvey, C. (2015, October). *Raising English language learner self-awareness with iPads.* Session presented at the TESL Canada Conference, Lake Louise, Alberta.

Culligan, K., & Dicks, J. (2015, September). *The road to linguistic duality in schools: French second language programs in Canada and New Brunswick*. Paper presented at the Multidisciplinary Approaches in Language Policy and Planning Conference (LPP), University of Calgary, Calgary, Alberta.

Dicks, J., & Culligan, K. (2015, September). *Official languages acts and French second language policies: The evolution of French programming in New Brunswick schools*. Paper presented at LPP Conference, University of Calgary, Calgary, Alberta.

Le Bouthillier, J., & Kristmanson, P. (2015, September). *Language policies and school practices: The experiences of a grade seven French immersion at-risk student*. Paper presented at the LPP Conference, University of Calgary, Calgary, Alberta.

Culligan, K. (2015, July). *Exploring language in multilingual mathematics classrooms.* Paper presented at the Atlantic Educators Graduate Student Conference (AEGSC), University of New Brunswick, Fredericton, New Brunswick.

Culligan, K., Dicks, J., & Kristmanson, K. (2015, May). *Les interactions orales pendant la résolution des problèmes mathématiques en immersion française : le rôle de l'échafaudage.* Paper presented at the Colloquium, Recherche en langue orale et en didactique de l'oral, at the 83rd Congress of the Association francophone pour le savoir (ACFAS), Université du Québec à Rimouski, Rimouski, Quebec.

Le Bouthillier, J., Bourgoin, R., & Roy, A. (2015, May). *Enseigner la langue seconde par le biais des mathématiques*. Paper presented at the Colloquium, Recherche en langue orale et en didactique de l'oral, at the 83rd ACFAS, Université du Québec à Rimouski, Rimouski, Quebec.

Le Bouthillier, J., & Kristmanson, P. (2015, May). *Progress made in a school year in their writing processes by grade 7 at-risk students of a French immersion program.* Paper presented at the Language and Literacy Research Council (LLRC) Pre-Congress, Ottawa, Ontario.

Culligan, K. (2015, April). *Exploring students' first language use in second language mathematics*. Paper presented at the Ireland International Conference on Education (IICE-15), Dublin, Ireland.

Culligan, K., Dicks, J., Kristmanson, P., & Roy, A. (2015, April). *Collaborative problem solving in French immersion mathematics*. Paper presented at IICE-15, Dublin, Ireland.

Kristmanson, P., Le Bouthillier, J., Dicks, J., & Bourgoin, R. (2015, April). *Talking about mathematics: Linguistic repertoires of French immersion students.* Paper presented at IICE-15, Dublin, Ireland.

Le Bouthillier, J. (2015, April). *A comparison of the writing processes of grade 7 at-risk students of a French immersion program: Progress made in a school year*. Paper presented at IICE-15, Dublin, Ireland.

Culligan, K. (2015, March). *Redefining mathematical literacy: Researching language in multilingual mathematics classrooms*. Paper presented at the Education Graduate Student Society Conference (EGSS), McGill University, Montreal, Quebec.

Culligan, K., & Kristmanson, P. (2015, March). *Fostering cross-cultural understanding and multilingualism in future classrooms: Experiences of preservice language teachers in an international internship*. Paper presented at the World Congress of Modern Languages, Niagara Falls, Ontario.

Kristmanson, P. (2015, March). *Learning subject matter in a second language: A CEFR-based tool to support immigrant and migrant students*. Paper presented at the World Congress of Modern Languages, Niagara Falls, Ontario.

Kristmanson, P., & Lafargue, C. (2015, March). *Autonomy in action: Supporting learners as owners of their own learning*. Paper presented at the World Congress of Modern Languages, Niagara Falls, Ontario.

Le Bouthillier, J., & Kristmanson, P. (2015, March). *Writing with Autism Spectrum Disorder in a French immersion program: Progress, successes and challenges*. Paper presented at the Joint Conference of the American Association of Applied Linguistics (AAAL) and the Canadian Association of Applied Linguistics/Association canadienne de linguistique appliquée (CAAL/ACLA), Toronto, Ontario.

