



uOttawa | EDUCLANG

Hello, dear EduLang community!

The EduLang research group wishes you all the best for the year 2022!



[Stephanie Arnett](#)
Associate Professor



[Francis Bangou](#)
Full Professor



[Douglas Fleming](#)
Full Professor



[Carole Fleuret](#)
Full Professor



[Mimi Masson](#)
Adjunct Professor



[Joël Thibeault](#)
Associate Professor



[Marie-Josée Vignola](#)
Associate Professor

Welcome everyone to the new semester! We would like to share with you what the EduLang group and our wonderful team of graduate students have accomplished and what is to come.

WHAT'S NEW?

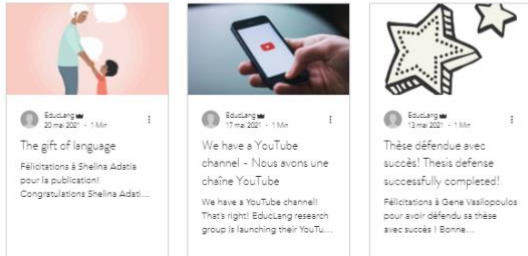
On the [EduLang graduate student site](#), our *Student Voices* blog has been very busy!



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 educulang.grad@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 Student Voice Resources



Student Voices began the year with a blog post by Shelina Adatia entitled [SSHRC Storytellers Competition: A Tale of Two Posts](#). Alaa Azan and Amanda Battistuzzi promoted Dr. Stephanie Arnott's presentation in their article [Dr. Stephanie Arnott at OISE Research Colloquium 2021](#).

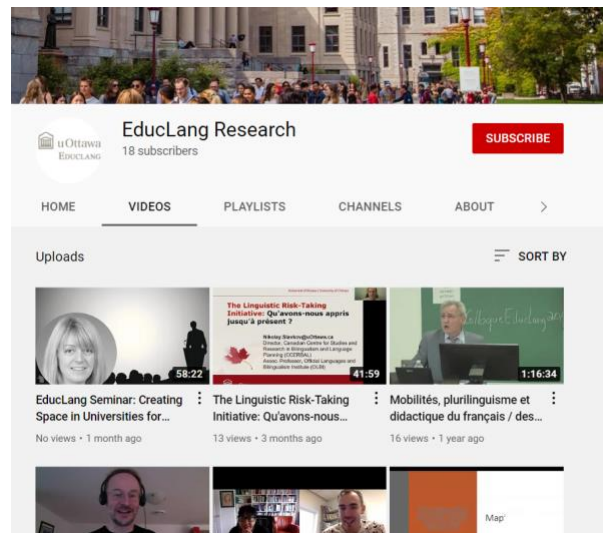
Thank you to all the contributors! If you would like to submit a blog post next semester, please email educulang.grad@uottawa.ca!

Our colleague Marie-Josée Vignola is retiring on September 1, 2022. We would like to thank her for her years of service and support for the initiatives within the EduLang group and wish her a very happy retirement!



YOUTUBE CHANNEL EDUCLANG RESEARCH

In May 2021, the EduLang group launched its [Youtube channel](#). Subscribe and activate the notification bell to not miss our next videos. The EduLang hybrid or virtual symposiums and seminars are published on this page



PRIZES

Congratulations to Carole Fleuret on receiving the University of Ottawa's Excellence in Education Award

This award recognizes educators of exceptional quality, driven by their passion to advance and share knowledge.



We are pleased to announce our EducLang Student Leadership Award winners:

- Shelina Adatia (2021)
- Amanda Battistuzzi (2022)

Congratulations to both of you for all your efforts with the EducLang group!

The purpose of the EducLang Student Leadership Award is to recognize the volunteer work of any EducLang graduate student who goes above and beyond the minimum work required of a student during their program of study. For more information, please visit [this link](#).

Congratulations to Francis Bangou on receiving the University of Ottawa's Excellence in Education Award



This award is given to a faculty member who has made an outstanding contribution to university education.

