



uOttawa | EDUCLANG

Hello EduLang community!

The EduLang Research Group would like to wish you all the best for the coming year in 2021!



[Stephanie Arnott](#)
Associate Professor



[Francis Bangou](#)
Associate Professor



[Douglas Fleming](#)
Full Professor



[Carole Fleuret](#)
Full Professor



[Mimi Masson](#)
Part-time Professor



[Joël Thibeault](#)
Assistant Professor



[Marie-Josée Vignola](#)
Associate Professor

Welcome to another semester! We'd like to share with you what the EduLang Group and our wonderful team of graduate students has been up to and what's to come.

WHAT'S NEW?

Over at our [EduLang Grad student website](#), our blog *Student Voices* has been busy!



Paroles Partagées est un endroit où vous pouvez partager vos expériences en tant qu'étudiant aux études supérieures d'EduLang. Il s'agit d'un espace où vous pouvez donner votre avis sur des sujets académiques et non académiques tout au long de vos études. Vous y trouverez des articles sur la réalisation d'étapes importantes dans le cadre de vos études, des lectures passionnantes et bien d'autres choses encore!

Vous avez quelque chose à partager que vous voulez voir dans *Paroles Partagées*? Des réflexions sur une lecture que vous avez faite? Quelque chose que vous avez appris lors d'un atelier ou d'un événement? Envoyez-nous votre contribution avant le 15 de chaque mois à [educlang.grad\(AT\)uottawa.ca](mailto:educlang.grad(AT)uottawa.ca). Des photos et des vidéos peuvent être incluses. Nous acceptons les contributions dans toutes les langues des étudiants de niveau maîtrise et doctorat.

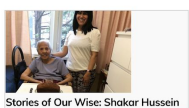
All Posts Event Milestones Contributions Student Voice Ressources



EduLang
il y a 7 jours · 1 Min

Book Review: Developing language teacher autonomy through action research

Félicitations à Shelina Adatia pour la publication de sa revue de livre! Congratulations Sheli...



Stories of Our Wise: Shaker Hussein Lalani

Félicitations à Shelina Adatia pour la publication d'un article de blog! Congratulations Sheli...



EduLang
déc. 12 · 1 Min

Collecte de données complétée! Data collection completed!

Félicitations à Shelina Adatia pour avoir complété sa collecte de données! Congratulations t...

Student Voices started off the year with a blog by **Shelina Adatia** titled [“Twas the night before grad school”](#) that welcomed new and returning students to their studies. **Alaa Azan** quelled any fears about [“Starting your first TA position”](#) and shared [“Tips for presenting at conferences”](#). **Marthe Foka** gave us un aperçu du [“Certificat en pédagogie universitaire”](#) and **Mohsen Haghghatpasand** took a [“Social-constructivist view of the certificate in university teaching”](#) to the same topic! **Agathe P. Atonfo** nous a donné des conseils pour [“Commencer une année académique en intégrant l'activité sportive à son programme : un défi réel!”](#)

Thank you to all the contributors! If you are interested in submitting a blog next semester, please send an email to educlang.grad@uottawa.ca!

MILESTONES

We have an active student community who hit many **Milestones** in their academic careers this year!

- **Michaël Boucher** successfully defended his thesis and will be continuing his career in education. Félicitations, Michaël!
- **Jessica MacDonald** successfully defended her thesis and will be continuing her career as a French immersion teacher. Bravo Jessica!
- **Alaa Azan's** thesis proposal on *Documenting the lived experiences of students and parents with online tutoring services* was accepted and she has started recruitment for her data collection. Way to go, Alaa!
- **Amanda Battistuzzi** completed her major research paper *A critical literature review of research on language socialization and Canadian French as a Second Language (FSL) teacher development* and the Master of Education