Culligan, K., Dicks, J., Kristmanson, P., & Wagner, D. (2014, October). *Student language strategies for mathematical exploration in French immersion*. Paper presented at the 5th International Conference on Dual Language/Immersion Education, Salt Lake City, Utah, USA.

Kristmanson, P., Dicks, J., & Culligan, K. (2014, October). *Advocacy and French immersion policy in New Brunswick, Canada*. Paper presented at the 5th International Conference on Dual Language/Immersion Education, Salt Lake City, Utah, USA.

Le Bouthillier, J., & Kristmanson, P. (2014, October). *Progress made in writing by a student with Autism Spectrum Disorder: Pedagogical implications.* Paper presented at the 5th International Conference on Dual Language/Immersion Education, Salt Lake City, Utah, USA.

Tedick, D. (lead), Bjorklund, S., Dicks, J., Housman, A., Kristmanson, P., Lavadenz, M., & Lewis, G. (2014, October). *Border crossing: Immersion teacher educators share successes and challenges.* Symposium held at the 5th International Conference on Dual Language/ Immersion Education, Salt Lake City, Utah, USA.

Culligan, K., & Dicks, J. (2014, September). *"French-only" policy in immersion classrooms: Questioning a dogma*. Paper presented at LPP, University of Calgary, Calgary, Alberta.

Culligan, K. (2014, July). *The purpose and implications of first language use in second language mathematics tasks*. Paper presented at the Joint Meeting of the International Group for the Psychology of Mathematics Education (PME 38) and the North American Chapter of the Psychology of Mathematics Education (PME-NA 36), University of British Columbia, Vancouver, British Columbia.

Arnett, K., & Bourgoin, R. (2014, June). *French immersion teachers responding to the challenge of inclusion: Lessons of empowerment for school administrators.* Paper presented at the Canadian Association for Study in Educational Administration (CASEA) Conference, Fredericton, New Brunswick.

Le Bouthillier, J., Bourgoin, R., & Kristmanson, P. (2014, June). *Towards a framework for the establishment and implementation of effective university-school professional learning communities*. Paper presented at the Canadian Association for Study in Educational Administration/ Commonwealth Council for Educational Administration and Management Conference (CASEA/CCEAM), Fredericton, New Brunswick.

Bourgoin, R., & Dicks, J. (2014, May). *A study exploring allophone students' reading development*. Paper presented at LLRC, Brock University, St. Catharines, Ontario.

Bourgoin, R., Dicks, J., Kristmanson, P., & Wagner, D. (2014, May). *Talking about math: Language repertoires of immersion students*. Paper presented at CAAL/ACLA, Brock University, St. Catharines, Ontario.

Bourgoin, R., Le Bouthillier, J., & Kristmanson, P. (2014, May). *A framework for the implementation of a university-school PLC*. Paper presented at the Canadian Association for Teacher Education Conference (CATE), Brock University, St. Catharines, Ontario.

Culligan, K., Dicks, J., Kristmanson, P., & Wagner, D. (2014, May). *Collaborative problem-solving in FI Mathematics*. Paper presented at CAAL/ACLA, Brock University, St. Catharines, Ontario.

Dicks, J., Bourgoin, R., & Cogswell, F. (2014, May). *Students' reading competencies in intensive French*. Paper presented at CAAL/ACLA, Brock University, St. Catharines, Ontario.

## *Invited Presentations*

Dicks, J., Kristmanson, Bourgoin, R., Culligan, K., Le Bouthillier, J., Roy, A. (2014, November). *The Second Language Research Institute of Canada*. Guest speakers in ED 6912 Doctoral Seminar (Alan Sears), UNB, Fredericton, New Brunswick.

Culligan, K. (2014, October). *Phenomenology*. Guest speaker in ED 6902 Introduction to Research (Joseph Dicks), UNB, Fredericton, New Brunswick.

Kristmanson, P. (2013, October). *Immersion teacher education in Canada*. International Symposium on Immersion held in Vaasa, Finland.

