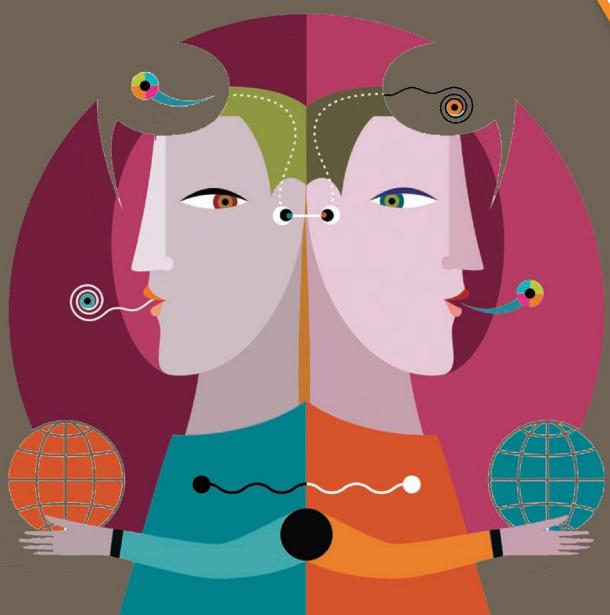


CCERBAL 2018

MAI | MAY
3 & 4



« TRANSLANGUAGING » :
OPPORTUNITÉS ET DÉFIS
DANS UN MONDE
GLOBALISÉ

TRANSLANGUAGING:
OPPORTUNITIES AND
CHALLENGES IN A
GLOBAL WORLD

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et du bilinguisme (ILOB)

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INFORMATION UTILE | USEFUL INFORMATION

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Research Chair in Language Learning and Acquisition

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Chaire de recherche en nouvelles technologies et apprentissage des langues assisté par ordinateur

Sylvie A. Lamoureux

Research Chair in the Management of Languages
Chaire de recherche en gestion des langues



MOT DE BIENVENUE

WELCOME MESSAGE

Nikolay Slavkov & Jérémie Séror

Chers participants,

Nous vous souhaitons cordialement la bienvenue à Ottawa et au Colloque 2018 du Centre canadien d'études et de recherche en bilinguisme et aménagement linguistique (CCERBAL) de l'Institut des langues officielles et du bilinguisme (ILOB).

Le colloque de cette année a suscité un intérêt sans précédent et nous avons le privilège d'accueillir près de 200 participants. Notre vaste comité scientifique composé d'experts internationaux a évalué de nombreuses propositions de grande qualité provenant des cinq continents et abordant des questions de translanguaging et de plurilinguisme sous divers angles et dans des contextes multiples. Les sujets évoqués portent sur l'enseignement et l'apprentissage des langues officielles du Canada; la transmission et l'appui des langues du patrimoine et des langues minoritaires; l'éducation préscolaire, primaire, secondaire et universitaire; l'immersion; le langage des signes; la langue et la technologie; l'évaluation des langues; la gestion de la langue; la politique linguistique familiale; et bien plus. Nous espérons que la richesse du programme profitera à de multiples intervenants tels que, les chercheurs, les professionnels de l'enseignement des langues, les évaluateurs, les élaborateurs de politiques, les étudiants et les administrateurs de l'éducation, pour n'en nommer que quelques-uns.

La multiplicité de sujets, contextes et perspectives représentés reflète une vision sous-jacente d'ouverture et d'intégration qui découle du thème même du Colloque. Le translanguaging et le plurilinguisme déconstruisent essentiellement les notions de langage comme objet fixe, s'opposant aux normes et standards linguistiques rigides ou artificiels et découragent les attentes de compétence absolue et égale en plusieurs langues.

Nous espérons sincèrement que vous trouverez les plénières, tables rondes, symposiums, ateliers, présentations individuelles et affiches enrichissantes et que ces activités permettront des échanges animés et conséquents pour tous dans le domaine de la linguistique appliquée et ses domaines connexes.

Bon colloque à toutes et à tous!

Dear Participants,

We wish you a warm welcome to Ottawa and to the 2018 Conference of the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) of the Official Languages and Bilingualism Institute (OLBI).

This year's event has generated unprecedented interest and we are privileged to host approximately 200 registered participants. Our large scientific committee of international experts evaluated numerous high quality proposals from five continents addressing issues in translanguaging and plurilingualism from various perspectives in multiple contexts. Specific topics include teaching and learning of Canada's official languages; transmission and maintenance of heritage and minority languages; preschool, K-12 and university education; language immersion; sign language; language and technology; language assessment; language management; and family language policy, to name a few. We trust that the richness of the program will benefit multiple stakeholders, such as researchers, language teaching professionals, assessors, policy makers, students, and educational administrators, among others.

The variety of topics, contexts, and perspectives of the presentations reflects the underlying message of inclusiveness inherent to the conference theme itself: translanguaging and plurilingualism essentially deconstruct notions of language as a fixed object, oppose rigid or artificial linguistic norms and standards, and discourage expectations of absolute and equal proficiency in multiple languages.

We sincerely hope that you will find our plenaries, round tables, symposiums, workshops, individual presentations and posters stimulating and that our conference will produce meaningful dialogue and significant impact in the field of applied linguistics, and beyond.