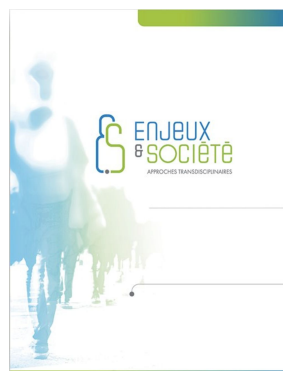
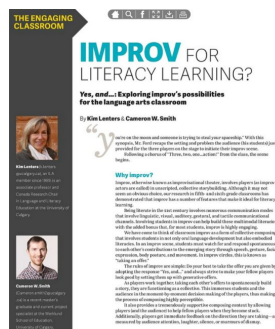
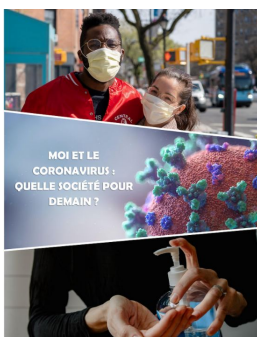
program and will be starting the PhD program in January. Well done, Amanda!

- **Shelina Adatia** finished her data collection and transcription of all her interviews! You are well on your way, Shelina!
- **Dima Zaid-Kilani** completed her major research paper: *Career Path and Advancement for Arabic Speaking Non-Native ESL Teachers: A Case Study.*
- **Mariana Dominguez, Kelly Holmes, Limin Liu and Taciana de Lira e Silva** completed their PhD comprehensive exams.
- **Chuan Liu** completed his Masters' research proposal: *Teacher Beliefs about Online Synchronous Teaching for Young EFL Learners: Evidence from Chinese Commercial Schools*
- **Alexandra (Lesya) Granger** successfully defended her thesis and will be continuing her career in international language education in Ottawa. Bravo Lesya!
- **Angela Joncy Juliet Aser Daniel** successfully completed her Ph.D proposal Seminar and she is planning to start her data collection in January 2021
- **Gene Vasilopoulos** submitted her doctoral thesis.

To submit your Milestones, head over to the [website](#) and fill out the form on the homepage!

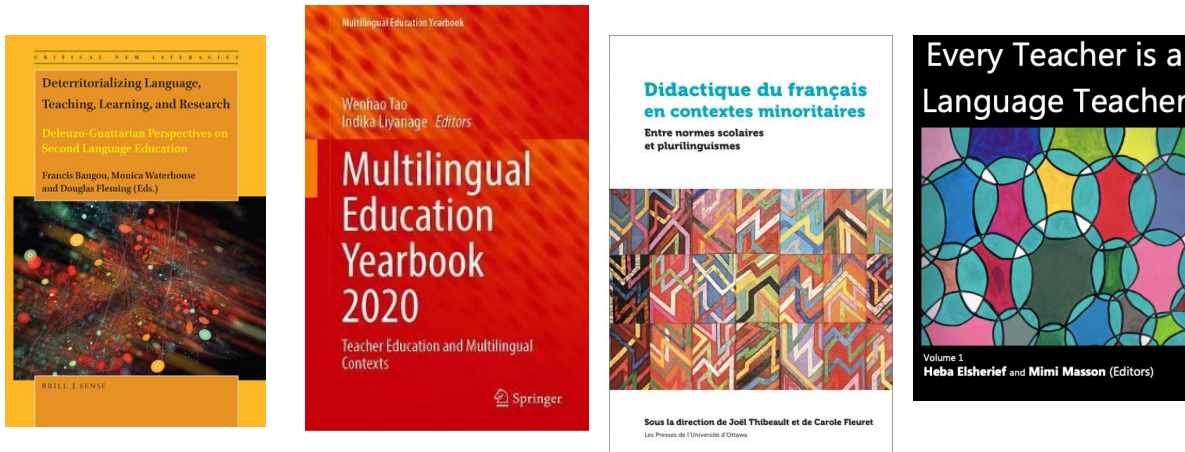
Our EduLang community has been busy publishing articles, books and other academic contributions in 2020, if you haven't read them yet, check them out :