Kristmanson, P., & Lafargue, C. (2013, September). *Autonomy in action toolkit*. Professional session presented at CASLT, Ottawa, Ontario.

## *Professional Conferences*

Bourgoin, R. (2015, October). *L'intégration de la langue et les matières*. Session presented at Congrès de l'Association canadienne des professeurs d'immersion (ACPI), Whistler, British Columbia.

Bourgoin, R., & Le Bouthillier, J. (2015, October). *Activités motivantes pour enseigner les traits.* Session presented at Congrès de l'ACPI, Whistler, British Columbia.

Kristmanson, P., & Lafargue, C. (2015, October). *CASLT networking day (I can … empowering language learners).* Session presented at CASLT, Ottawa, Ontario.

Le Bouthillier, J. (2015, October). *Des activités inclusives.* Session presented at Congrès de l'ACPI, Whistler, British Columbia.

Bourgoin, R. (2015, August). *Enseigner l'écriture et faire des conférences.* Three-day session presented at L'Institut d'été de l'ACPI, Nice, France.

Bourgoin, R. (2015, August). *L'écrit dans les matières et activités traits.* Two-day session presented at L'Institut d'été de l'ACPI, Nice, France.

Bourgoin, R. (2015, July). *70 activités motivantes.* Session presented at the Summer Institute, Second Language Research Institute of Canada, UNB, Fredericton, New Brunswick.

Bourgoin, R. (2015, July). *Écriture partagée et écriture modelée.* Session presented at the Summer Institute, Second Language Research Institute of Canada, UNB, Fredericton, New Brunswick.

Bourgoin, R. (2015, July). *L'intégration de l'écrit dans les matières.* Session presented at the Summer Institute, Second Language Research Institute of Canada, UNB, Fredericton, New Brunswick.

Bourgoin, R., & Roy, A. (2015, July). *Se fixer des objectifs à l'écrit.* Session presented at the Summer Institute, Second Language Research Institute of Canada, UNB, Fredericton, New Brunswick.

Le Bouthillier, J. (2015, July). *70 activités motivantes pour enseigner l'écriture.* Session presented at the Summer Institute, Second Language Research Institute of Canada, UNB, Fredericton, New Brunswick.

Le Bouthillier, J. (2015, July). *Se fixer des objectifs et développer des stratégies de correction.* Session presented at the Summer Institute, Second Language Research Institute of Canada, UNB, Fredericton, New Brunswick.

Le Bouthillier, J., & Culligan, K. (2015, July). *À la croisée des chemins : l'écriture dans les cours de matières.* Session presented at the Summer Institute, Second Language Research Institute of Canada, UNB, Fredericton, New Brunswick.

Roy, A., & Bourgoin, R. (2015, July). *Évaluation formative et les traits.* Session presented at the Summer Institute, Second Language Research Institute of Canada, UNB, Fredericton, New Brunswick.

Bourgoin, R. (2015, February). *A week at the International School of Geneva.* Session presented at Works in Progress Session (WIPS), Faculty of Education, UNB, Fredericton, New Brunswick.

Bourgoin, R. (2015, February). *Writing sessions.* Session presented at the Reading for the Love of It Conference, Toronto, Ontario.

Kristmanson, P., & Lafargue, C. (2014, July). *I can … Empowering language learners.* Session presented at CASLT, Ottawa, Ontario.

## *Professional Development for Teachers*

Bourgoin, R. (2015, December). *70 activités de communication écrite.* Professional development session for grade 6-8 French immersion teachers, ASD-W, Fredericton, New Brunswick.

Bourgoin, R. (2015, December). *La lecture à l'intermédiaire.* Professional development session for grade 6-8 French immersion teachers, ASD-W, Fredericton, New Brunswick.

Bourgoin, R. (2015, December). *L'intégration de la littératie dans les matières.* Professional development session for grade 6 French immersion teachers, ASD-W, Fredericton, New Brunswick.

Bourgoin, R. (2015, December). *Running records and guided reading.* Professional development session for grade 3-8 French immersion teachers, ASD-W, Fredericton, New Brunswick.