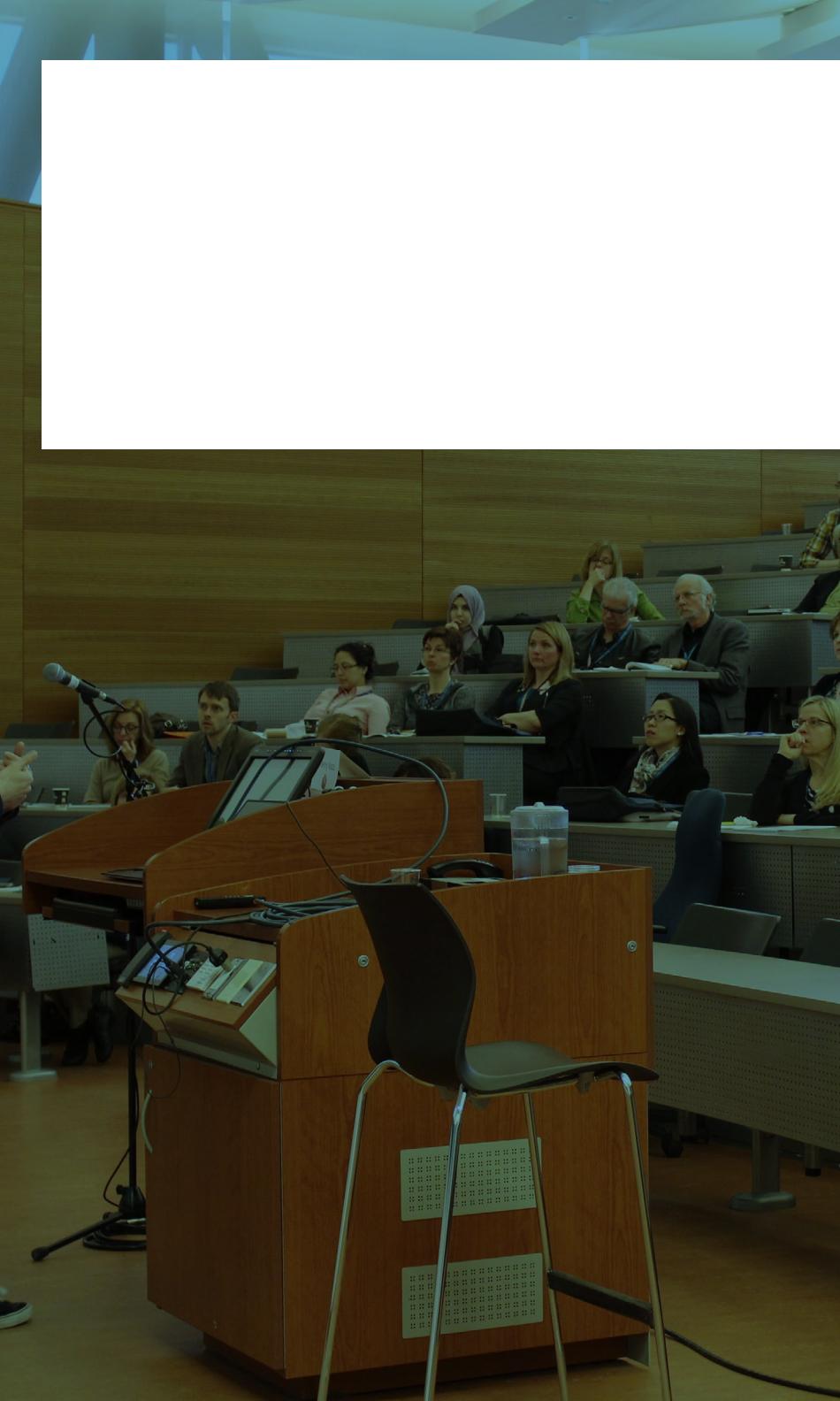
Have a great conference!



Nikolay Slavkov, PhD

Jérémie Séror, PhD

Présidents du Colloque 2018 Conference Chairs

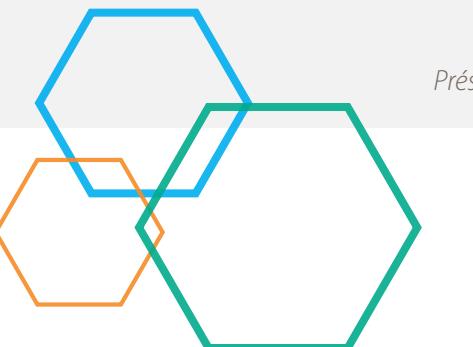


SÉANCES PLÉNIÈRES PLENARY SESSIONS

TRANSLANGUAGING AND MULTILINGUALISM IN SCHOOLS

This presentation proposes that the ways in which we think about language has consequences for the education of all students, and especially in the minoritization of some. Taking the standpoint that language is the widely distributed human capacity to relate to others and to ideas, and that language is not simply a discrete label such as English or French, we examine how this perspectival shift opens up spaces for pedagogical practices that expand the multilingual capacities of all language users. Besides clarifying the concept of translanguaging that underlies this framework, we give examples of how classroom teachers have taken up translanguaging to expand educational opportunities and multilingualism for all.

Time and Place | Heure et lieu : FSS 2005
Thursday, 8:45 - 10:00 a.m.
Jeudi, 8h45 - 10h00



Présentation en anglais | English Presentation

Biography | Biographie

Dr. Ofelia García is Professor in the Ph.D. programs of Urban Education and of Hispanic and Luso-Brazilian Literatures and Languages at The Graduate Center of the City University of New York.

She has published extensively in the area of bilingualism, and among her best-known books are *Bilingual Education in the 21st Century: A global perspective*; and *Translanguaging: Language, bilingualism and education* (with Li Wei, 2015, BAAL Book Award recipient). García is the General Editor of the International Journal of the Sociology of Language, and the co-editor of *Language Policy* (with H. Kelly-Holmes).

In 2016 García received an Honorary Doctorate of Humane Letters from Bank Street Graduate School of Education; in 2017 she received the Charles Ferguson Award in Applied Linguistics from the Center of Applied Linguistics, and the Lifetime Career Award from the Bilingual Education SIG of the American Education Research Association.



(MÉ)TISSAGE, MAILLAGES DE LANGUES PLURIGRAPHIES: FAUT-IL AVOIR PEUR DU PLURIEL ET DE LA COMPLEXITÉ EN DIDACTIQUE?

On note depuis quelques années une floraison de concepts cherchant à mieux théoriser la complexité et le pluriel en didactique des langues. Ces nouveaux termes ne servent-ils qu'à dépoussiérer ou remettre à la mode des notions antérieures ? La contribution vise, d'une part, à donner quelques repères historiques sur la théorisation de la compétence plurilingue et pluriculturelle (Coste, Moore & Zarate, 1997/2009), notamment dans le monde francophone, et discutera comment différents concepts entrent en écho (ou non) avec d'autres concepts circulant du champ (Marshall & Moore, 2016) pour, d'autre part, en discuter les potentialités pour repenser les compétences en langues, la recherche et l'enseignement. Plusieurs études, menées dans différents contextes éducatifs complexes, nous serviront de toile de réflexion pour mieux comprendre comment les apprenants tissent et maillent leurs langues, les distinguent ou les fondent, font sens de leurs pratiques et mobilisent, dans les espaces d'action qui sont leurs, des ressources plurilingues pour comprendre et apprendre.

