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

Biennial Report - Rapport biennal
2017 - 2019

UNB EST. 1785 UNIVERSITY OF NEW BRUNSWICK | Second Language Research Institute of Canada
Institut de recherche en langues secondes du Canada IRLC IRLC

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Acknowledgements / Remerciements

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L_2RIC's Mission / Mission de l'IRL_2C

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

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

Creating knowledge . . . supporting practice

Cultiver les connaissances . . . inspirer la pratique

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

The L_2RIC team— Dr. Joseph Dicks, Dr. Paula Kristmanson, Dr. Karla Culligan, Dr. Josée Le Bouthillier, Chantal Lafargue—join members of CASLT and its National Council at the CASLT Networking Event in Fredericton, NB, in August, 2018.

L_2RIC Team / Équipe IRL_2C

Dr. Joseph Dicks
Director and Professor / Directeur et professeur

Dr. Paula Kristmanson
Professor / Professeure

Dr. Karla Culligan
Research Associate / Associée à la recherche

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

Chantal Lafargue
Faculty Associate / Associée à la faculté

Dr. Renée Bourgoin
Instructor / Instructrice

Lisa Michaud
Master's Student / Étudiante à la maîtrise

Hélène Estey
Administrative Associate / Adjointe administrative

L_2RIC Projects / Projets de l'IRL_2C

Centres de littératie favorisant la communication orale en immersion française

À la suite d'une étude exploratoire visant à développer un cadre conceptuel menant à la création d'activités porteuses d'apprentissage favorisant le développement oral des élèves dans un programme d'immersion française pour les centres de littératie en mai et juin 2017, la Prof. Josée Le Bouthillier s'est servie des résultats de cette étude menée avec ses collègues Prof. Joseph Dicks et Prof. Renée Bourgoin comme tremplin à la mise en place d'une collaboration entre L_2RIC et le district scolaire anglophone ouest. À l'hiver 2018, deux enseignantes de la 1e année, deux enseignants de la 4e et une enseignante de la 5e année ont participé à des séances d'apprentissage professionnel et de travail afin de créer des activités orales porteuses d'apprentissage pour les centres qui ont ensuite été testées en classe. Deux mentors en littératie, l'une de la 1e année et l'autre de la 4e année, ainsi que trois assistants de recherche ont également participé à cette deuxième phase du projet de recherche. Les résultats ont démontré que les activités créées en suivant les caractéristiques énoncées dans le cadre conceptuel fournissaient des occasions accrues aux élèves d'interagir dans leur langue seconde dans les centres de littératie, favorisant ainsi le développement oral des élèves.

Des élèves participent aux centres de littératie en salle de classe lors du projet.

Pedagogical Video Series: Intentional Second Language Teaching

This initiative began as a Master of Education special course with two graduate students, Kathy Whynot and Sylvie Arseneau, and a partnership with the New Brunswick Department of Education and Early Childhood Development (EECD), but has since become a focal project for L2RIC. To date, four pedagogical videos, and accompanying conversation guides, have been created in both French and English. Via the UNB YouTube Channel, these are available for free streaming on the L2RIC website. These multimedia resources have been used in undergraduate and graduate courses as well as professional learning sessions and academic conference presentations.

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

This video explores the concept of language proficiency and the role of validated language proficiency frameworks in social and academic language use. The Common European Framework of Reference, for example, can serve as a strength-based tool to guide both educators and learners in their language learning journeys. This video focuses on valuing what plurilingual learners **can do** in each language and on engaging learners in authentic language tasks to support proficiency development. Additionally, language portfolios are described as a way to promote learner autonomy and to facilitate the process of self-assessment.

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

Cette vidéo explore le concept de la rétroaction corrective à l'oral et le rôle qu'il joue dans le développement de la compétence langagière. Cette vidéo souligne également l'importance de créer un climat où les élèves se sentent à l'aise à prendre des risques. Les erreurs font partie du parcours de l'apprentissage de la langue et la rétroaction corrective appuie les apprenants dans ce processus.

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

This video explores the concept of competencies for teaching in multicultural classrooms. According to Byram et al. (2005), intercultural competence is comprised of three strands: openness, knowledge and adaptability. The process of developing these competencies begins with reflection and introspection. Moreover, educators must model a genuine interest and respect for the diverse learners in and beyond their classrooms.

Being open to diversity, learning about cultures and adapting one's actions are key practices that today's educators can embrace. By doing so, we model empathy, life-long learning, and community building.

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

Cette vidéo explore le concept d'enseignement intentionnel du vocabulaire. Les recherches suggèrent que le vocabulaire est une cible mouvante. Le nombre de mots que les apprenants doivent connaître pour réussir à l'école augmente progressivement au fur et à mesure que les apprenants progressent dans les niveaux et les matières. Afin d'acquérir de nouveaux mots, il faut donner aux apprenants des possibilités d'utiliser et de réutiliser leur répertoire croissant dans des contextes d'emploi authentiques et signifiants, tant sur le plan social qu'académique.

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

is currently in production

Supplementary Video: Making Intercultural Connections Through Multilingual Text

This supplementary video is not directly connected to the series, but was also produced to support the "Teaching and Learning in Multicultural Classrooms" graduate course. L_2RIC is committed to the dissemination of knowledge related to second language teaching and learning through the creative use of multimedia as well as online platforms.

BEd student Andrea Diaz and participating children explore a multilingual vocabulary chart during filming, with UNB film crew members.

BEd student Alex Landine reads aloud in Spanish and English during filming, with UNB film crew members.

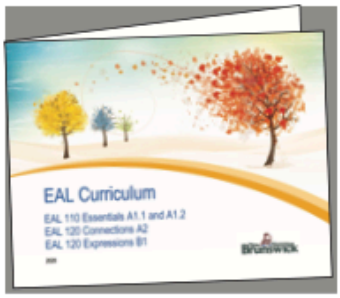
The Common European Framework of Reference for Languages (CEFR) and Curriculum Development

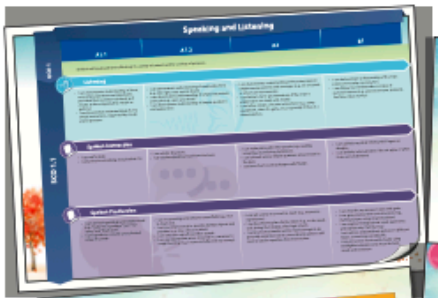
Members of the L2RIC team have been involved for several years in research and projects related to the Common European Framework of Reference for languages (CEFR) and the Language Portfolio. Most recently this expertise has led to L2RIC's participation in a curriculum development project in partnership with the New Brunswick Department of Education and Early Childhood Development (EECD).

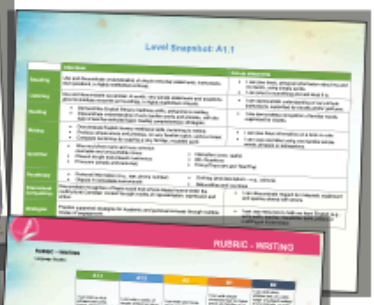
This pedagogical document for English as an Additional Language (EAL) is based on levels A1-B1 of the CEFR, and includes assessment rubrics and continua that guide instruction and assessment within EAL classes. This curriculum has been in pilot phase for the last two years and will soon be adopted for implementation in all NB high schools.