Lafargue, C., & Harvey, C. (2015, December). *EAL professional learning session.* Professional development session for Fredericton High School, ASD-W, Fredericton, New Brunswick.

Le Bouthillier, J. (2015, December). *Activités motivantes pour enseigner les traits d'écriture.* Professional development sessions for teachers, NBTA, Saint John, New Brunswick.

Le Bouthillier, J. (2015, December). *Intégration de la langue et de la matière.* Professional development sessions for teachers, NBTA, Saint John, New Brunswick.

Bourgoin, R. (2015, November). *70 activités motivantes de communication écrite.* Professional development session for grade 9-12 French immersion teachers, presented in Saint John, New Brunswick.

Bourgoin, R. (2015, November). *L'enseignement de l'écrit.* Three-day professional development session for grade 3-6 teachers, presented at the International School of Geneva, Geneva, Switzerland.

Bourgoin, R. (2015, November). *L'enseignement de l'écrit.* Two-day professional development session for K-2 teachers, presented at the International School of Geneva, Geneva, Switzerland.

Kristmanson, P., & Lafargue, C. (2015, November). *Tools for targeting the needs of your learners: The CEFR and the language portfolio.* Professional development session for ASD-W, presented at UNB, Fredericton, New Brunswick.

Bourgoin, R. (2015, October). *L'écriture modelée et partagée.* Professional development session for DSF-S, presented at École des Bâtisseurs, Fredericton, New Brunswick.

Bougoin, R. (2015, October). *L'enseignement de l'écrit.* Professional development session presented at the Winnipeg School Board, Winnipeg, Manitoba.

Le Bouthillier, J. (2015, October). *Writing instruction in a L2 context.* Professional development session presented at Calcasieu School Parish, Lake Charles, Louisiana.

Bourgoin, R. (2015, September). *70 activités motivantes de communication écrite.* Professional development session, Prince Albert, Alberta.

Bourgoin, R. (2015, September). *L'intégration de la littératie et des matières.* Professional development session for DSF-S, presented at École Arc-en-ciel, Oromocto, New Brunswick.

Kristmanson, P., & Lafargue, P. (2015, May). *WIDA calibration session for teachers of EAL.* Professional development session for ASD-W, presented at UNB, Fredericton, New Brunswick.

Bougoin, R. (2015, April). *Littératie équilibrée et les traits d'écriture.* Professional development session for DSF-S, presented at École Arc-en-ciel, Oromocto, New Brunswick.

Bourgoin, R., & Hennessey, K. (2015, April). *Les actions pédagogiques universelles (3)*, Professional development and research project session for ASD-W, presented at UNB, Fredericton, New Brunswick.

Le Bouthillier, J. (2015, April). *Comment soutenir ses élèves en écriture.* Session presented at the Southern Alberta Professional Development Consortium, Lethbridge, Alberta.

Bourgoin, R., & Arnett, K. (2015, February). *Inclusion in immersion.* Workshop for ASD-W, presented at UNB, Fredericton, New Brunswick.

Bourgoin, R. (2015, February). *Shared reading at the middle level.* Professional development session for ASD-S, Sussex, New Brunswick.

Bourgoin, R., & Hennessey, K. (2015, February). *Universal actions in French immersion.* Professional development and research project session for ASD-W, presented at UNB, Fredericton, New Brunswick.

Bourgoin, R., & Le Bouthillier, J. (2014, December). *70 activités motivantes.* Professional development session presented at ASD-W, Fredericton, New Brunswick.

Dicks, J., & Bourgoin, R. (2014, November). *Soutenir les apprenants en LFI : intégration des matières.* Professional development and introduction to research project session for ASD-W presented at UNB, Fredericton, New Brunswick.

Bourgoin, R., Le Bouthillier, J., & Roy, A. (2014, August). *Activités pour enseigner les traits d'écriture.* Professional development session presented for AEFNB, Fredericton, New Brunswick.

Bourgoin, R., & Dicks, J. (2014, March). *Inclusion in immersion*. Professional development session with EECD, Fredericton, New Brunswick.