ARTICLES



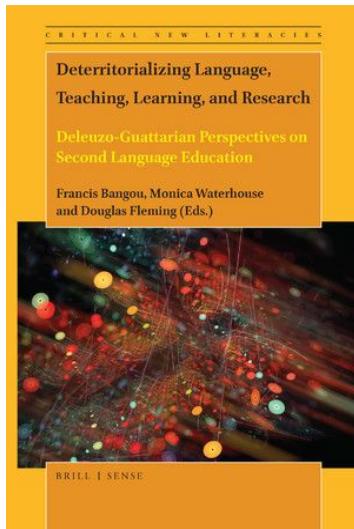
- [Moi et le coronavirus : quelle société pour demain ?](#) (Shelina Adatia)
- [The construction of national and religious identities amongst Australian Isma'ili Muslims](#) (Shelina Adatia)
- [Book Review: Developing language teacher autonomy through action research](#) (Shelina Adatia)
- [Stories of Our Wise: Shakar Hussein Lalani!](#) (Shelina Adatia)
- [Improv for Literacy Learning? Yes, and...](#) (Cameron Smith)
- [Essayons: French as a Second Language Teacher Experiences of Technology-Enhanced Practice](#) (Cameron Smith)
- ["You can't get there from here": Mapping access to Canada's teacher education programs](#) (Cameron Smith)
- [Littérature universitaire en milieu francophone minoritaire : vers une amélioration des habiletés scripturales](#) (Sylvie Lamoureux, **Marie-Josée Vignola** et Johanne Bourdages)
- [Giving voice to our core French students: Implications for attrition and the discourse on the benefits of learning FSL in Ontario](#) (**Stephanie Arnott**)
- [The cross-linguistic reading strategies used by elementary students in French immersion as they engage with dual-language children's books](#) (**Joël Thibeault** and Ian A. Matheson)
- [Virguler à l'aide du réseau littéraire grammatical \(partie 1\) : l'énumération](#) (**Joël Thibeault** et Claude Quevillon Lacasse)
- [Exploration des compétences initiales relatives au français de scolarisation chez des élèves hispanophones de 1^{re} année](#) (Marie-Pier Bastien et **Carole Fleuret**)
- [L'apport des structures de phrases répétitives pour appréhender la syntaxe du français](#) (**Carole Fleuret**)

BOOK CHAPTERS



- [Les usages pédagogiques des technologies de l'information et de la communication au sein du Programme d'appui aux nouveaux arrivants de l'Ontario : quelques pistes de réflexion](#) (**Francis Bangou**)
- [Introduction: Towards Extraordinary Research in Second Language Education](#) (Monica Waterhouse and **Francis Bangou**)
- [How Might Teacher Education in CALL Exist? Becomings and Experimentations](#) (**Francis Bangou**)
- [Intermezzo: Proliferating Becomings with/in Second Language Education](#) (**Francis Bangou**, Monica Waterhouse, and **Douglas Fleming**)
- [Decolonialization in the concrete: Honoring the expertise of local teachers in English as a foreign language contexts](#) (**Douglas Fleming**)
- [Vers une sociodidactique de la grammaire du français en contextes minoritaires](#) (**Joël Thibeault**)
- [What's art got to do with it? The power of drawing to commit new language and concepts to memory](#) (**Mimi Masson**)
- [Apprenants, langues et contextes: quelles configurations pour l'apprentissage du français de scolarisation en contexte minoritaire?](#) (**Carole Fleuret**)
- [Multigenerational Singing in a Francophone Minority Setting](#) (Josée Benoit et **Marie-Josée Vignola**)

BOOKS



- [Deterritorializing Language Teaching, Learning, and Research : Deleuzo-Guattarian Perspectives on Second Language Education](#) (Francis Bangou, Monica Waterhouse and Douglas Fleming, Eds.)



- [Didactique du français en contextes minoritaires : Entre normes scolaires et plurilinguismes](#) (Joël Thibeault et Carole Fleuret, Dirs.)
 - Découvrez le livre dans [cette vidéo!](#)



EDUCLANG SEMINARS

EduLang has hosted the following Seminars in 2020. Keep up with the latest developments in Language and Literacies Education:

Fall 2020 Term Seminar series

November 24:

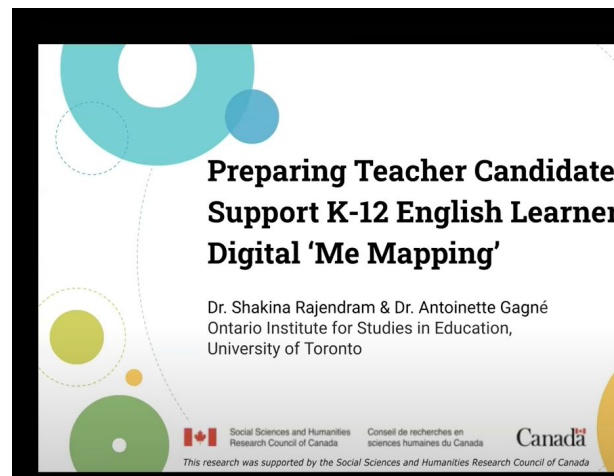
Preparing Teacher Candidates to Support K-12 English Learners through Digital 'Me Mapping'

Dr. Antoinette Gagné

Associate Chair for Student Experience;
Associate Professor, Department of Curriculum, Assistant Professor at OISE, University of Toronto

Dr. Shakina Rajendram

Assistant Professor, Teaching Stream in the Department of Curriculum, Teaching and Learning at OISE, University of Toronto





December 10:

Il était une fois... des mères conteuses à l'école maternelle. Construire ses identités et apprentissages par la multimodalité et le plurilinguisme.

Dr. Brahim Azaoui

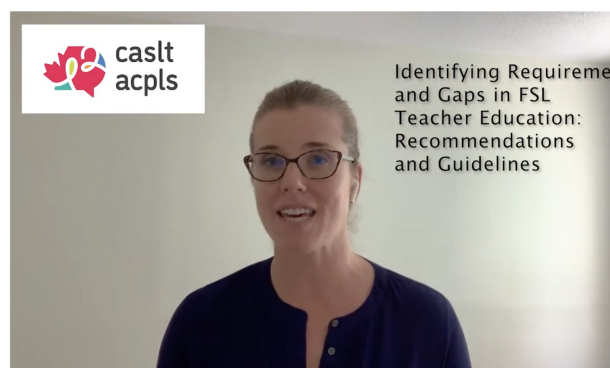
Professeur associé de didactique des langues étrangères et secondes à la Faculté d'éducation de l'Université de Montpellier

CONTRIBUTIONS TO THE FIELD



Congratulations to **Douglas Fleming** who is now a Senior Advisor for the [*International Journal of TESOL Studies!*](#)

This year, **Stephanie Arnott** and **Mimi Masson**, in collaboration with researchers from University of British Columbia (Valia Stoliopoulos and Meike Wernicke) and University of New Brunswick (Karla Culligan, Joe Dicks, Paula Kristmason, and Lisa Michaud) are leading the FSL Teacher Education Project launched by the [Canadian Association of Second Language teachers](#) (CASLT).



Our EduLang Grad student, **Cameron Smith**, is also collaborating on the

project. Find out more about the project [here!](#)

FSL Teacher Recruitment and Retention: Perspectives from two Ontario Faculties of Education

Year 1 FSL teacher candidates!

START
Share your perspective

Get a \$10 gift card of your choice*
*You can choose between Indigo, Starbucks and Second Cup.

Help enhance the program!
Share your voice!

You can
fslbedresearch@uottawa.ca
Download PDF

Want to learn more?
We have answers to your questions

- Why take part in the study?**
 - Have a say in FSL teacher education in Ontario
 - We want to learn about who is coming into the FSL teacher education program.
- What's the purpose of the study?**
 - We want to know how to recruit more FSL teacher candidates, like you!
- Who's conducting the study?**
 - Dr. Stephanie Arnott & Dr. Mimi Masson of the Faculty of Education, University of Ottawa.
 - Your participation will have no impact on your academic standing or relationship with professors.
- What will you do?**
 - Complete a 20-minute online survey.
 - All responses will be confidential and anonymous.

Earlier this year, **Stephanie Arnott** and **Mimi Masson** received funding from the [Ontario Ministry of Education](#), as part of the federal government of Canada's [Action plan for Official Languages 2018-2023](#). The project, entitled **FSL Teacher Recruitment and Retention: Perspectives from two Ontario Faculties of Education**, is a joint collaboration with researchers Gail Prasad and Muriel Peguret (York University), Trista Hollweck (University of Ottawa) and Andy Hargreaves (Boston College).

Several of our EduLang Grad students are also collaborating on the project (**Adam Kazsuba** and **Alaa Azan**).