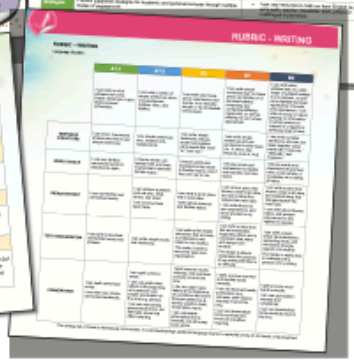
ENGLISH AS AN ADDITIONAL LANGUAGE CURRICULUM:

- Aligned to the Common European Framework of Reference for Languages and to the provincial English Language Arts standards
- First piloted in 2017; Will be implemented fully in September 2020
- Students receive provincial course credits toward graduation
- Extensive professional learning across province
- Suite of resources to accompany curriculum: skills continua, instructional techniques, level snapshots, rubrics, guide which includes vision and values, sample unit plans









Languages Without Borders (LWB) 2019 / Langues sans frontières (LSF) 2019

In May of 2019, L_2RIC team members had the great privilege of co-hosting a national conference with their partners at the Canadian Association of Second Language Teachers (CASLT). This professional learning (PL) event, which took place in Fredericton, NB, represented the culmination of two years of planning for the members of the L_2RIC team. An additional collaborative partnership with the NB Department of Education and Early Childhood Development (EECD) facilitated the participation of many NB teachers in this world-class PL event. Collaboration from the New Brunswick Teachers' Association (NBTA) facilitated promotion of this event and volunteers from Teachers of English as a Second Language of NB (TESL NB) as well as student volunteers from the Bachelor of Education (BEd) program at UNB provided needed support for onsite logistics. The conference was a huge success and was attended by over 500 delegates from NB and across Canada.

L_2RIC and CASLT team members (left to right): Dr. Paula Kristmanson, Dr. Josée Le Bouthillier, Dr. Joseph Dicks, Dr. Karla Culligan, Janice Aubrey, Dr. Enrica Piccardo, Chantal Lafargue, Gillian Blackmore, Carole Bonin.

In addition to taking the lead in the onsite organization of the conference and moderating several sessions at the conference, L_2RIC faculty and graduate students also presented at the conference. Some of these presentations were done in collaboration with community and university partners while others highlighted the contributions of our BEd teacher candidates:

- *Les centres de littératie dans la classe d'immersion française : un accent sur l'oral*. Dr. Josée Le Bouthillier, L_2RIC Research Associate; Alannah McLean, Travis McLean, & Connor Trach, 2018 graduates from the BEd program.
- Mathematics for Communication in the Second Language Classroom. Dr. Karla Culligan, L_2RIC Research Associate.
- *Panel: Supporting Newcomer Youth in Achieving Education and Employment Goals*. Dr. Paula Kristmanson, L_2RIC Professor; Chantal Lafargue, L_2RIC Faculty Associate; with Abby David, Paul Saad, Shauna Carey, Joanne Williams, Geoff North, representing NB EAL programs.
- *Fostering Strong Inclusionary Second Language Classrooms / Faciliter l'inclusion pour les apprenants de langue*. Dr. Renée Bourgoin, L_2RIC Instructor.
- *A Critical Model of EAP (English for Academic Purposes): Possibilities and Implications*. Chris Van den Broeck, PhD Candidate.
- *Comment rendre l'enseignement des verbes plus intéressant et pertinent pour nos étudiants en salle de classe?* Alexis Maltais, BEd teacher candidate.

The LWB Conference in Photos / Le congrès LSF en images

At the event, L2RIC, represented by Director and Professor, Dr. Joseph Dicks, signed a formal partnership agreement with CASLT, represented by Janice Aubrey, CASLT President.

Pre-Conference Roundtable: "Leadership in Language Education". Back row (left to right): Janice Aubrey, René Hurtubise, Sacha Dewolfe, Walter Paul, Dr. Miles Turnbull (Moderator). Front row (left to right): Kathy Whynot, Dr. Marianne Cormier.

L2RIC Master's student, Lisa Michaud, engages with delegates at the L2RIC Exhibitor Booth.

Dr. Josée Le Bouthillier with 2018 BEd graduates and co-presenters (left to right) Connor Trach, Travis McLean, Alannah McLean.

L2RIC team members and volunteers from the UNB English Language Programme welcoming delegates at the registration desk (left to right): Donna Hoffman, Hélène Estey, Dr. Paula Kristmanson, Geoff North, Erica Thomas.

Canadian Journal of Applied Linguistics / Revue canadienne de linguistique appliquée

The Canadian Journal of Applied Linguistics (CJAL) is housed at L_2RIC at the University of New Brunswick. Several members of L_2RIC make up the journal's Editorial Team. Dr. Joseph Dicks and Dr. Paula Kristmanson are the Co-Editors of the journal. Dr. 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 (2015-2018). The CJAL is a fully open access, online journal, which can be found at **www.cjal-rcla.ca**.

Plusieurs membres de l'équipe IRL$_2$C font partie du comité éditorial de la Revue canadienne de linguistique appliquée (RCLA). Prof. Joseph Dicks et Prof. Paula Kristmanson sont Rédacteurs en chef de la RCLA. Prof. 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**.

Dr. Joseph Dicks, Co-Editor, and Dr. Karla Culligan, Associate/Managing Editor, pose with the in-coming Co-Editors, Dr. Eva Kartchava and Dr. Michael Rodgers of Carleton University.

In March, 2019, the CJAL team was notified that it was successful in its application for a new Aid to Scholarly Journals grant (principal investigator: Dr. Paula Kristmanson). The grant will run from March 1, 2019 to Feb 28, 2022. That same month, in consultation with L_2RIC, the Canadian Association of Applied Linguistics (ACLA) released a Call for Editors. At the ACLA AGM in May, 2019, the new Co-Editors were announced. L_2RIC will continue to work closely with the new team during the editorial transition scheduled for fall 2019.

En mars 2019, l'équipe de la RCLA a été informée de l'acceptation de sa demande de subvention pour l'Aide aux revues scientifiques (chercheuse principale : Prof. Paula Kristmanson). La subvention s'étendra du 1er mars 2019 au 28 février 2022. Le même mois, en consultation avec l'IRL$_2$C, l'Association canadienne de linguistique appliquée (ACLA) a publié un appel aux rédacteurs en chef. Lors de l'assemblée générale de l'ACLA en mai 2019, les nouveaux co-rédacteurs ont été annoncés. L_2RIC continuera à travailler en étroite collaboration avec la nouvelle équipe pendant la transition éditoriale prévue pour l'automne 2019.

Social Sciences and Humanities Research Council of Canada
Conseil de recherches en sciences humaines du Canada
Canada

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

L_2RIC Team Members / Membres de l'équipe IRL_2C

Karla Culligan, PhD

L_2RIC Research Associate, Dr. Karla Culligan

An Exploration of High School French Immersion Students' Communication During Collaborative Mathematics Problem-Solving Tasks

Winner of the SSHRC Joseph-Armand Bombardier SGS Doctoral Scholarship ($105,000/3 years)

Under the supervision of Dr. Joseph Dicks, this study aims to describe, interpret, and understand how secondary French immersion mathematics students communicate as they work collaboratively on problem-solving tasks in their second language. This study in grounded in Vygotskian sociocultural theory and the mathematics education register (Halliday, 1978; Pimm, 1987) to highlight the social nature of learning and the key role of language in learning. Literature was reviewed that related to French immersion student achievement in mathematics, tensions inherent in bilingual mathematics classrooms, codeswitching, and what it means to "do" mathematics in a second language.

This classroom-based study involved multiple site visits and working with 22 Grade 9 French immersion mathematics students in two different classes, along with their classroom teacher. Data were collected via classroom-based audio recordings that were transcribed verbatim; these data were triangulated with researcher fieldnotes, students' written texts, and post-hoc interviews. Data were analyzed using coding and was extended using Gee's (2014) theory and method. Several task-related findings suggested that student talk (rather than teacher talk) dominated the activity, that students mainly talked about the mathematics at hand, and that they used most of the anticipated problem-solving strategies to work through the task, although to varying degrees of thoroughness and success. Results show that students engaged in various kinds of language-related episodes (Swain & Lapkin, 1998) related to lexis and lexicogrammar, and mathematics-related episodes related to description and explanation. Instances of first language use emerged, especially when dealing with lexis, expanding mathematical ideas using repeat/restate, to move the task along, and for interpersonal interactions. Theoretical and practical implications for educators and policymakers are given based on the salient findings of the study. Suggestions for future research are also explored.

Karla Culligan received her PhD at UNB's 189th Encaenia, May 2018.