Time and Place | Heure et lieu : FSS 2005
Friday, 8:45 - 10:00 a.m.
Vendredi, 8h45 - 10h00



Présentation en français | French Presentation

Biography | Biographie

Danièle Moore est Professeure éminente (University Professor) à la Faculté d'Éducation de l'Université Simon Fraser à Vancouver, et Directeur de recherche à Paris 3 – Sorbonne Nouvelle à Paris. Ses recherches en sociolinguistique, en didactique des langues et en acquisition couvrent l'étude des plurilinguismes, l'analyse des interactions de classe, le développement plurillittératé et l'acquisition des langues tierces, dans différents contextes de contacts de langues et de cultures. Ses études les plus récentes incluent l'investigation de la transmission intergénérationnelle des langues dans un Programme de revitalisation des langues autochtones en Colombie-Britannique, du développement plurillittératé chez des enfants trilingues, et de l'inclusion sociale et scolaire d'enfants vulnérables et de leurs familles dans le système scolaire canadien et la communauté. Elle est l'auteure de l'ouvrage *Plurilinguismes et école*, paru à Paris aux Éditions Didier (Collection LAL, 2006), ainsi que de plusieurs études de référence pour le Conseil de l'Europe, notamment *Compétenbvcie plurilingue et pluriculturelle* (avec Daniel Coste et Geneviève Zarate, 1997 et 2009) et *Valoriser, mobiliser et développer les répertoires plurilingues et pluriculturels pour une meilleure intégration scolaire* (avec Véronique Castellotti, 2010). Elle est co-Éditrice avec Murray Munro de la Revue Canadienne des Langues Vivantes/The Canadian Review of Modern Language.



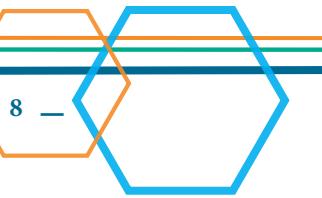
"TRANSLANGUAGING AND MULTILINGUAL ACADEMIC LITERACIES" HOW DO WE TRANSLATE THAT INTO FRENCH? SHOULD WE?

Translanguaging, literacy, and derivatives (biliteracy, multiliteracies) are concepts that have been first developed in English and Welsh, and then variously adopted, resisted, and translated by the Francophonie. Examining such interrelated conceptual developments offers an interesting insight into the kind of translanguaging activities and challenges that French-speaking literacy educators, like other plurilingual scholars, must routinely engage in as they negotiate academic discourses across languages and modes, writing in French from English sources and vice versa. While we reflexively interrogate the translanguaging practices surrounding the concept of translanguaging as a case in point, we suggest the potential of this translanguaging work for developing a plurilingual approach to writing instruction that equips university students and scholars for professional and academic communication in a global world. In keeping with a translanguaging approach, the presentation will switch between English and French while offering written and visual support in the other language.

Time and Place | Heure et lieu :

FSS 2005
Friday, 4:05 - 5:20 p.m.

Vendredi, 16h05 - 17h20



Biography | Biographie

Guillaume Gentil is Associate Professor in the School of Linguistics and Language Studies at Carleton University, Ottawa, Canada and former co-editor of the *Journal of Second Language Writing*, an international, peer-reviewed journal that publishes theory and research in second and foreign language writing and writing instruction.

His research interests in second language writing and biliteracy development in professional and postsecondary settings originated from his academic literacy experiences in France, the USA, and Canada. This interest has resulted in several case studies and institutional ethnographies of academic and professional biliteracy over the last fifteen years with a threefold focus on multilingual writers' motivations for biliteracy, individual and institutional strategies for biliteracy, and ways to design enabling contexts for biliteracy.

This research work has appeared in *Canadian Modern Language Review*, *Discourse & Society*, *Journal of English for Academic Purposes*, *Journal of Second Language Writing*, *Written Communication*, and several co-edited books. The theoretical and programmatic piece "A biliteracy agenda for genre research," originally published in *JSLW*, was reproduced in *The Best of the Independent Rhetoric and Composition Journals*, 2011.

Présentation bilingue | Bilingual Presentation



SYMPOSIA



Opportunities and challenges in translanguaging in language assessment

Time and Place | Heure et lieu :

FSS 1030

Thursday, 2:00 - 4:05 p.m.
Jeudi, 14h - 16h05



A disconnect currently exists between our understanding of multilingual or plurilingual competence, which breaks down socially imposed barriers among a speaker's languages, and current language testing practices, which assume a monolingual worldview. Beliefs about the compartmentalization of languages for assessment are still very strongly entrenched (Shohamy, 2011).

As Otheguy, Garcia, & Reid (2015) put it, "schools confuse the assessment of general linguistic proficiency, which is best manifested in bilinguals while translanguaging, with the testing of proficiency in a named language, which insists on inhibiting translanguaging" (p. 281). In this symposium, we present assessment projects from a variety of settings in Belgium, Mexico, and Canada that explore this disconnect from the points of view of test takers, language teachers, test developers, and test score users. In this symposium, we critically question current construct definitions of language ability for assessment in multilingual contexts.

Organizer:

Beverly Baker (University of Ottawa)

Discussant:

Monika Jezak (University of Ottawa)

Speakers:

Fauve De Backer (Ghent University)

Mario Lopez-Gopar (Benito Juarez Autonomous University of Oaxaca)

Julio Morales (Benito Juarez Autonomous University of Oaxaca)

Jamie Schissel (University of North Carolina at Greensboro)

Stef Slembrouck (Ghent University)

Piet Van Avermaet (Ghent University)

Présentation en anglais | English Presentation



Implementing translanguaging pedagogy in schools with English-medium and bilingual education programming

Time and Place | Heure et lieu :

FSS 1006

Thursday, 2:00 - 4:05 p.m.
Jeudi, 14h - 16h05

This symposium features six research projects conducted in schools with English-Medium and Bilingual Education Programming whose school administrators and teachers went through the Translanguaging Project, a professional development project that attempted to transform the theory and practice of language and bilingualism in education by taking up translanguaging theory (as understood by Otheguy, García & Reid, 2015).