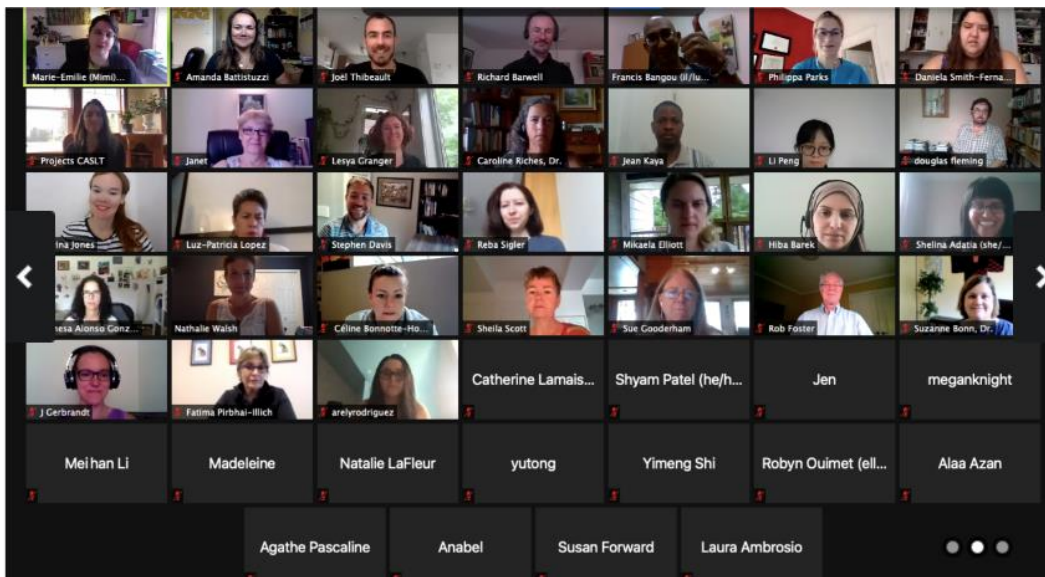
ACCOMPLISHMENTS

We have an active community of students who have reached many milestones in their academic careers this year!

- Nancy Wiscutie Crépeau defended her [doctoral dissertation](#) with flying colors and is up for an award! Congratulations, Nancy!
- Alaa Azan defended her master's thesis! Congratulations, Alaa!
- Lesya Granger defended her Master's thesis and received the LLRC (Master's Thesis) award. Congratulations, Lesya!
- Cameron Smith passed his comprehensive exam and had his doctoral thesis proposal accepted. Congratulations, Cam!
- Adam Kaszuba passed his comprehensive exam! Congratulations, Adam!
- Gene Vasilopoulos successfully defended her doctoral dissertation! Congratulations, Gene!

To submit your milestones achieved, go to [our website](#) and fill out the form on the home page!

EDUCLANG PROFESSIONAL INSTITUTE



On 7 July 2021, the EduLang research group held its first EduLang Virtual Professional Institute. The [event](#) was well received with over 50 participants. Three workshops were presented around the theme of teaching in a time of plurilingualism and cultural diversity.

Dr. Mimi Masson and Shelina Adatia started the day with a bilingual, interactive and practical workshop on "Devenir un enseignant de langues sensible à la culture [Becoming a culturally sensitive language teacher]". In the afternoon, Dr. Gene Vasilopoulos presented a workshop in English entitled "Putting Plurilingual Pedagogy into Practice for Inclusive Teaching". Simultaneously, Lesya Granger presented a workshop in French entitled "Le plurilinguisme : Activité ou approche ? La mise en action d'une pratique inclusive [Putting an Inclusive Practice into Action]".

ARTICLES

Our EduLang community has published articles, books and other academic contributions in 2021, if you haven't read them yet, check them out:



- [« Au-delà de Duolingo » : La formation d'une communauté de pratique d'adultes qui apprennent le français](#) (Cameron Smith, Roswita Dressler, Jaime Leigh Fidler & Judith Berzins)
- Compte-rendu du livre « Decolonizing and indigenizing education in Canada » (Shelina Adatia)
- [Racism as a social determinant: COVID-19 and its impacts on racial/ethnic minorities](#) (Karim Mitha, Kaveri Qureshi, Shelina Adatia & Hiten Dodhia)
- [“So what do you do?”: Third space professionals navigating a Canadian university context](#) (Cameron Smith, Michael Holden, Eustacia Yu & Patrick Hanlon)
- [Dearest Education Graduate Students of Colour](#) (Shelina Adatia)
- [Home languages in the French language classroom? But of course!](#) (Shelina Adatia)
- [The gift of language](#) (Shelina Adatia)
- [New Materialist Perspectives on Language Education](#) (Francis Bangou, Monica Waterhouse)
- [Regards néo-matérialistes sur la didactique des langues](#) (Francis Bangou, Monica Waterhouse)