Lisa Michaud, Étudiante à la maitrise

Pédagogie et évaluation—Une analyse qualitative des compétences communicatives des élèves d'immersion précoce sur l'évaluation de compétences orales (OPI) du Nouveau-Brunswick

L2RIC Team Member and MEd Student, Lisa Michaud

Sous la supervision de la Prof. Josée Le Bouthillier et de Prof. Joseph Dicks, Lisa Michaud poursuit une étude de maitrise où elle examinera le rendement d'élèves de la 12e année, participant à un programme d'immersion précoce au moment de l'évaluation orale, menée par le ministère de l'Éducation et du Développement de la petite enfance. En effet, elle explorera les compétences communicatives (Celce-Murcia, 2007) mises en œuvre par ces élèves et leur maitrise de la langue française au moment de l'entrevue orale (OPI). En utilisant une perspective qualitative, elle opérera sous un devis de recherche d'analyse de discours. Elle a récupéré auprès du ministère de l'Éducation des échantillons d'entrevues orales ciblant les niveaux *intermédiaire plus* et *avancé*. La transcription et l'analyse comparative de ces entrevues lui permettront de noter les thèmes de ses observations afin de mieux cerner les forces et les lacunes langagières en fonction des critères de l'échelle de compétence orale utilisée par le ministère. En tenant compte des difficultés qu'ont certains élèves à atteindre le niveau de compétence orale anticipé, c'est-à-dire le niveau *avancé*, elle espère qu'une description détaillée de ces critères permettra de mieux outiller les élèves en vue d'une augmentation de leur classement au niveau *avancé*.

Lisa Michaud est maintenant rendue à l'étape de l'analyse des données et elle se prépare à rédiger les derniers chapitres de sa thèse de maitrise.

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

Amy Katharine Bartlett, PhD Candidate

Literacy Instruction in Nunavut

There is widespread agreement that literacy (reading and writing) instruction for Nunavut students is falling short. According to the National Committee on Inuit Education (2011), "the reality of Inuit education in Canada is that too many of our [Inuit] children are not attending school, too few are graduating, and even some of our graduates are not equipped with an education that fully meets the Canadian standard" (p. 3). Justice Berger (2006) found that while students could converse in English, "their English skills [were not] sufficiently advanced to facilitate instruction in English" (p. v) and that the school system was not producing graduates competent in either language (Inuktut or English). In response, 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 3 years, beginning in January 2015, with full implementation in all grades in the 2016-2017 school year. Under the supervision of Dr. Paula Kristmanson 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?

Katharine Bartlett is currently in the process of finalizing data analysis for her PhD dissertation.

Hélène Devarennes, PhD

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

Hélène Devarennes received her PhD at UNB's 190th Encaenia, May 2019.

There is an achievement gap between Indigenous students living on reserve and other students in Canada. The Auditor General of Canada (2018) reported that the gap has widened in the last 15 years. Indigenous peoples see academic education as a pathway to participate actively in society, both as individuals and in community. Under the co-supervision of Dr. Paula Kristmanson and Dr. Sherry Rose, this research examined expectations—a driver for school success—through the lens of cultural capital. The research questions were: How do teachers understand the cultural capital that First Nations parents transfer to their children and how does this understanding affect their teaching practices, particularly practices linked to expectations? What spaces are created to cultivate teachers' understandings and actions upon cultural capital understanding?

This study found there is a lack of alignment and trust between educators and parents/caregivers. Years of oppression and racism in the school systems mean that parents, caregivers, and the community do not trust the school. The purpose of education in a band-operated school needs to be commonly understood as being both academic and cultural. A learning context where Indigenous and Western knowledge and worldviews are equally valued would foster more student success. A trusting learning environment and stronger relationships with families and communities are necessary to align expectations and close the achievement gap. Participants said their schools are becoming more inclusive of their culture. They proposed strategies to keep building trusting relationships with families. My findings will contribute to Indigenous leaders advocating for a more effective education for their children by ensuring that culture is part of that education.

Chris Van den Broeck, PhD Candidate

Exploring a Critical Model of English for Academic Purposes (EAP)

Under the supervision of Dr. Paula Kristmanson, this study explores the possibilities of adopting a critical approach to literacy in English for Academic Purposes (EAP) classrooms, through action research. The study explores the following research questions: (a) 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)? (b) 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 Van den Broeck will examine 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 might be better appreciated, and more fully understood.

Chris Van den Broeck is in the final writing phase of his PhD dissertation.

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

Ryan O'Shea, MEd

Portfolio-Based Language Assessment: Perspectives of Newcomer Adult English Second Language Learners

Ryan O'Shea received his MEd at UNB's 63rd Convocation, October 2017.

Under the supervision of Dr. Paula Kristmanson, this research project focused on providing an opportunity for ESL adult newcomers to give their perspectives on the effectiveness of various aspects of Portfolio Based Language Assessment. The five aspects examined were goal setting, learning reflections, self-assessments, peer-assessments, and formative feedback from the instructor. The research was carried over during a 16-week semester with the researcher also serving the teaching role. Using an action-research approach, the research sought to answer two main questions: (a) What is the perceived effectiveness of assessment for learning practices using the PBLA framework from the learners' perspective? (b) How can the effectiveness of formative assessment strategies be improved in Language Instruction for Newcomer to Canada (LINC) classes? The results of the research showed that the participants perceived goal setting, peer assessments and learning reflections to have a positive effect on their language learning, while they showed overall ambivalence towards self-assessment and feedback from the instructor.

Nooshin Siami, MEd

Toward an Understanding of Language Teacher Well-Being: A Conceptual Analysis of Positive Intelligence Through the Lens of PERMA

Nooshin Siami received her MEd at UNB's 190th Encaenia, May 2019.

Under the supervision of Dr. Paula Kristmanson, the aim of this analytical research study was to provide insights into a new concept of Positive Intelligence (PI) and investigate it through the lens of a well-known theory of Positive Psychology, the PERMA model, in order to discover possible implications for language teacher well-being. To collect the data, four PI resources were employed including a textbook, the PI website, two video lectures, and a questionnaire. This is a descriptive deductive-dominant qualitative study that used content analysis as the method to identify specific characteristics of written and visual materials (Ary, Jacobs, Sorensen, & Razavieh, 2010). Moreover, the researcher used personal auto-ethnographic data (Mendez, 2013) to provide a comprehensible context in which to discuss language teachers' well-being from the PI perspective. The results of the research demonstrated that each element of the PERMA model had some connections to the key PI elements of Saboteurs and Sage. Particular characteristics of Saboteurs can damage peace of mind and hinder well-being. On the other hand, some powers of the mind identified by the PI concept can cause well-being to flourish. The study also revealed that PI could be applied to the language teaching context by recognizing the affective characteristics inherent in this instructional context and how teacher well-being and the overall affective classroom climate may be impacted by emotional factors related to Saboteurs and Sage.

Janic Maryse VanSnick, MEd Student

A Reading Intervention in an NB Grade 6 Post-Intensive French Classroom: An Action Research Study

Under the supervision of Dr. Josée Le Bouthillier and Dr. Paula Kristmanson, this study focused on the implementation of a reading intervention within a Grade 6 post-intensive French (PIF) classroom. The intervention was comprised of introducing recent research-based literacy practices for middle school learners of French as a second or alternate language while focusing on the development of the lower level processing skills (the skills needed to learn to read). The goal of this study was to discover the impacts of the recent practices on the growth of the students' reading skills, and if the development in reading skills would help close the gap between the students' reading skills and the expectations of the PIF program. The results of this study will provide information effective literacy practices to support the development of PIF reading skills.

Janic VanSnick will defend her MEd thesis in the fall of 2019.

Kathy Whynot, MEd

Affirming Identity in Culturally and Linguistically Diverse Classrooms: The Role of Self in the Understanding of Equity

Kathy Whynot received her MEd at UNB's 190th Encaenia, May 2019.