The first presentation focuses on describing the project and documenting changes in administrators' beliefs about translanguaging in schools. The other four presentations go in depth into describing and analyzing the work with teachers on translanguaging pedagogy and changes in classroom practices in four schools in New York with different programming for emergent bilingual students: a dual language bilingual education (DLBE) elementary classroom, a middle grade English-as-a-second-language (ESL) classroom, a middle grade English language arts (ELA) classroom, and two high school ESL classrooms.

Organizer:

Maite Sanchez (Hunter College, CUNY)

Speakers:

Gladys Aponte (The Graduate Center, CUNY)

Sara Vogel (The Graduate Center, CUNY)

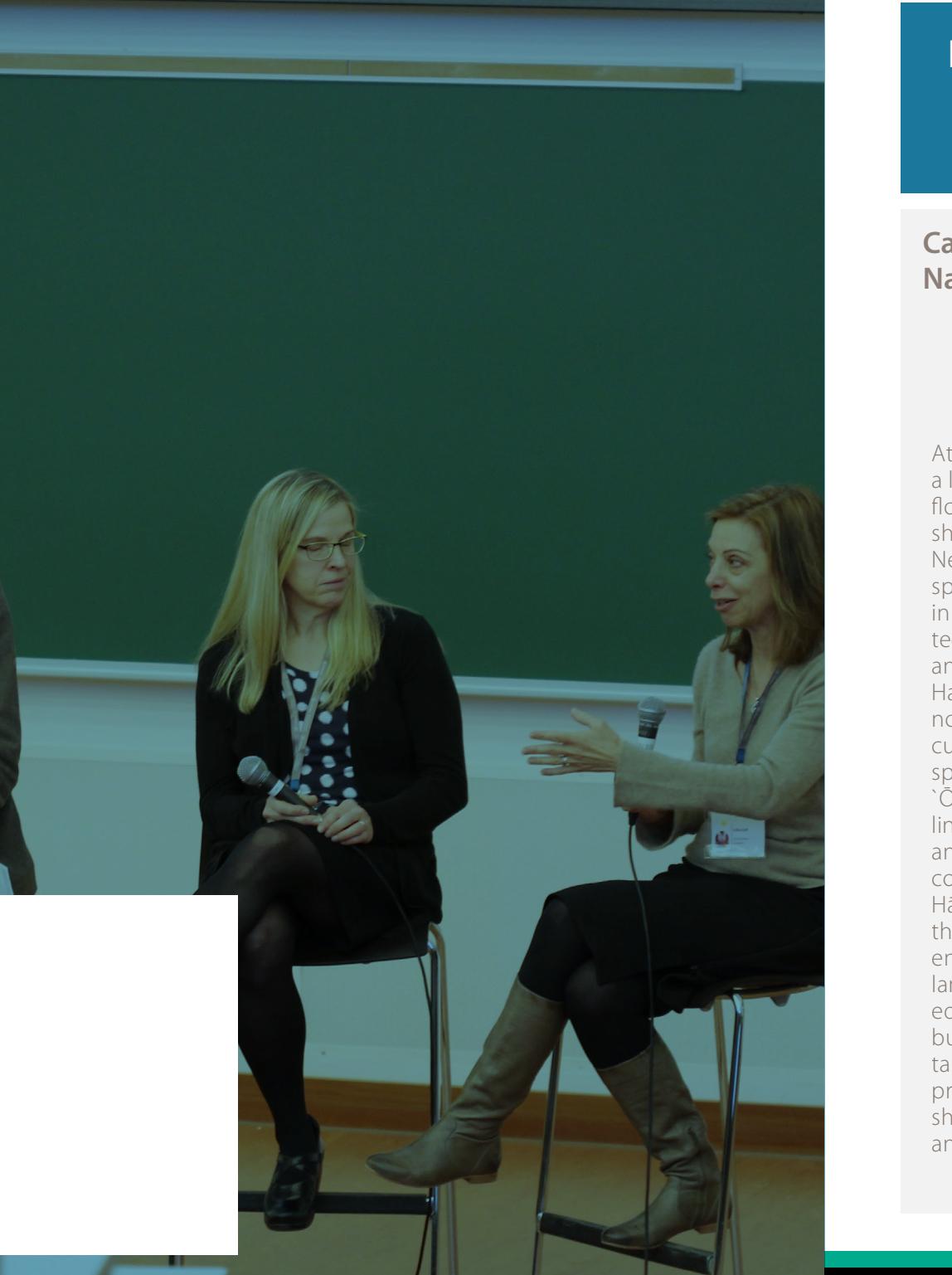
Laura Ascenzi-Moreno (Brooklyn College, CUNY)

Ivana Espinet (The Graduate Center, CUNY)

Présentation en anglais | English Presentation

TABLES RONDES ROUND TABLES

12



Hālau 'Ōlelo: A translanguaging model for online Hawaiian language learning and teaching

Candace Galla (UBC), Bryson Embernate (Capella University), Nada Atmeh (Hālau 'Ōlelo)

Time and Place | Heure et lieu : FSS 1030
Thursday, 10:20 - 11:20 a.m. | Jeudi, 10h20 - 11h20

At the turn of the 19th century, the Hawaiian way of life was disrupted resulting in a loss of language, culture, and traditional practices which hindered the natural flow of intergenerational language transfer. 'Ōlelo Hawai'i (Hawaiian language) shifted to English and as an outcome became an endangered language of Hawaii. Nearly one hundred years later, a handful of educators, parents, and Native speakers and learners revived Hawaiian through the education of young children in the language of the land. With the introduction of the Internet and digital technologies, Hawaiian language has expanded to new domains -- foreign lands and online environments -- to reach Hawaiian language learners, specifically Hawaiian diaspora who want to (re)connect with their linguistic heritage, and non-Hawaiian practitioners who are committed and accountable to their Hawaiian cultural practice. One such global initiative that expands and collapses language spaces on demand is Hālau 'Ōlelo. In this presentation, we will discuss how Hālau 'Ōlelo and its community of practice uses translanguaging (working with the linguistic resources that are available to us) -- heritage language, target language, and additional languages -- as a method to facilitate understanding and communication in Hawaiian amongst a diverse group of language learners. Each Hālau 'Ōlelo teacher and student brings their cultural and linguistic experiences to the online Indigenous synchronous space that helps to shape a dynamic learning environment. We engage in translanguaging at the intersection of instructional language, content language, and vernacular language to promote language equity. A safe learning environment is fostered such that students can progressively build on their prior knowledge, take risks, and are highly motivated to use the target language. Translanguaging (re)frames, (re)activates, and amplifies our proficiencies in our Hawaiian language endeavors. Hālau 'Ōlelo participants will share an active practice of a translanguaging model for online language learning and teaching.