Bourgoin, R., & Dicks, J. (2014, March). *Soutenir les auteurs en immersion*. Session presented in Toronto, Ontario.

Bourgoin, R. (2014, February). *Writing sessions.* Workshop presented at the Reading for the Love of It Conference, Toronto, Ontario.

Bourgoin, R., & Moreau, K. (2014, February). *Universal actions in FI.* Professional development session presented at UNB, Fredericton, New Brunswick.

Kristmanson, P., & Sexsmith, P. (2014, February). *Pedagogical strategies for large classes. EdTalks Series.* Professional development session presented at UNB Fredericton, Fredericton, New Brunswick.

Bourgoin, R. (2014, January). *Inclusion and immersion working group.* Working group conducted in Fredericton, New Brunswick.

Bourgoin, R. (2013, October). *Exemplary teaching practices in the area of reading.* Professional development session presented in Geneva, Switzerland.

Bourgoin, R. (2013, October). *Supporting struggling readers: An L2 case study approach.* Professional development session presented in Geneva, Switzerland.

Bourgoin, R. (2013, October). *Supporting struggling readers: An L2 case study approach*. Professional development workshop presented at ACPI, Calgary, Alberta.

Le Bouthillier, J. (2013, October). *Les caractéristiques des auteurs moins habiles et plus habiles en immersion*. Professional development workshop presented at ACPI, Calgary, Alberta.

Le Bouthillier, J. (2013, September). *Inclusionary practices in the immersion classroom*. Professional development session presented at LaFayette Parish, LaFayette, Louisiana, USA.

Le Bouthillier, J. (2013, September). *Reading in content areas*. Professional development session presented at LaFayette Parish, LaFayette, Louisiana, USA.

Le Bouthillier, J. (2013, September). *The 6 traits of writing*. Professional development session presented at LaFayette Parish, LaFayette, Louisiana, USA.

## Professional Activities / Activités professionnelles

Dicks, J., & Kristmanson, P. (2012-present). Members of the Executive of the Canadian Association of Applied Linguistics (CAAL/ACLA).

Kristmanson, P. (2015). Past-President of TESL New Brunswick.

Dicks, J., & Culligan, K. (2015-2017). Liaisons for High North Project partnership with UiT The Arctic University of Norway.

Dicks, J. (2015, December). Consultant for the FSL Ministerial Advisory Committee, Fredericton, New Brunswick.

Dicks, J. (2015, December). Consultant for the Official Languages and Bilingualism Institute (OLBI/CELV), Teleconference.

Dicks, J., & Wagner, D. (2015, December). Co-Coordinator of retreat meetings for SSHRC-funded project, *Students' language repertoires for investigating mathematics*, Mactaquac, New Brunswick.

Kristmanson, P. (2015, December). Consultant for EAL professional learning session for Fredericton High School, ASD-W, Fredericton, New Brunswick.

Kristmanson, P. (2015, December). TESL Canada Standards Committee meeting, Teleconference.

Kristmanson, P., Lafargue, C., & Harvey, C. (2015, December). TESL NB Spring Conference planning, UNB, Fredericton, New Brunswick.

Kristmanson, P., & Dicks, J. (2015, November). ACLA Executive meeting, Teleconference.

*From left to right: Dr. Josée Le Bouthillier, Karla Culligan, Dr. Paula Kristmanson at the Joint Conference of the American Association of Applied Linguistics (AAAL) and the Canadian Association of Applied Linguistics/Association canadienne de linguistique appliquée (CAAL/ACLA), Toronto, Ontario, 2015*

*From left to right: Dr. Renée Bougoin, Dr. Josée Le Bouthillier, Dr. Paula Kristmanson, Karla Culligan, Fiona Cogswell, Allan Roy at the Canadian Association of Applied Linguistics/ Association canadienne de linguistique appliquée (CAAL/ACLA) Conference, St. Catharines, Ontario, 2014*

# Recognizing Excellence / Reconnaissance de l'excellence

Between 2013 and 2015, $L_2$RIC awarded 10 undergraduate prizes and bursaries and 5 graduate scholarships. $L_2$RIC awarded 21 Certificates in Teaching French as a Second Language (CTFSL) and 25 in Teaching English as a Second Language (CTESL)

Entre 2013 et 2015, l'IR$L_2$C a accordé 10 prix et bourses au niveau du BÉd et 5 bourses au niveau du 2e et 3e cycle. L'IR$L_2$C a aussi délivré 21 certificats de la didactique du français langue seconde (CDFLS) et 25 de l'anglais langue seconde (CTESL).