Educators play an important role in culturally and linguistically diverse classrooms. Choices regarding curriculum, instruction, and relationships can affirm or silence student identity. Affirmation of student identity leads to a greater sense of belonging in the classroom, which can lead to academic achievement and growth. To become culturally inclusive, educators must first have the courage, and time, to uncover self, and the assumptions and biases therein. Under the supervision of Dr. Paula Kristmanson, through this work, educators discover the imbalance of power and equity inherent in our societal and institutional systems, thus enabling them to make the choices necessary to disrupt inequity through affirming and inclusive classroom practice. Though the literature shows that educators need tools and time to discuss these types of realizations and learnings, it is also clear that the commitment to the work begins with self. Educators must explore, and reflect on, the discomfort that erupts when uncovering truths about equity and power, so that they can grow in their practice, and become more effective educators for some of their most vulnerable students.

UNB's 189th Encaenia on the Fredericton Campus, May 2018.

Graduate Program / Programmes de 2e et 3e cycles

L_2RIC's Contributions to the Master of Education Program at UNB

All members of the L_2RIC research and teaching team have been involved in course development and instruction at the graduate level. As part of a new graduate certificate entitled *Certificate in Bilingual and Multilingual Education*, currently under approval by Maritime Provinces Higher Education Commission (MPHEC), four graduate courses, focused on various aspects of second and additional language (L2) teaching and learning, have been added the the course offerings for the Master of Education degree at UNB. These courses will be of particular interest to those working in various L2 contexts: French immersion, core French/Intensive French, English as a second language, and English as additional language. Courses are given in English, but assignments and discussion may be conducted in French.

ED 6103 *Foundations of Bilingual and Multilingual Education*

Developed by Dr. Joseph Dicks and Dr. Karla Culligan, ED 6103 *Foundations of Bilingual and Multilingual Education*, examines core issues related to bilingual and multilingual/plurilingual education including: theories of language development, cultural awareness and sensitivity, Global English, language death and genocide, language revitalization, language rights, language as a resource, identity, and empowerment. It also explores strong and weak forms of bilingual and multilingual programming and assessment, including second and foreign language immersion.

ED 6110 *Teaching and Learning in Multilingual Classrooms*

Developed by Dr. Paula Kristmanson and Chantal Lafargue, this course provides both theoretical and practical information related to the teaching of students learning English as an additional language (EAL). It examines core principles and established practices related to the education of students of diverse linguistic and cultural backgrounds in schools. Topics include linguistic and cultural support, differentiated instruction within an inclusive learning context, and cultural awareness and sensitivity. The course also promotes a balanced literacy approach that incorporates and values the learner's first language in the acquisition of EAL.

ED 6112 *Inclusive Second Language Education*

Developed by Dr. Renée Bourgoin, this course examines the theoretical constructs of universal design for learning (UDL) and how it intersects with second language teaching and learning. In particular, the course explores foundational principles related to inclusive second language teaching, learning, and assessment. Topics include: foundations of inclusive second language education; affective, socio-affective, and sociocultural factors that influence second language acquisition; learner autonomy, learner empowerment, advocacy, and self-efficacy; inclusive pedagogies that support learners in the following areas: comprehension and production, focus and attention, and vocabulary development; universal language actions and differentiation; and principles of assessment within inclusive education.

ED 6109 *Literacy Instruction for Second and Additional Language Contexts*

This course examines the critical role of literacy in second or additional language classrooms. This analysis is guided by theories and principles of multiliteracies and multilingualism as well as their related pedagogies. After establishing the underlying theories, we explore practices that promote the development of speaking, listening, reading, and writing for second or additional language learners. We examine the elements to be taught for each skill, teaching techniques, and the sequence of instruction. Also, ways to release the teacher for individual or small-group pedagogical interventions are discussed.

Graduate students attend one of L2RIC's courses offered through UNB's MEd program.

L2RIC's graduate courses are offered throughout UNB's Fall, Winter, and Summer terms.

Undergraduate Program / Programme de 1er cycle

L_2RIC's Contributions to the Bachelor of Education Program at UNB

L_2RIC contributes to the Bachelor of Education program at UNB in numerous ways. Firstly, L_2RIC offers two certificate programs: the Certificate in Teaching French as a Second Language / Le certificate de l'enseignement en langue seconde (CTFSL) and the Certificate in Teaching English as a Second Language (CTESL). Both undergraduate certificates focus on equipping future second/additional language (L2) educators with the pedagogical strategies and skills needed to teach in a variety of L2 environments (e.g., French immersion, Intensive French, Post-intensive French, and English as an Additional Language). Included in the certificates are courses focused on L2 teaching and learning as well as field experience components. Candidates for the certificates also require an *advanced* (minimum B2) level of language proficiency.

Secondly, related to the language proficiency component, L_2RIC also supports students who are wishing to maintain or improve their linguistic skills. A recent initiative "L'actualité au diner" gives students the opportunity to work on oral language in an interactive and authentic fashion. Facilitators focus on relevant news or education-related topics in order to stimulate discussion and provide students with feedback.

Finally, through the generous grant provided by Canadian Heritage, L_2RIC undergraduate students who specialize in L2 teaching have access to scholarships and prizes. Each academic year, to aid in recruitment, two L_2RIC scholarships are awarded. Additionally, L_2RIC contributes to the Viviane Edwards Scholarship for future French second language teachers from New Brunswick. Professor Emerita Edwards was the founding Director of L_2RIC. Prizes are awarded to two exemplary graduates who have made second language teaching the focus of their Bachelor of Education program.

Sessions de « L'actualité au diner » / « Actualité au diner » Sessions

Conceptualisé par la Prof. Josée Le Bouthillier, « L'actualité au diner » offre aux étudiants du programme d'éducation un contexte communicatif convivial ayant pour but d'appuyer le développement langagier des participants en communication orale. Ces sessions hebdomadaires, co-animées par une étudiante à la maitrise, Lisa Michaud, offrent aux étudiants un appui linguistique à partir de riches discussions traitant d'un thème d'actualité de la

Des étudiants du BEd 2018 en discussion.

semaine. Un ratio de quatre à un entre étudiants et facilitateurs assure une discussion personnalisée tout en permettant de la rétroaction constructive continue. Les participants y développent aussi leurs compétences communicatives par le biais d'activités socioculturelles complémentaires incluant visites au café local et sorties cinéma. Un certificat sera décerné aux participants à la fin de l'année académique pour souligner leur engagement personnel dans leur perfectionnement linguistique.

Cours indépendant / Independent Study

Au printemps 2018, trois de nos étudiants au BEd, Alannah MacLean, Travis MacLean et Connor Trach, ont suivi un cours indépendant intitulé *Introduction à la recherche*. Dans ce cours, les étudiants ont eu l'occasion d'apprendre des concepts axés sur la recherche appliquée en classe d'immersion française de l'élémentaire et de participer à la cueillette des données pendant un projet de recherche au sujet des centres de littératie en immersion française. L'un des travaux était de soumettre un article dans une revue professionnelle dans le domaine de l'enseignement des langues secondes. La soumission d'Alannah, Travis et Connor a été acceptée et ils ont publié un article intitulé « Le pouvoir du jeu dans les centres de littératie de l'oral en immersion française » dans le volume 37, numéro 3 de la revue *Réflexions* parue en 2018.

From left to right: Travis MacLean, Alannah MacLean, and Connor Trach present their Independent Study at the BEd End-of-Year Showcase in 2018.

Recognizing Excellence / Reconnaissance de l'excellence

3-Minute Thesis (3MT) / Ma thèse en 180 secondes (MT 180)

"Three minutes to... Engage, Enlighten, *Excite*! The Three Minute Thesis (3MT) is an academic research communication challenge that was developed by the University of Queensland (UQ) in Australia. The goal: To promote the development of graduate students' presentation and communication skills. The challenge: To effectively explain their research and its significance to a non-specialist audience in three minutes." (UNB Graduate Studies website)

In April 2018, Dr. Karla Culligan presented her doctoral dissertation during the 3MT competition held at UNB. The presentation earned 3rd Place Overall ($350 prize) as well as the People's Choice Award ($250 prize).