- [Promoting Inclusive Plurilingual Practices in Ontario's Francophone Elementary Schools: The Views and Practices of Principals and Teachers](#) (Francis Bangou, Carole Fleuret)
- [Discussion académique sur le New London Group et autour des multilittératies : Réflexions de chercheur.e.s francophones et perspectives contemporaines](#) (Amal Boulouf, Myra Deraïche, Simon Collin, Francis Bangou, Jean-François Boutin & Nathalie Lacelle)
- [The immigrant perspective: Eastern-European parental discourses about the value of French, plurilingualism and plurilingual literacy practices](#) (Mimi Masson, Marina Antony-Newman & Max Antony-Newman)
- [On working with racialized youth in FSL: One teacher's culturally-responsive practice](#) (Mimi Masson)
- [A critical interpretive synthesis of post-millennial Canadian French as a second language research across stakeholders and programs](#) (Mimi Masson, Ibtissem Knouzi, Stephanie Arnott & Sharon Lapkin)
- [Mobilizing second language teachers to disrupt the curriculum in Canadian classrooms](#) (Mimi Masson, Rubina Sharma-Mohan, Amanda Cloutier & Mandy Treichel)
- ["French teachers can figure it out": Understanding French as a second language \(FSL\) teachers' work in the context of the COVID-19 pandemic](#) (Cameron Smith, Stephanie Arnott)
- [CASLT 50th anniversary research symposium project: Looking back and looking forward - second language research agendas in Canada](#). (Meike Wernicke, Stephanie Arnott)
- [Online language education: Review of current research and practice](#). (Cameron Smith, Stephanie Arnott)
- [Regard sur la mise en oeuvre effective d'un dispositif de médiation sociocognitive des apprentissages pour enseigner la recommandation d'une oeuvre narrative au primaire 3e cycle](#) (Marie-Hélène Forget, Joël Thibeault)
- [Investigating the reading strategies used by French immersion pupils as they engage with dual-language children's books](#) (Joël Thibeault, Ian Matheson)
- [La présence conceptuelle du CECR dans les curriculums de français de base du palier secondaire au Canada](#). (Michael Boucher, Marie-Josée Vignola)

- [Promoting Inclusive Plurilingual Practices in Ontario's Francophone Elementary Schools: The Experiences of Principals and Teachers.](#) (Francis Bangou, Carole Fleuret, Marie-Philip Mathieu & Bianca Jeanveaux)
- [Le programme Les 5 au quotidien à l'élémentaire, qu'en pensent les enseignantes d'immersion française qui l'utilisent?](#) (Jessica MacDonald and Marie-Josée Vignola)

BOOK CHAPTERS

- [Critical Second Language Education in Canada: Intersecting Language, Citizenship, Race, Gender, Policy, Decolonization and Curriculum.](#) (Douglas Fleming)
- [New materialism and the Deleuzo-Guattarian critique of structural linguistics: Theoretical and practical implications for SLE.](#) (Douglas Fleming)
- [Saarbrücken Series on Linguistics and Language Methodology Vol 13.](#) (Tinnefeld, Thomas, H. Gerzymisch & Douglas Fleming, Eds.)
- [Epistemic Dependency in Global English Language Teaching: Problematizing the Reproduction of Educational Inequalities](#) (Gene Vasilopoulos & Douglas Fleming)
- [Global English teaching: The multicultural and multilingual context of EFL teachers of rural China.](#) (Reza Farzi, Gloria Romero & Douglas Fleming)
- [Langage et migration : perspectives pluridisciplinaires chez Éditions Lambert-Lucas](#) (Carole Fleuret et Nathalie Auger)
- Biography, linguistic coexistence, and epistemological reflection. (Carole Fleuret)
- L'enseignement de l'identification et de la reconnaissance de mots pour développer la fluidité en lecture. (I. Montesinos-Gelet et Carole Fleuret)
- [La part langagière des migrations à l'école. Dynamiques des langues et du langage dans les classes plurilingues au travers de la lecture d'albums de jeunesse.](#) (Nathalie Auger et Carole Fleuret)