## Scholarships / Bourses

$L_2$RIC supports future teacher educators and scholars through undergraduate, MEd and PhD scholarships.

L'IR$L_2$C appuie les étudiants de 1er, 2e et 3e cycle par le biais des bourses et des prix.

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

**2013-2014**
Second Language Research Institute of Canada Scholarship – ***Gabrielle Maillet***
Viviane Edwards Scholarship in Second Language Education – ***William Saulnier***
Ernest & Blanche LeBel Picot Scholarship – ***Elspeth Burris***
Evelyn Walker Memorial Bursary – ***Chantal Allen***

**2014-2015**
Second Language Research Institute of Canada Scholarship – ***Lindsay Thibodeau & Markedah Whyte***
Viviane Edwards Scholarship in Second Language Education – ***Annik Levesque***
Ernest & Blanche LeBel Picot Scholarship – ***Brittany Hannah***
Evelyn Walker Memorial Bursary – ***Kelsie Braun***

### *Graduate Scholarships / Bourses de 2e et 3e cycles*

**2013-2014**
Doctoral Scholarship – ***Renée Bourgoin, Karla Culligan, Josée Le Bouthillier***

**2014-2015**
Doctoral Scholarship – ***Renée Bourgoin, Karla Culligan, Katharine Bartlett, Josée Le Bouthillier***
Master's Scholarship – ***Kathy Hennessey***

## Certificat de la didactique du français langue seconde (CDFLS)

### 2013-2014

*Chantal Allen*

*Karin Bhookun*

*Jesse Blizzard*

*Elspeth Burris*

*Richard Champagne*

*Muriel Chaput-Myatt*

*Jessica Doucet*

*Katherine Duff*

*Marie-Christine Emond*

*Sarah Farquhar*

*Gabrielle Maillet*

*William Saulnier*

### 2014-2015

*Kelsie Braun*

*Tanisha Johnson*

*John Kertson*

*Kayla Lentz*

*Annik Levesque*

*Megan Meagher*

*Dana Quinn*

*Lindsay Thibodeau*

*Markedah Whyte*

*University of New Brunswick*
*Faculty of Education*
*Torch Ceremony 2015*

## Certificate in Teaching English as a Second Language (CTESL)

### 2013-2014

*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*

### 2014-2015

*Joanna Gordon*

*Ashley Praught*

*Adrianna Pierce*

*Sandra Dylewska*

*Corey Harvey*

*Stephanie MacLellan*

*Kassandra Torraville*

*Mellisa Creighton*

*Mallory Richard*

*Natalia Ribeiro*

*Rayya Nouri*

*Krisen Jurcina*

*Brittany Evans*

*Adam Langille*

*Nicholas LeBlanc*

*$L_2$RIC would like to thank and recognize the mentor teachers who contributed to the professional development of CTESL recipients.*

*Mac Graham and Dr. Paula Kristmanson at the University of New Brunswick Faculty of Education Torch Ceremony 2015*

## Partnerships and Collaboration / Partenariats et collaboration

Canada

Association canadienne des professeurs d'immersion
acpi

L2
CASLT/ACPLS

TESL NB
Teachers of English as a Second Language of New Brunswick

TESL CANADA

CPF Canadian Parents for French
New Brunswick

New Nouveau Brunswick
CANADA

ANGLOPHONE WEST SCHOOL DISTRICT

Faculty of Education/Faculté de l'éducation

University of New Brunswick

BP/PO Box 4400 Fredericton, NB

Canada E3B 5A3

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