Following the competition, Dr. Karla Culligan was also invited to contribute to the UNB School of Graduate Studies' Blog, The Gradosphere. The blog post can be found at https://blogs.unb.ca/graduatestudies/2018/04/a-students-perspective.php

Dr. Karla Culligan received the 3rd Place Overall Prize and the People's Choice Award at the 2018 3MT competition.

Grants / Subventions de recherche

University Research Fund – Exchange Grant (URF-Exchange)

Dr. Karla Culligan and Dr. Marita Friesen, of the Institut für Mathematik und Informatik Pädagogische Hochschule Ludwigsburg, Germany, at the Psychology of Mathematics Education (PME) conference in 2018, where the idea for this collaboration was conceived.

Dr. Karla Culligan was awarded a UNB URF-Exchange Grant in May 2019. This grant funds knowledge mobilization (KM) activities, such as seminars, workshops, or other activities, that facilitate the flow and exchange of research knowledge. This funding will enable Dr. Karla Culligan to travel to Aachen, Germany in August 2019, to present at a symposium at the biennial conference of the European Association for Research on Learning and Instruction (EARLI). The symposium is an international collaboration with colleagues from Australia, Germany, and Norway, related to the researchers' shared interest in language, mathematics, and teacher eduction. The symposium will showcase results from the researchers' studies based in each of their respective countries, while highlighting common themes and future areas for research.

Scholarships / Bourses

Between 2017 and 2019, L_2RIC awarded 12 undergraduate prizes and bursaries and 1 graduate scholarship. L_2RIC awarded 35 Certificates in Teaching French as a Second Language (CTFSL) and 40 in Teaching English as a Second Language (CTESL).

Entre 2017 et 2019, l'IRL$_2$C a accordé 12 prix et bourses au niveau du BÉd et 1 bourse au niveau du 2e et 3e cycle. L'IRL$_2$C a aussi délivré 35 certificats de la didactique du français langue seconde (CDFLS) et 40 de l'anglais langue seconde (CTESL).

Graduate Scholarships / Bourses de 2e et 3e cycles

2018-2019

Second Language Research Institute of Canada Master's Scholarship: **Lisa Michaud**

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

2017-2018

Ernest & Blanche LeBel Picot Scholarship: **Connor Trach**
Evelyn Walker Memorial Bursary: **Kristin MacKenzie**
Second Language Research Institute of Canada Scholarship: **Alannah MacLean, Myriam Richard, Chantal Vautour**
Viviane Edwards Scholarship In Second Language Education: **Myriam Richard**

Myriam Richard

Kristin MacKenzie

Connor Trach (far left), Chantal Vautour (2nd from left), and Alannah MacLean (far right), with fellow BEd graduate Travis MacLean.

2018-2019

Ernest & Blanche LeBel Picot Scholarship: **Rachelle Smith**
Evelyn Walker Memorial Bursary: **Katrina Graham-Elmore**
Second Language Research Institute of Canada Scholarship: **Sarah Dick, Alexis Maltais, Mark Mandrusiak**
Viviane Edwards Scholarship in Second Language Education: **Kevin Johnson**

Sarah Dick

Rachelle Smith

Alexis Maltais, Mark Mandrusiak and Kevin Johnson with fellow BEd classmate at L2RIC.

Félicitations à tous nos gagnants !

Certificat de la didactique du français langue seconde (CDFLS)

2017-2018

Heather-Ann Caldwell
Yorrick Da Silva
Calliste Jeremie Diehiou
Simon Dube
Sadie Gallibois
Kristin MacKenzie
Alannah MacLean
Travis MacLean
Jessica McCoy
Samantha Neilson
Rachel Prosser
Myriam Richard
Connor Trach
Chantal Vautour

2018-2019

Victoria Ackerman
Nicholas Day
Sarah Dick
Vanessa Doiron
Carolin Fry
Katrina Graham-Elmore
Tiffany Grenier
Gillian Marie Hames
Kevin Johnson
Amanda King
Samir Kortis
Emily Locknick
Alexis Maltais
Mark Mandrusiak
Brittany McPhail
Valerie Morin
James Nelson
Emily Roy
Julia Sanders
Mike Stewart
Annie Tremblay

Certificate in Teaching English as a Second Language (CTESL)

2017-2018

Zacai Azar
Robin Buckley
Brandi Cameron
Laura Craik
Chris Cudahy
Andrea Dias
Keegan Dobbelsteyn
Summer Green Glass
Megan Eva Hollingsworth
Sachie Iwata
Natalie Jacus
Scott Kid
Alex Landine
Rachel Lawless
Ian Lawrence
Alexander James McGrath
Josh Micheal
Tess Page
Oilvia Valentino Parker
Kara Renee Saarloos
Rohini Sharma
Marissa Simard
Alyson Vansnick
Ryan Washburn
Kathy Whynot

2018-2019

Travis Allen
Yao Bian
Kathleen Complak
Kelly Fahey
Gisele Gallant-Belyea
Sam Garber
Garrett Gee
Gillian Hames
Mike Hayes
Riley Higdon
Samamtha Laviolette
Alex MacPherson
Jaime Mayer
Jesse Roberts
Jeff Woodford

L2RIC would like to thank and recognize the mentor teachers who contributed to the professional development of CTESL recipients.

Service and Community / Service et communauté

Throughout 2017-2019, L_2RIC team members were involved in various ways with consultations and service to the educational community.

Academic Initiatives / Initiatives academiques

- Consultation Meeting with Sri Lankan Delegation for the National Languages Equality Advancement Project, L_2RIC, Fredericton (L_2RIC Team)
- Consultation avec M. Valetopoulos de l'Université de Poitiers (Dr. Joseph Dicks, Dr. Paula Kristmanson, Dr. Karla Culligan, Catherine Foster, International Development Coordinator for UNB Faculty of Education)
- Editorial Responsibilities for the *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée* (Dr. Joseph Dicks, Co-Editor; Dr. Paula Kristmanson, Co-Editor; Dr. Karla Culligan, Associate/Managing Editor & Copyeditor; Dr. Josée Le Bouthillier, French Linguistic Editor)

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

- Member of FSL Minesterial Advisory Committee (Dr. Joseph Dicks)
- Member of NB Department of Education and Early Childhood Development EAL Curriculum Committee (Dr. Paula Kristmanson)
- Member of the NB Department of Education and Early Childhood Development Long-term Integration Committee (Dr. Paula Kristmanson)
- Consultation Meeting with NB Minister of Education Dominic Cardy, Fredericton (Dr. Joseph Dicks, Dr. Josée Le Bouthillier, Lisa Michaud)
- Administrative Meeting for the Provincial Grade 10 French Second Language Reading Assessment, Department of Education and Early Childhood Development, Fredericton (Lisa Michaud)
- Consultation Meeting with David Coon, NB Leader of the NDP, Fredericton Legislature (Dr. Joseph Dicks, Dr. Paula Kristmanson, Dr. Karla Culligan, Dr. Josée Le Bouthillier)
- Consultante pour le document d'appui des programmes d'études et pour les programmes d'études pour l'immersion française (Dr. Josée Le Bouthillier

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

- Local Organizing Committee, Languages Without Borders national conferencer of the Canadian Association of Second Language Teachers, Fredericton (L_2RIC Team)
- Members of ACLA Executive (Dr. Joseph Dicks, Dr. Paula Kristmanson, Journal Editors; Dr. Karla Culligan, Member-at-Large)
- President TESL Canada (Dr. Paula Kristmanson)
- Past President TESL NB (Dr. Paula Kristmanson)
- Members of ACPI Consortium (Dr. Joseph Dicks, Dr. Josée Le Bouthillier)
- Member of the translation team for Language and Literacy Researchers of Canada (Dr. Josée Le Bouthillier)
- Member of the judging panel for the Language and Literacy Researchers of Canada Master's Award (Dr. Josée Le Bouthillier)
- *French for the Future* information kiosk, École Ste Anne, Fredericton (Lisa Michaud)
- Concours d'art oratoire—District Competition Judging, Bliss Carmen Middle School, Fredericton (Dr. Karla Culligan, Dr. Paula Kristmanson, Dr. Josée Le Bouthillier, Lisa Michaud)

Dr. Karla Culligan and Dr. Paula Kristmanson, judges at the Concours d'art oratoire Anglophone West School District Competition, winter 2018, Bliss Carmen Middle School, Fredericton.