- [Le rapport à l'écrit d'élèves gitans et non gitans : analyse comparée de deux dictées dans le cadre des évaluations nationales de CE1 en France.](#) (Jérémi Sauvage et Carole Fleuret)

REPORTS

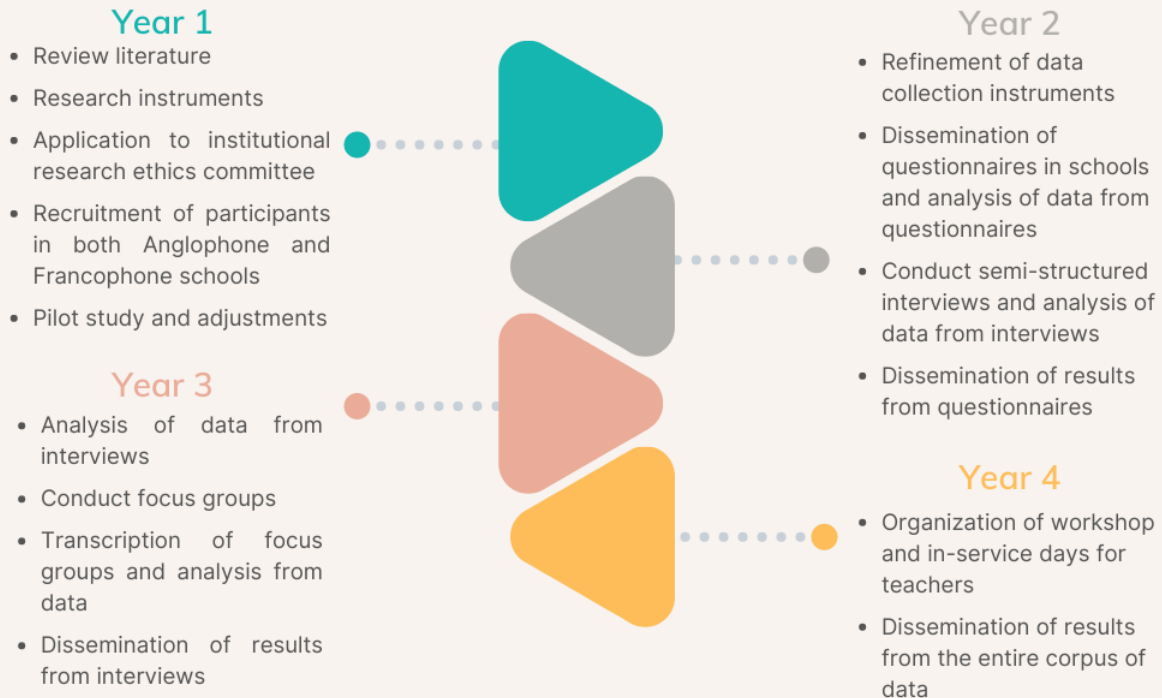
- [Second language teacher attrition, retention, and recruitment : A literature review on issues, challenges and strategies for French as a second language teachers](#) (Mimi Masson, Alaa Azan)
- [Preparing for L2 and FSL teaching : A literature review on essential components of effective teacher education for language teachers](#) (Mimi Masson, Amanda Battistuzzi, Marie-Pier Bastien)

PROJECT SSHRC

To build the capacity of language teachers to use digital technologies in French and English schools to mobilize inclusive plurilingual pedagogical practices.

EducLang also received Social Sciences and Humanities Research Council (SSHRC) funding of \$294,224 to conduct a four-year research project. A mixed-methods research protocol is being used to explore how specific inclusive practices that integrate digital technologies and students' heritage languages are being implemented in Francophone and Anglophone settings where allophones are learning one of Canada's official languages. This study will contribute to improving the curriculum, teaching practices, and professional development associated with teaching and learning Canada's official languages. In addition, it will contribute to the field of knowledge on mobilizing the linguistic repertoires of allophone learners. For more information on this project please visit our website.