Présentation en anglais | English Presentation

Cross-curricular collaborations between French and ESL college teachers in supporting allophone students through plurilingual pedagogies

Sunny Man Chu Lau (Bishop's University), Marie-Claude Brousseau (Cegep de Sherbrooke), Michèle LeRisbé (Cegep de Sherbrooke), Melissa Blandford (Cegep de Sherbrooke), Elisabeth Maegerlein (Cegep de Sherbrooke)

Time and Place | Heure et lieu : FSS 1030
Friday, 10:15 - 11:15 a.m. | Vendredi, 10h15 - 11h15

We present some findings of an ongoing collaborative research project with four teachers offering "remedial" French and English Second Language (ESL) classes designed to support underachieved students' bilingual learning to prepare them for the regular pre-university college program in Quebec. Plurilingualism stresses the fluid mutuality of languages, arguing that languages are never learned in isolation but have reciprocal influences in their learning and use (Council of Europe, 2007). Hence, students' plurilingualistic and pluricultural resources should be mobilized (rather than dismissed) in learning new languages to maximize cognitive and social engagement (Castellotti & Moore, 2010). Our study seeks to explore how French and ESL teachers' strategic curricular collaborations help promote allophone students' (immigrants whose home language is neither French nor English) bilingual learning and plurilingual identities of competence (Armand & Dagenais, 2012). Our collaborative action research model supports a critical learning community (Lau & Stille, 2014) that allows the researcher and the participating teachers, through cycles of planning, action-taking, and reflecting, to name new insights as we read literature on plurilingualism and analyze ongoing data. Preliminary findings reveal, despite some fundamental differences in the French and ESL curricula, a shared focus on building students' academic language and literacy skills. In this roundtable presentation, we focus on the points of curricular convergence and the cross-cutting links in the two language programs as identified in our class observations and collaborative analyses. These cross-curricular connections have led us to make ongoing changes to instructional strategies and program emphases, including the use of shared curricular themes, translanguaging, and a conscious effort in explicit instruction of cross-language reading and writing skills, all gearing towards the promotion of plurilingual competence and intercultural sensitivity. We hope the session helps excite further critical discussions to advance our understanding of the intersections between plurilingual theory and practice.

Présentation en anglais | English Presentation

13

Transcending boundaries: Reflections on the use of plurilingualism, (trans)languaging, multiliteracies and related constructs

Organisée par | Convened by:
Jérémie Séror, University of Ottawa

Multiple terms have emerged to try and define the key processes and concepts at the heart of the educational experience of language learners (e.g. translanguaging, multiliteracies, codemeshing, languaging, plurilingualism and multimodality, amongst others).

This round-table seeks to examine some of these constructs, their origins, their underlying principles and their implications for the understanding of language learners' practices. Invited presenters will be asked to reflect on which concepts have shaped their work and on the evolution of their thinking within the field of applied linguistics. Individual reflections will be followed by a question and answer session fostering discussion between the round-table participants and audience members about the issues raised.

Intervenants | Speakers:

Enrica Piccardo (University of Toronto)
Valia Spiliotopoulos (Simon Fraser University)
Saskia Van Viegen (York University)
Diane Tedick (University of Minnesota)

Time and Place | Heure et lieu :

FSS 2005
Thursday, 11:25 a.m. - 12:40 p.m.
Jeudi, 11h25 - 12h40

Présentation bilingue | Bilingual Presentation

The linguistic risk-taking initiative at the University of Ottawa

Organisé par | Convened by:
Nikolay Slavkov, University of Ottawa

This round table will showcase a novel initiative aimed at encouraging language learners at uOttawa to step out of their linguistic comfort zones and use their second official language (rather than their preferred language) in daily interactions on campus.

We capitalize on the notion of a linguistic risk and recognize that integrating a second language in authentic communicative activities may sometimes be uncomfortable: making mistakes, being misunderstood, misunderstanding others, taking on a different identity, and changing already established language habits are a few examples of some of the "risks" involved.

We view linguistic risk-taking as an important part of the learning process and of building bilingual competence and identity. To encourage learners, we designed a Linguistic Risk-Taking Passport which helps them track everyday communicative activities they have undertaken in their second language (e.g. order food at the cafeteria, speak to a professor, check out a book at the library, etc.).

Students who participate in the initiative and complete a certain number of risks can also enter their passports in a draw for prizes near the end of each term. In this round table, members of the team of professors, staff and students involved in the initiative will offer pedagogical and practical reflections on the design and implementation of the passport.

Intervenants | Speakers:

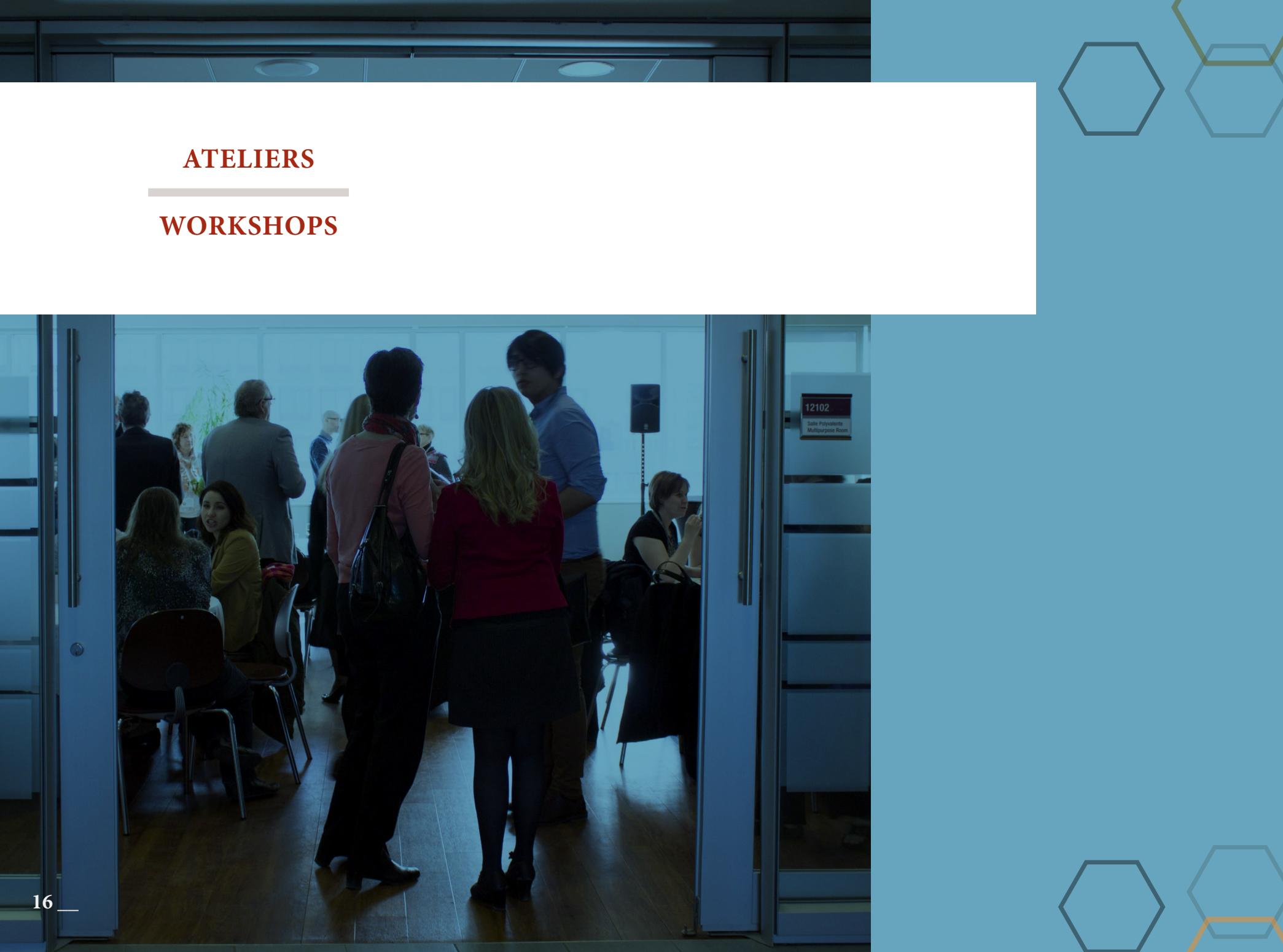
Laura Ambrosio (Université d'Ottawa)
Manon Fleurus (Université d'Ottawa)
Stephanie Marshall (Université d'Ottawa)
Parvin Movassat (Université d'Ottawa)
Margret Norenberg (Université d'Ottawa)
Martine Rhéaume (Université d'Ottawa)
Jennifer St. John (Université d'Ottawa)

Time and Place | Heure et lieu :

FSS 2005
Friday, 11:20 a.m. - 12:30 p.m.
Vendredi, 11h20 - 12h30

Présentation bilingue | Bilingual Presentation





ATELIERS

WORKSHOPS



WHEN BILINGUAL BOOKS CROSS BORDERS WITHOUT PAPERS: PISTES PRATIQUES POUR EXPLOITER DES LIVRES BILINGUES EN MILIEU SCOLAIRE (BIL)

Catherine Gosselin-Lavoie, Université de Montréal
Fernando Rodriguez-Valls, California State University, Fullerton

Time and Place | Heure et lieu : FSS 4012
Thursday, 10:20 - 11:20 a.m. | Jeudi, 10h20 - 11h20

La diversité linguistique et culturelle au sein des classes étant de plus en plus présente, les enseignant-e-s, tant monolingues que bi/plurilingues, peuvent promouvoir dans leurs classes des approches de translanguaging où l'ensemble des ressources du répertoire langagier des élèves sont mobilisées afin de donner un sens plus profond aux apprentissages et de légitimer les pratiques langagières diverses (Garcia, 2016; 2009).

Dans cet esprit, l'exploitation de livres bilingues, qui présentent une histoire écrite en deux langues, permet des approches de complémentarité entre les langues (Armand et al., 2015; Perregaux et Deschoux, 2007). Des recherches ont mis en valeur des effets positifs liés à l'utilisation de livres bilingues auprès d'enfants bi/plurilingues sur différentes facettes du développement langagier (Gosselin-Lavoie, 2016; Naqvi et al., 2012; Rodriguez-Valls, 2011 ; 2009 ; Ariaz, 2010), sur le développement de l'identité personnelle et culturelle (Ma, 2008; Sneddon, 2008) et sur l'engagement dans des pratiques de littératie (Rodriguez-Valls, 2011; Sneddon, 2008). Lorsqu'utilisés en classe dans une optique de translanguaging, les livres bilingues permettent d'inclure et de légitimer la totalité des pratiques langagières des enfants et ainsi de remettre en question les hiérarchies qui existent au sein des systèmes scolaires (Garcia, 2017; 2016).

Dans cet atelier, nous verrons comment il est possible d'exploiter un album bilingue dans une optique de translanguaging, où les langues des enfants sont perçues comme parties d'un même système langagier plutôt que comme des codes séparés et concurrents. Dans cette optique, les élèves sont incités à recourir à l'ensemble de leurs ressources linguistiques, qu'il s'agisse des langues qui figurent dans le livre bilingue ou non, pour interagir autour de certains éléments clés de l'histoire ainsi que pour analyser les symétries entre les langues en présence. Il est à noter que la présentation sera bilingue anglais/français et qu'un support écrit bilingue sera fourni.