Dr. Joseph Dicks and Dr. Karla Culligan, with fellow members of the ACLA Executive, Annual AGM, May 2019, Vancouver.

Knowledge Transfer / Transfer du savoir

Publications / Publications

Edited Works

Dicks, J., & Kristmanson, P. (Eds.). (2017). *Canadian Journal of Applied Linguistics / Revue canadienne de linguistique appliquée, 20*(2).

Dicks, J., & Kristmanson, P. (Eds.). (2018). *Canadian Journal of Applied Linguistics / Revue canadienne de linguistique appliquée, 21*(1).

Dicks, J., & Kristmanson, P. (Eds.). (2019). *Canadian Journal of Applied Linguistics / Revue canadienne de linguistique appliquée, 22*(2).

Academic Articles & Book Chapters

Culligan, K. (2018). *An exploration of high school French immersion students' communication during collaborative mathematics problem-solving tasks* [Doctoral dissertation, University of New Brunswick, Fredericton]. UNB Scholar Dissertations & Theses. https://unbscholar.lib.unb.ca/islandora/object/unbscholar%3A9120

Culligan, K. (2018). An exploration of high school French immersion students' communication during a collaborative mathematics problem-solving task. In E. Bergqvist, M. Österholm, C. Granberg, & L. Sumpter (Eds.). *Proceedings of the 42nd Conference of the International Group for the Psychology of Mathematics Education* (Vol. 5, p. 35). Umeå, Sweden: PME.

Culligan, K., Le Bouthillier, J., Dicks, J. et Kristmanson, P. (2018). Les interactions orales pendant la résolution de problèmes mathématiques en immersion française : une perspective socioculturelle [Oral interactions during mathematical problem solving in French immersion: A sociocultural perspective]. Dans C. Dumais, R. Bergeron, M. Pellerin et C. Lavoie (dir.). *L'oral et son enseignement : pluralité des contextes linguistiques* (p. 243-259). Côte Saint-Luc, QC : Éditions Peisaj.

Culligan, K., & Wagner, D. (2018). This is not mathematics. *For the Learning of Mathematics*, *38*(2), 14-18.

Dicks, J. (2018). Learning to read in multiple languages: A study exploring allophone students' reading development. *Language and Literacy*, *21*(2), 10-28.

Le Bouthillier, J. (2017). A sociocognitive model of interventions for writing instruction. *Journal of Immersion and Content-Based Language Education*, *5*(2), 267-292.

Le Bouthillier, J., & Kristmanson, P. (2019). L'analyse du développement des processus de l'écrit de quatre élèves à risques de la 7e année dans un programme d'immersion française [Analysis of the developmental writing processes of four 7th-grade at-risk students in a French immersion program]. *Language and Literacy*, *21*(2), 29-51.

Wagner, D., Culligan, K., Dicks, J., & Kristmanson, P. (2018). Language choice and meaning in prediction. In E. Bergqvist, M. Österholm, C. Granberg, & L. Sumpter (Eds.). *Proceedings of the 42nd Conference of the International Group for the Psychology of Mathematics Education* (Vol. 5, p. 186). Umeå, Sweden: PME.

Professional Articles

Culligan, K. (2018, April 30). *A student's perspective–Three-minute thesis* [Blog post]. University of New Brunswick School of Graduate Studies. https://blogs.unb.ca/graduatestudies/2018/04/a-students-perspective.php

Dicks, J. (2018). Towards a common framework of reference for language teachers: Supporting language teachers (invited article). In *The State of French Second Language in Canada 2018* [Report]. Canadian Parents for French. https://cpf.ca/en/files/The-State-of-French-Second-Language-Education-in-Canada-2018.pdf

Kristmanson, P., Lafargue, C., & Whynot, K. (2017). Developing intercultural competence for our language classrooms. *Réflexions*, *36*(3), 19-26.

Le Bouthillier, J. (2018, août 29). *La séquence d'enseignement-apprentissage dans les centres de littératie en immersion* [Blogue]. ACPI. https://www.acpi.ca/communications/blogue/entry/la-sequence-d-enseignement-apprentissage-dans-les-centres-de-litteratie-en-immersion

Le Bouthillier, J. (2019). Les caractéristiques d'activités porteuses d'apprentissage pour les centres de littératie en immersion française [Characteristics of activities that foster learning in literacy centres in French immersion]. *Le journal de l'immersion*, *41*(2), 16-19.

Le Bouthillier, J. et Bourgoin, R. (2019). De l'enseignement explicite des traits d'écriture à des activités motivantes de communication écrite [From the explicit teaching of writing traits to motivational activities in written communication]. *Le journal de l'immersion*, *41*(1), 17-19.

Pedagogical Materials

Kristmanson, P., Lafargue, C., & Arseneau, S. (2018). *Using feedback to improve proficiency* [Guide]. Second Language Research Institute of Canada, University of New Brunswick–Fredericton. https://www.unb.ca/fredericton/second-language/_resources/pdf/pedagogicalvideos/ConversationGuideVideo2CorrectiveFeedback.pdf

Kristmanson, P., Lafargue, C. et Arseneau, S. (J. Le Bouthillier, Trad.). (2018). *Utiliser la retroaction pour améliorer la compétence orale* [Guide]. Institut de recherche en langues secondes du Canada. https://www.unb.ca/fredericton/second-language/_resources/pdf/pedagogicalvideos/GuideConversationVideo2RetroactionCorrective.pdf

Kristmanson, P., Lafargue, C., Arseneau, S., Dicks, J., Le Bouthillier, J., & Culligan, K. (2018). Using feedback to improve proficiency [Video]. In *Pedagogical Video Series–Intentional Second Language Teaching*; Second Language Research Institute of Canada. https://www.youtube.com/watch?v=iQxJuGYquqs&feature=youtu.be

Kristmanson, P., Lafargue, C., Arseneau, S., Le Bouthillier, J., Dicks, J. et Culligan, K. (2018). *Utiliser la retroaction pour améliorer la compétence orale* [Vidéo]. Dans *Vidéos pédagogiques : séries–L'enseignement délibéré de la langue seconde* ; Institut de recherche en langues secondes du Canada. https://www.youtube.com/watch?v=RhaMsxlwNwo&feature=youtu.be

Kristmanson, P., Lafargue, C., & Whynot, K. (2019*). Strategies to support diverse learners* [Guide]. Second Language Research Institute of Canada, University of New Brunswick–Frederiction. https://www.unb.ca/fredericton/second-language/_resources/pdf/StrategiesToSupportDiverseLearnersPrintableVersion.pdf

Kristmanson, P., Lafargue, C., Whynot, K., Dicks, J., & Le Bouthillier, J. (2018). Understanding second language proficiency [Video]. In *Pedagogical Video Series–Intentional Second Language Teaching*; Second Language Research Institute of Canada. https://www.youtube.com/watch?v=JUxynYAYgdA&feature=youtu.be

Kristmanson, P., Lafargue, C., Whynot, K., Dicks, J., & Le Bouthillier, J. (2018). *Understanding second language proficiency* [Guide]. Second Language Research Institute of Canada, University of New Brunswick–Frederiction. https://www.unb.ca/fredericton/second-language/_resources/pdf/pedagogicalvideos/ConversationGuideVideo1ProficiencyFinal.pdf

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Kristmanson, P., Lafargue, C., Whynot, K., Dicks, J. et Le Bouthillier, J. (2018). *Comprendre la compétence en langue seconde* [Vidéo]. Dans *Vidéos pédagogiques : séries–L'enseignement délibéré de la langue seconde* ; Institut de recherche en langues secondes du Canada. https://www.youtube.com/watch?v=h22lVaagnnc&feature=youtu.be