SSHRC-Funded Research Project



EDUCLANG SEMINARS

EduLang hosted the following seminars in 2021. Don't miss the latest developments in the field of language education. Videos are available on our YouTube channel!

Seminar Series

January 21, 2021

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

Gene Vasilopoulos

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.



April 16, 2021

Build on linguistic diversity to engage students in learning French grammatical spelling in a multi-ethnic and multilingual environment.

Professor Catherine Maynard

Associate Professor

Department of Languages, Linguistics and Translation

EDUCLANG SOCIAL

LA SOIRÉE EDUCLANG SOCIAL

Un événement social pour se retrouver et se détendre entre collègues et pairs.

A social event to connect and unwind among colleagues and peers

Vendredi 10 juin | 19h00
Aulde Dubliner,
marché Byward
62 rue William, Ottawa, ON

Friday, June 10 | 7PM
Aulde Dubliner,
Byward Market
62 William Street, Ottawa, ON

We celebrated together with the EduLang group in person for the first time since the pandemic. It was great to see everyone again and to meet the new members of the group.

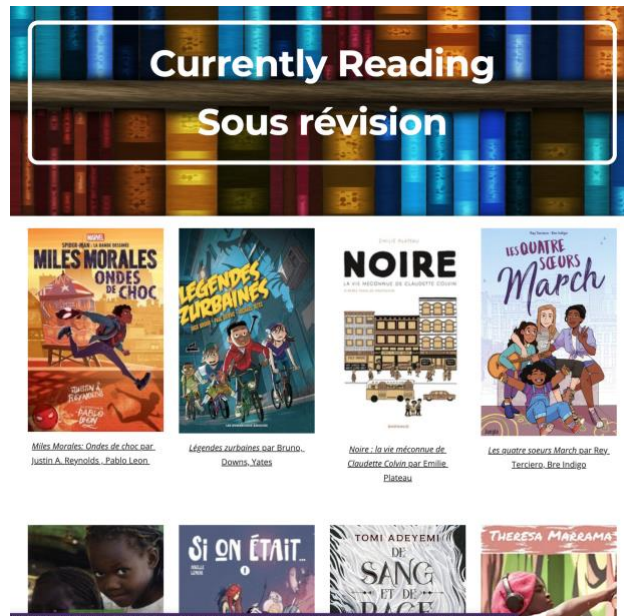




CONTRIBUTIONS TO THE FIELD

In collaboration with French as a Second Language teachers in Ontario, Mimi Masson launched the [FSLdisrupt](#) project to promote anti-racist and anti-oppressive education in French as a second language.

The goal is to create a database of young adult literature books that can be used in a culturally sensitive and responsive practice. The group also organizes sessions and provides awareness-raising resources on deconstructing colonial thinking and practices in the language classroom.



In collaboration with the University of Ottawa (researchers Stephanie Arnott, Mimi Masson and students Cameron Smith and Amanda Battistuzzi), the University of British Columbia and the University of New Brunswick, the Canadian Association of Second Language Teachers (CASLT) has launched a two-year [research project](#)



Canadian Association of
Second Language Teachers
Association canadienne des
professeurs de langues secondes



(2020-2022) aimed at better equipping new FSL teachers to succeed early in their careers.

This project is funded by the Department of Canadian Heritage as part of its FSL Teacher Recruitment and Retention Strategy.

This project offers a comprehensive response to calls for sustained support and development of the skills of future FSL teachers (including, but not limited to, their French language proficiency).



The overall goal of this multiple case study project in two faculties of education (University of Ottawa [UO]-Stephanie Arnott, Mimi Masson, Adam Kaszuba, Robert Grant, and Alaa Azan-and York University [YU-Glendon] and [YU-Keele]) is to document and compare the program's innovation in helping prospective FSL teachers improve their French proficiency during their professional development by developing FSL teacher proficiency across four key pillars for success: Language Proficiency (LP), Intercultural Competence (IC), Pedagogical Knowledge (PK), and Collaborative Professionalism (CP).



We wish you all a fantastic summer!