A TRANSLINGUISTIC GRAMMAR: L'UTILISATION DE RÉSEAUX LITTÉRAIRES PLURILINGUES POUR DÉMOCRATISER L'ENSEIGNEMENT GRAMMATICAL À L'ÉLÉMENTAIRE (FR)

Joël Thibeault, Université de Régina
Claude Quevillon Lacasse, Université du Québec à Montréal

Time and Place | Heure et lieu : FSS 7035
Thursday, 10:20 - 11:20 a.m. | Jeudi, 10h20 - 11h20

Un certain nombre d'auteurs proposent de nos jours d'enseigner la grammaire à partir d'œuvres pour la jeunesse (Lefrançois, Montésinos-Gelet et Anctil, 2016). Selon eux, une telle démarche didactique ancre l'enseignement grammatical dans un contexte socioculturel précis, permet à l'apprenant de comprendre les utilités communicationnelles de la grammaire et, en ce sens, favorise le développement d'un rapport positif vis-à-vis de cette discipline scolaire. Plus récemment, pour que l'usage de la littérature de jeunesse en classe rende compte des différentes langues qui apparaissent dans le cursus scolaire et des pratiques discursives plurilingues qu'adopte un nombre grandissant d'élèves, d'autres chercheurs (Lyster, Collins et Ballinger, 2009; Moore et Sabatier, 2014) ont suggéré le recours à la littérature de jeunesse dans plusieurs langues. Ainsi, arguent-ils, le répertoire linguistique composite des élèves peut pleinement être reconnu et apprécié, ce qui soutiendra dès lors son développement.

Dans le cadre de cet atelier, nous proposerons donc des réseaux littéraires qui, visant l'enseignement de différents concepts grammaticaux, amèneront l'élève à découvrir des livres de jeunesse qui favoriseront la mise en perspective de la grammaire de plusieurs langues, principalement celles de l'anglais et du français. Nous mettrons aussi en avant des activités que l'enseignant œuvrant en contexte linguistiquement hétérogène peut mettre en place à partir de ces œuvres et qui, nous l'espérons, l'aideront à démocratiser son enseignement de la grammaire.



APPROPRIATE ASSESSMENT E INSTRUCCIÓN DE LOS EMERGENT BILINGUALS CON DISABILITIES (EN)

Steve Przymus, Texas Christian University

Time and Place | Heure et lieu : FSS 4014
Thursday, 2:00 - 3:00 p.m. | Jeudi, 14h - 15h

As compelling as the argument for supporting the home language of emergent bilinguals (EBs) with developmental disabilities (DD) is (Kay-Raining Bird, Trudeau, & Sutton, 2016; Peña, 2016), administrators, educators, and even parents often fall back on personal beliefs that undermine the abilities and expectations for these children to learn bilingually. A current trend is to remove these individuals from dual-language classrooms, in order to focus on the development of their English (Kay-Raining Bird, Genesee, & Varhoeven, 2016; Paradis, 2016; National Academies of Sciences, Engineering, and Medicine, 2017). This can result in a loss of bilingual identity, a loss of peer social networks, and have a negative psychological and academic impact (Parra, Evens, Fletcher, & Combs, 2014). This practice can stem from a lack of understanding of translanguaging in the assessment and instruction of EBs and the understanding of bilingualism through a monolingual paradigm, leading to the "language-as-problem" orientation in decision-making (Martínez-Álvarez, 2014; Ruiz, 1984). A partial solution can come from recognizing and pushing back on common myths regarding the potential and the placement of EBs with disabilities in dual-language classrooms (National Academies of Sciences, Engineering, and Medicine, 2017), and through the implementation of assessment and instructional procedures that honor individuals' full and unique idiolects. In this workshop, I bridge the research on translanguaging (García, 2009) with the promoting of bilingual children with DD participation in dual-language classrooms by demonstrating how translanguaging can fit into dynamic assessment (Peña, Gillam, & Bedore, 2014), bilingual language transcript analysis (Przymus, in press), and third-space instruction for purposeful translanguaging (Przymus, 2016). The objectives of this workshop are to 1) show how translanguaging can enhance the dynamic bilingual assessment of children with DD, provide participants with example translanguaging content lesson plans, and share examples of bilingual narrative analysis using the Systematic Analysis of Language Transcripts (SALT).

TRANSLATION AND TRANSLANGUAGING PEDAGOGIES IN INTERCOMPREHENSION AND MULTILINGUAL TEACHING (BIL)

Clorinda Donato, California State University, Long Beach

Cedric Oliva, St. Lawrence University

Francesca Ricciardelli, California State University, Long Beach

Time and Place | Heure et lieu : FSS 4014
Thursday, 3:05 - 4:05 p.m. | Jeudi, 15h05 - 16h05

Since 2009, California State University, Long Beach has been engaged in the application of multilingual pedagogies in the teaching of French and Italian for Spanish speakers courses in a three-course series. Additionally, a course on the Intercomprehension of the Romance Languages has been added to the curriculum for students who know English and one Romance language. This workshop offers strategies for applying the pedagogies of translation and translanguaging in the Intercomprehension and multilingual classroom that we include in our teaching.

We have been developing materials for our courses that actively use translation as a strategy for acquiring meaning among the various languages. The translation that is enacted and elicited emerges from a place of translanguaging. Since our students are constantly moving between English and the Romance language(s) they speak, more often than not, Spanish as a heritage language, they bring the other Romance languages they are learning in the French and Italian for Spanish speakers courses into the translanguaging they already practice. They are very comfortable with a translanguaging form of translation and they use it to extract meaning as they move among languages. Our workshop will demonstrate the translanguaging and translation pedagogies that we have incorporated into our courseware for our French and Italian for Spanish Speakers courses, as well as for our Inter-comprehension courses. Finally, the intercultural aspects of our methods will be considered as well. We will address questions related to the linguistic and cultural specificities that emerge as a function of the pedagogical translation and translanguaging techniques we have developed.



PRATIQUES INTERLANGAGIÈRES EN CLASSE DE LANGUE SECONDE AVEC DES ADULTES MULTILINGUES : RÉFLEXIONS AUTOUR DE L'APPROCHE « COMPARONS NOS LANGUES » (FR)

Caroline Dault, Concordia University

Time and Place | Heure et lieu : FSS 4012
Friday, 10:15 - 11:15 a.m. | Vendredi, 10h15 - 11h15