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Kristmanson, P., & Lafargue, C., Whynot, K., Dicks, J., Le Bouthillier, J., & Culligan, K. (2019). Competencies for teaching in multicultural classrooms [Video]. In *Pedagogical Video Series–Intentional Second Language Teaching*; Second Language Research Institute of Canada. https://www.youtube.com/watch?v=MwM7kYUGUzA&feature=youtu.be

Kristmanson, P., & Lafargue, C., Whynot, K., Le Bouthillier, J., Dicks, J. et Culligan, K. (2019). *Compétences pour l'enseignement dans des classes multiculturelle* [Vidéo]. Dans *Vidéos pédagogiques : séries–L'enseignement délibéré de la langue seconde* ; Institut de recherche en langues secondes du Canada. https://www.youtube.com/watch?v=kspGtPrqksU&feature=youtu.be

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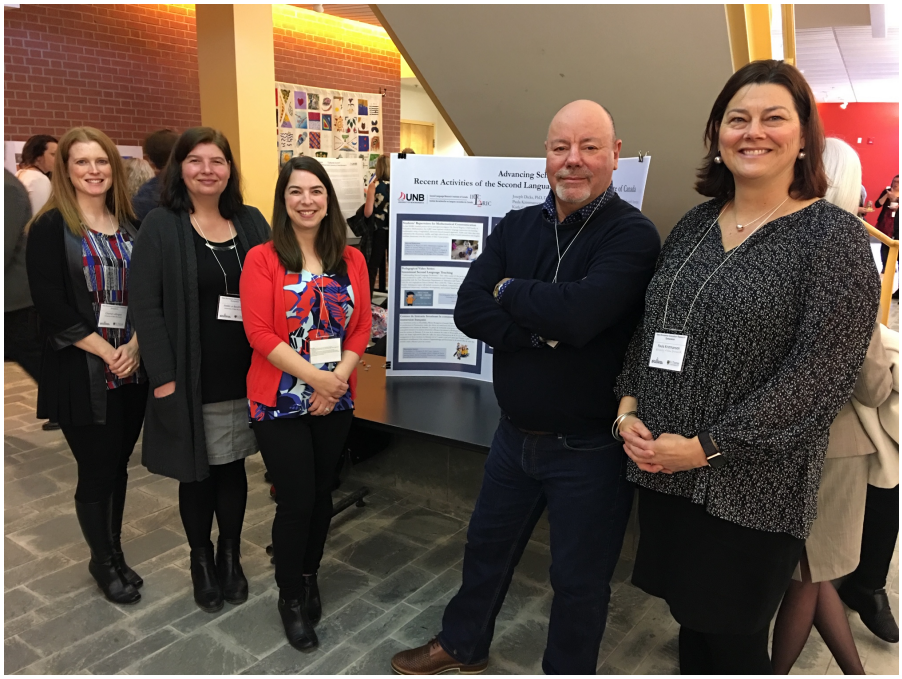
Whynot, K., Kristmanson, P., Lafargue, C., Le Bouthillier, J., Dicks, J. et Culligan, K. (2019). L'enseignement délibéré du vocabulaire [Vidéo]. Dans *Vidéos pédagogiques : séries–L'enseignement délibéré de la langue seconde* ; Institut de recherche en langues secondes du Canada. https://www.youtube.com/watch?v=kLKed8BlqaY&feature=youtu.be



The L_2RIC Team (left to right), Chantal Lafargue, Dr. Josée Le Bouthillier, Dr. Karla Culligan, Dr. Joseph Dicks, and Dr. Paula Kristmanson at the NB Educators' Research Showcase, St. Thomas University, April 2019.

Presentations / Présentations

Academic Conferences

Culligan, K. (2018, May 26-June 1). *Secondary French immersion students' "academic" and "non-academic" vocabulary: An integrated view of language for mathematical problem solving* [Paper presentation]. Canadian Association of Applied Linguistics, Regina, SK, Canada.

Culligan, K. (2018, July 3-8). *An exploration of high school French immersion students' communication during a collaborative mathematics problem-solving task* [Paper presentation]. International Group for the Psychology of Mathematics Education 42nd Annual Meeting (PME 42), Umeå, Sweden.

Culligan, K. (2019, June 3-5). *Exploring maximal and minimal target language use in French immersion mathematics* [Paper presentation]. Canadian Association of Applied Linguistics Conference, Vancouver, BC, Canada.

Culligan, K., & Dicks, J. (2018, February 1-3). *Secondary students' "academic" and "non-academic" language: Translanguaging for mathematical problem solving in a French immersion program* [Paper presentation]. Language, Identity and Education in Multilingual Contexts Conference, Dublin, Ireland.

Culligan, K., & Dicks, J. (2018, May 3-4). *High school French immersion students' "academic" and "non-academic" language: Translanguaging for mathematical problem solving* [Paper presentation]. CCERBAL 2018 Conference– Translanguaging: Opportunities and Challenges in a Global World, Ottawa, ON, Canada.

Culligan, K., & Dicks, J. (2019, February 14-16). *Exploring maximal and minimal target language use in the immersion content classroom* [Paper presentation]. Language, Identity and Education in Multilingual Contexts Conference, York, United Kingdom.

Dicks, J., & Culligan, K. (2017, August 24-26). *Official bilingualism in schooling: A discourse analysis of media releases in New Brunswick* [Paper presentation]. Multidisciplinary Approaches in Language Policy and Planning Conference, Toronto, ON, Canada.

Dicks, J., & Culligan K. (2018, August 23-25) *French immersion: A moving target for official second language policy in New Brunswick* [Paper presentation]. Multidisciplinary Approaches in Language Policy and Planning Conference, Toronto, ON, Canada.

Dicks, J., & Culligan, K. (2019, February 14-16). *Expressing probability in multilingual contexts: Linguistic repertoires of students learning mathematics in first language (L1) and second language (L2) classes* [Paper presentation]. Language, Identity and Education in Multilingual Contexts Conference, York, United Kingdom.

Dicks, J., Kristmanson, P., Culligan, K., Le Bouthillier, J., & Lafargue, C. (2018, April 11). *Advancing scholarship: Recent activities of the Second Language Research Institute of Canada* [Poster presentation]. New Brunswick Education Research Symposium, Fredericton, NB, Canada.

Kristmanson, P., Lafargue, C., Dicks, J., Le Bouthillier, J., Culligan, K., Whynot, K., Arseneau, S., & Bowes, E. (2019, April 17). *Intentional practices in second and plurilingual education: From research to practice* [Paper presentation]. New Brunswick Education Research Symposium, Fredericton, NB, Canada.

Le Bouthillier, J., Bourgoin, R., & Dicks, J. (2019, February 6-9). *Fostering oral communication in immersion classrooms: Effective literacy centers* [Paper presentation]. International Conference on Immersion & Dual Language Education, Charlotte, NC, United States.

Le Bouthillier, J. et Dicks, J. (2018, 7-11 mai). *Les activités orales efficaces dans les centres de littératie de l'oral en immersion française* [Effective oral activities in French immersion oral literacy centres] [communication orale]. 86e Congrès de l'ACFAS, Chicoutimi, QC, Canada.

Le Bouthillier, J. et Dicks, J. (2019, 27-31mai). *Une analyse de la production orale étendue dans des centres de littératie d'élèves de la première année d'un programme d'immersion française* [An analysis of the extended oral production in literacy centres of Grade 1 French immersion students] [communication orale]. 87e Congrès de l'ACFAS, Gatineau, QC, Canada.

Le Bouthillier, J., & Dicks, J. (2019, June 3-5). *An analysis of the extended oral production of Grade 1 French immersion students working in literacy centres* [Paper presentation]. Canadian Association of Applied Linguistics Conference, Vancouver, BC, Canada.

Le Bouthillier, J., & Dicks, J. (2019, June 23-28). *An examination of elementary French immersion students' extended oral output through literacy-based learning centres* [Paper presentation]. International Symposium on Bilingualism (ISB12), Edmonton, AB, Canada.

Michaud, L. (2018, June 23). *Communicative competence in the OPI* [Paper presentation]. Atlantic Education Graduate Student Conference (AEGSC), Fredericton, NB, Canada.