Over the last 5 years, **Mimi Masson**, **Stephanie Arnott**, and Sharon Lapkin, led the creation of a comprehensive database of empirical literature in **French as a Second Language** in Canada. This year, the database was expanded to include **English as a Second Language** research and launched as an open-access online database by the [Canadian Association of Applied Linguistics](#) (ACLA).

ACLA CAAL

Home About News Members Calls to Action Conferences

ABOUT THE DATABASE

DESCRIPTION

Welcome to the ACLA Longitudinal Interactive Virtual Exchange (LIVE) database!

The [ACLA LIVE database](#) is a collection of articles published within the Canadian kindergarten to grade 12 **French as a Second Language** (FSL) and **English as a Second Language** (ESL) contexts. The LIVE database gathers empirical peer-reviewed articles published from 2000 to present. *Members of ACLA can access*

the database which includes coding of keywords, methodologies, data collection, data analysis, findings and more for each article!

What's Next?



Grad Students! A reminder to submit your self-nomination for the **EduLang Student Leadership Award**. This award is offered once annually to recognize the volunteer work of any EduLang graduate student that goes above and beyond the minimum work required of a graduate student. **For more information, please visit [this link](#).**

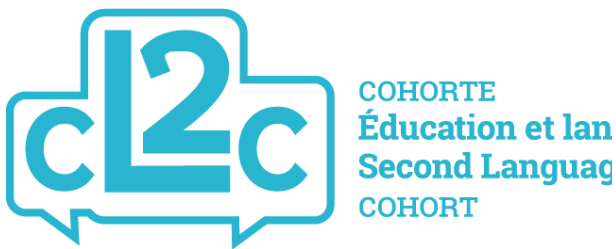


The EduLang group, led by Francis Bangou, is organizing a virtual symposium in collaboration with the **Institute of Applied Linguistics of the University Félix Houphouët Boigny in Côte d'Ivoire**. The symposium will take place on March 10 in the morning and will have as its theme *Plurilinguisme et diversité culturelle en contexte francophone pluriel de formation à l'enseignement des langues de*



scolarisation : enjeux, défis et perspectives.

The [cL2c cohort](#) in the uOttawa Faculty of Education program has partnered with **EduLang** Grad students and researchers this year. The **upcoming PLC workshop day** for all B.Ed students on the topic of *Teaching language across the curriculum* will be held on **Tuesday, January 26th, 2021 from 8:30 am - 11:30 am**. For more information on this workshop day, please visit [the website](#).



Thanks to those EduLang Grad students who submitted a proposal to deliver a workshop. Presenters will be invited to submit a chapter of the workshop in the upcoming edited volume 2 of [Every Teacher is a Language Teacher](#) - stay tuned for more details!

In light of urgent developments that need to take place amongst educators to address systemic racism and oppression in our classrooms, EduLang researcher **Mimi Masson** has formed an [Anti-Racist Education Meet-up Group](#). The group operates as a community of inquiry as a means of discussing and sharing resources aimed at promoting anti-racist ideas and contributing to an anti-racist mindset and way of being in Language and Literacy Education. Visit our website for resources we've created [here!](#)



Purpose

We are a group of professors and teacher candidates in the Teacher Education program at the University of Ottawa who want to address the gaps in our knowledge about Black History in Canada and consider pedagogical avenues to promote more equitable and inclusive practice that takes into account the varied realities and many contributions of racialized people in our country.

We meet regularly throughout the year to share what we have learned about Black Excellence in Canada, hear from esteemed speakers and colleagues on the issue of anti-racism education in Canadian schools and create activities that Canadian teachers can use in the classrooms. All are welcome.



EDUCLANG Seminar series/Série de séminaires
Gene Vasilopoulos, Doctoral Candidate



Working Within the Research Assemblage: Reading Plagiarism in L2 Student Digitally Mediated Writing Differently

Wednesday, January 27 at 4:00pm

Mercredi 27 janvier à 16h00

Online / En ligne (Zoom link TBA)

The presentation will be in English with opportunities to ask questions in French.
La présentation sera en anglais avec des possibilités de poser des questions en français.

Digital technologies are reshaping the notions of text and authorship not only in our everyday social communication but also in university-level academic writing. In response, scholars have questioned the impact that out-of-school digital communication habits may have on in-school literacy practices, including the reconfiguration of authorship and a de-privileging of “originality” as the benchmark for academic credit (Johnson-Eilola & Selber, 2007; Kutz et al., 2009). Uptake of remix-culture inspired digitally mediated writing has been especially slow in English for Academic Purposes (EAP) where English language learners and newcomers to higher education are inducted.

This presentation draws on the work of Deleuze & Guattari (1987) to explore the intersections of plagiarism and technology as second language (L2) writers compose an end-of-term research paper in an EAP program. Drawing on multiple data sources to document the L2 student writing process (in-depth interviews, document analysis, and screen-cast recordings), this presentation explores student writing through the concept of assemblage, the L2 student writers’ assemblage and the research assemblage (Fox & Alldred, 2014). Assemblage allows for a rhizomatic reading of the participant data to highlight difference and generative potential in each student’s writing practice. In this presentation, I illustrate how the “non-method” of rhizoanalysis (Masny, 2013) deployed in this study changes the nature of analysis and transforms how we can conceive the intersections of technology and plagiarism in student writing. To conclude, broader methodological implications of applying Deleuzo-Guattarian inspired research methods to language education research will be discussed.

Gene Vasilopoulos is a Doctoral Candidate at the Faculty of Education, University of Ottawa. Her research interests include transnational and international education,

critical applied linguistics, and Deleuzian-inspired research methods. Most recently, her work has appeared in *Critical Inquiry in Language Studies*, *E-Learning and Digital Media*, *Journal of International Students*, and *Journal of Language, Identity, and Education*.

EDUCLANG Série de séminaires/ Seminar series
Professeure Catherine Maynard, Université Laval



Prendre appui sur la diversité linguistique pour engager les élèves dans l'apprentissage de l'orthographe grammaticale française en milieu pluriethnique et plurilingue

Vendredi 16 avril à 16h30

Friday, April 16 at 4:30pm

Online / En ligne (Zoom link TBA)

The presentation will be in French with opportunities to ask questions in English.
La présentation sera en français avec des possibilités de poser des questions en anglais.

Dans le contexte de la grande diversité linguistique et culturelle qui marque les écoles francophones québécoises, pour soutenir l'engagement des élèves dans la littératie et ainsi favoriser leurs apprentissages, il apparaît judicieux de mettre en place des approches dites « plurilingues » (Armand et al., 2008). Dans cette conférence, il sera plus particulièrement question d'un dispositif plurilingue d'enseignement de l'orthographe grammaticale expérimenté auprès d'élèves de première secondaire dans une école montréalaise (Maynard, 2019). Nous présenterons les critères auxquels répond ce dispositif plurilingue, puis nous illustrerons les manières dont il suscite l'engagement cognitif et affectif des élèves, et ce, à partir de commentaires métagraphiques d'un sous-échantillon d'élèves et d'observations de classe (Maynard, à paraître). Ces résultats seront comparés à ceux d'un dispositif « monolingue » (en français seulement) et de pratiques habituelles d'enseignement de l'orthographe. Ce faisant, nous mettrons en lumière les atouts particuliers du dispositif plurilingue pour contribuer à l'apprentissage de l'orthographe grammaticale, celui-ci représentant une importante source de

difficultés pour l'ensemble des élèves scolarisés en français (Lefrançois et al., 2008; Manesse et Cogis, 2007).

Catherine Maynard est professeure adjointe au Département de langues, linguistique et traduction de l'Université Laval. Elle s'intéresse à la didactique du français langue seconde, à la didactique du français en milieu pluriethnique et plurilingue et aux approches plurilingues d'enseignement du français, notamment en ce qui a trait à l'écriture, à l'orthographe et à la grammaire. Elle fait partie de l'équipe Éveil au langage et ouverture à la diversité linguistique (ELODiL), dirigée par Françoise Armand (Université de Montréal).

To find out more about EduLang, or any of these events, please go to www.EduLang.ca or write to us at educlang@uottawa.ca.

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To unsubscribe from the newsletter, email us at educlang.grad@uottawa.ca

Thanks to all for a great term - looking forward to all that's to come in 2021!