Michaud, L. (2019, mai 27-31). *Les compétences communicatives dans l'OPI: La création d'une grille d'analyse* [Communicative competence in the OPI: The creation of an analysis grid] [communication orale]. 87e Congrès de l'ACFAS, Gatineau, QC, Canada.

Michaud, L. (2019, May 22). *Communicative competence in the OPI* [Paper presentation]. Graduate Student Research Conference (GRC), Fredericton, NB, Canada.

Wagner, D., Culligan, K., Dicks, J., & Kristmanson, P. (2018, July 3-8). *Language choice and meaning in prediction* [Paper presentation]. International Group for the Psychology of Mathematics Education (PME 42), Umeå, Sweden.

Left to right: Dr. Karla Culligan, Dr. Paula Kristmanson, and Dr. Joseph Dicks plan the CASLT Languages Without Borders conference program schedule, May 2018 at L_2RIC.

Invited Presentations

Culligan, K. (2019, May 2-5). *Mathematics for communication in the second language classroom* [Guest speaker]. CASLT National Conference–Languages Without Borders, Fredericton, NB, Canada.

Culligan, K. (2019, June 3-5). *Getting published in applied linguistics: A conversation with Canadian editors* [Panel moderator]. Canadian Association of Applied Linguistics Conference, Vancouver, BC, Canada.

Dicks, J. (2019, June 15). *Forum on the state of French immersion in New Brunswick* [Panel presentation]. Société des acadiens du Nouveau-Brunswick (SANB). Fredericton, NB, Canada.

Dicks, J., & Kristmanson, K. (2019, June 3-5). *Getting published in Applied Linguistics: A conversation with Canadian journal editors* [Panel presentation]. Canadian Association of Applied Linguistics Conference, Vancouver, BC, Canada.

Dicks, J., Kristmanson, P., & Culligan, K. (2018, September 28). *Languages Without Borders 2019: Report of the local planning committee* [Information session]. Canadian Association of Second Language Teachers–AGM & Networking Day, Gatineau, QC, Canada.

Kristmanson, P. (2018, February 16). *Language portfolio* [Plenary speaker]. Canadian Association of Language Assessment–8th CALA Annual Symposium. Montreal, QC, Canada.

Kristmanson, P. (2018, November). *Opening doors to possibilities: Preparing EAL/ESL teachers for diverse teaching contexts* [Plenary speaker]. TESL NS Fall Conference, Halifax, NS, Canada.

Professional Conferences

Bourgoin, R. et Le Bouthillier, J. (2017, 2-4 novembre). *Activités motivantes de communication écrite* [Motivational activities for written communication] [Séance de conférence]. Congrès de l'ACPI, Charlottetown, PE, Canada.

Culligan, K. (2018, April 5). *How do French immersion students use language to solve math problems?* [Presentation for 3MT® Three-Minute Thesis Competition] (Winner of two awards: 3rd Place Overall and People's Choice). UNB School of Graduate Studies, Fredericton, NB, Canada.

Harvey, C., Lafargue, C., & Kristmanson, P. (2018, May 12). *Assessment as and for learning in academic writing* [Conference session]. TESL Atlantic Conference, Halifax, NS, Canada.

Kristmanson, P. (2019, March 12-15). *Publishing in applied linguistics journals in North America* [Panel discussion]. TESOL International Convention & English Language Expo, Atlanta, GA, Unites States.

Kristmanson, P., & Larfargue, C. (2019, May 2-4). *Supporting newcomer youth in achieving education and employment goals* [Conference session]. CASLT National Conference–Languages Without Borders, Fredericton, NB, Canada.

Le Bouthillier, J. (2018, October 10). *Oral literacy centers in a French immersion elementary setting* [Works in Progress Series session]. University of New Brunswick, Faculty of Education, Fredericton, NB, Canada.

Le Bouthillier, J. (2018, 19 octobre). *L'oral en vedette dans les centres de littératie* [Featuring oral language in literacy centres] [Séance de conférence]. Congrès de l'ACPI, Winnipeg, MB, Canada.

Le Bouthillier, J. (2019, 3 mai). *Les centres de littératie dans la classe d'immersion française : un accent sur l'oral* [Literacy centres in French immersion classes : A focus on oral literacy] [Séance de conférence]. ACPLS, congrès Langues sans frontières, Fredericton, NB, Canada.

Le Bouthillier, J. et Bourgoin, R. (2017, 2-4 novembre). *Les centres de littératie en immersion : l'accent sur l'oral* [Literacy centres in immersion: A focus on oral language] [Séance de conférence]. Congrès de l'ACPI, Charlottetown, PE, Canada.

Le Bouthillier, J. et Bourgoin, R. (2018, 20 octobre). *Les activités motivantes de communication écrite* [Motivational activities for written communication] [Séance de conférence]. Congrès de l'ACPI, Winnipeg, MB, Canada.

Le Bouthillier, J. et Bourgoin, R. (2019, 9 novembre). *Les centres de littératie en immersion* [Literacy centres in immersion] [Séance de conférence]. Congrès de l'ACPI, Québec, QC, Canada.

Dr. Paula Kristmanson, plenary speaker at TESL NS Conference, November 2018, Halifax.

Professional Learning for Teachers

Culligan, K. (2018, December). *Language for communication in the content classroom* [Professional learning session]. Anglophone School District–West (ASD-W), Fredericton, NB, Canada.

Dicks, J., & Culligan, K. (2019, April 3). *Presenting at conferences* [Professional learning session for graduate students]. Faculty of Education, University of New Brunswick, Fredericton, NB, Canada.

Kristmanson, P., Lafargue, C., & Whynot, K. (2017, August 14-15). *Intercultural competence in the classroom: Creating a sense of belonging for English language learners* [Workshop]. TESL NB–UNB Belonging Conference, Fredericton, NB, Canada.

Lafargue, C., Kristmanson, P., & Whynot, K. (2018, August). *Instructional strategies for early and emergent adolescent readers*. EECD Summer Learning Week, UNB Fredericton, NB, Canada.

Le Bouthillier, J. (2018, 4 mai). *Les traits de l'oral* [Oral traits] [Séance de perfectionnement professionnel]. Cercle de l'AEFNB, Fredericton, NB, Canada.

Le Bouthillier, J. (2018, 6-7 novembre). *Les traits de l'oral* [Oral traits] [Professional learning session]. Anglophone School District–West (ASD–W), Fredericton, NB, Canada.

Le Bouthillier, J. (2019, January 28). *Literacy centers* [[Professional learning session]. Faculty of Education, University of New Brunswick, Fredericton, NB, Canada.

Le Bouthillier, J. (2019, January 28). *Oral language under the spotlight across curriculum* [Professional learning session]. Faculty of Education, University of New Brunswick, Fredericton, NB, Canada.

Le Bouthillier, J. (2019, 8 mars). *Les centres de littératie en immersion française* [Literacy centres in French immersion] [Professional learning session]. Newfoundland English School District, St. John's, NL, Canada.

Le Bouthillier, J. (2019, 9 mars). *Soutenir nos élèves en littératie* [Supporting our students in literacy] [Séance de perfectionnement professionnel]. Newfoundland English School District, St. John's, NL, Canada.

Le Bouthillier, J., Kertson, K. et Piercy, R. (2018, 28 mars). *Les centres de littératie en immersion* [Literacy centres in immersion] [Séance de perfectionnement professionnelle]. L'Institut de recherche en langues seconde du Canada en collaboration avec le district scolaire anglophone ouest, Fredericton, NB, Canada.

Williams, J., Kristmanson, P., Taylor, T., O'Connell, H., Harvey, C., Culligan, K., & Lafargue, C. (December 2018). *Connecting content and language*. Session Organized for Anglophone West School District School Teams, Fredericton, NB, Canada.

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Canada

CASLT/ACPLS

TESL CANADA

acpi Association canadienne des professionnels de l'immersion

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

CPF Canadian Parents for French New Brunswick

New Nouveau Brunswick CANADA

ANGLOPHONE WEST SCHOOL DISTRICT