Une approche pédagogique en langue seconde (L2) incluant des références aux langues connues des étudiants pourrait comporter des avantages sur le plan de la valorisation de l'identité linguistique des apprenants (Cummins, 2001) et de leurs capacités de réflexion métalangagièrre (Horst, White & Bell, 2010). Toutefois, en classe de L2 multilingue, l'utilisation du répertoire langagier des étudiants est généralement sous-explorée. L'approche Comparons nos langues (Auger, 2005) vise à outiller les étudiants en contexte d'apprentissage multilingue pour leur permettre de déceler les similarités et les différences entre les langues qu'ils connaissent et celle qu'ils apprennent. Une recherche portant sur la faisabilité de cette approche interlangagièrre auprès d'immigrants adultes étudiant le français L2 au Québec nous a permis de constater l'intérêt des étudiants et des enseignants pour ce type d'approche pédagogique et son potentiel pour améliorer l'expérience d'apprentissage d'une L2 (auteur & auteur, 2017). Nous souhaitons donc proposer un atelier pédagogique s'adressant aux enseignants de langue seconde et visant à explorer les possibilités d'exploitation interlangagièrres dans leurs contextes d'enseignements respectifs. Dans un premier temps, nous présenterons des exemples d'activités utilisant cette approche, notamment celles mises en œuvre lors de notre expérimentation. Nous discuterons des réactions des étudiants et des enseignantes que nous avons recueillies à l'aide de rétroactions écrites et d'entrevues (de groupe et individuelles), ainsi que des conclusions que nous avons pu en tirer. Nous verrons ensuite les impacts à moyen terme sur les stratégies d'enseignement des enseignantes ayant participé à l'étude, tels que relatés par ces dernières. Dans un second temps, nous amènerons les participants à se questionner sur leurs pratiques interlangagièrres actuelles. Puis, nous explorerons avec eux les activités interlangagièrres qui pourraient être mises en place dans leur contexte d'enseignement et les inviterons à réfléchir aux difficultés qui pourraient survenir, ainsi qu'aux moyens de les contourner.

GROWING ASPECTS OF TRANSLANGUAGING AS CLASSROOM PRACTICE (EN)

Rahat Zaidi, University of Calgary
Joy Pablo-Wrzosek, University of Calgary
Elaine Schmidt, University of Calgary

Time and Place | Heure et lieu : FSS 1030
Friday, 3:00 - 4:00 p.m. | Vendredi, 15h - 16h

Scholarly work in recent history has stressed the importance of translanguaging (including students' background knowledge and linguistic repertoires) as a valuable resource in the classroom. This involves creating learning conditions that deepen understandings and socio-political engagement, developing critical thinking and consciousness, advancing cross-linguistic metalinguistic flexibility, positively positioning emergent bilinguals' identity, questioning linguistic inequality and interrupting existing linguistic hierarchies and monolingual assumptions. In this workshop we explore translanguaging through three different lenses:

- Methodological and curricular considerations in promoting translanguaging pedagogies through facilitating community engagement in mainstream literacy education. This includes examining the integral role the teacher plays in the negotiation of language practices in school settings.
- The investigation of changes in teacher perception and practice challenging the traditional unilingual classroom model in which other languages hold little credibility and are devoid of linguistic difference.
- The pedagogical role of the first language within additive bilingual pedagogy. This example involves the L1 (English) as the majority language and (Spanish) as the minority (L2) language.

Through the exploration of these three lenses, participants will be provided with opportunities to look at research and data examples to gain insight into the benefits (and processes) of translanguaging pedagogy. The investigation involves action research and participatory action research within three different multilingual and bilingual educational secondary settings in Alberta, Canada. The workshop will culminate in an interactive discussion regarding ways for working within a translanguaging paradigm by relating these studies to previous research on translanguaging in multilingual and/or bilingual educational settings.



BONJOUR/HI: HOMOGLOSSIA AND HETEROPHOBIA SE RENCONTRENT (EN)

Emmanouela Tisizi, McGill University
Rhonda Chung, Concordia University
Alison Crump, McGill University
Caroline Riches, McGill University
Mela Sarkar, McGill University

Time and Place | Heure et lieu : FSS 7003
Friday, 3:00 - 4:00 p.m. | Vendredi, 15h - 16h

The BILD (Belonging, Identity, Language and Diversity) research group proposes to organize a workshop on translanguaging, more specifically on tools that educators and researchers can use to spread the perspective that it is time to move past homoglossia and heterophobia, and finally embrace linguistic pluralism. Translanguaging celebrates linguistic pluralism, pushes the boundary of monolingual ideology, and has been shown to be empowering for multilingual speakers both in and out of classrooms (Canagarajah, 2011; Creese & Blackledge, 2010; García et al., 2016; García & Kleyn, 2017; Hornberger & Link, 2012). The workshop will be divided into several parts, each utilizing different elicitation tools: inkshedding (Hunt, 2005), video response, and language portraits (Crump, 2017; Prasad, 2014). These tools are primarily intended to stimulate conversation and will be focused on language use and the complexities surrounding linguistic identity. Additionally, these tools will serve to familiarize audience members with techniques that they may wish to use in their own classroom settings. We will ask audience members to draw their own language portrait to incite them to reflect on their daily language use and complex linguistic identities. Then, we will ask them to get into groups and share their understanding of translanguaging with other group members in order to orient a written discussion. This inkshedding activity aims to centre the voices of all audience members, and avoid the pitfalls that oral discussions can often engender: the domination of a few voices over the many. Finally, the videos presented will demonstrate translanguaging pedagogical activities in the second language classroom (Auger, 2013; Dault & Collins, 2016; Galante, 2017), where the audience will be invited to respond to these techniques. We will refer to the differences between code-switching and translanguaging (Gafaranga & Torras, 2002; García, 2009), and we will finish by prompting audience members to brainstorm other ways to break down homoglossia.

HORAIRE JEUDI 3 MAI | THURSDAY MAY 3 SCHEDULE

HORAIRE SCHEDULE	
COLLOQUE DU CCERBAL 2018 CCERBAL 2018 CONFERENCE	
120 Université, Pavillon de la Faculté des sciences sociales (FSS) 120 University, Faculty of Social Sciences Building (FSS) Jeudi 3 mai 2018 Thursday, May 3, 2018	
8h – 8h20 8:00 – 8:20	INSCRIPTION ET DÉJEUNER CONTINENTAL REGISTRATION AND CONTINENTAL BREAKFAST Devant FSS 2005 In front of FSS 2005
8h30 – 8h45 8:30 – 8:45	Ouverture Opening: Nikolay Slavkov, Directeur du CCERBAL Director of CCERBAL & Jérémie Séror, Directeur de l'ILOB et doyen associé de la Faculté des arts Directeur of OLBI and Associate Dean of the Faculty of Arts Mots de bienvenue Welcome: Kevin Kee, Doyen, Faculté des arts Dean, Faculty of Arts
8h45 – 10h 8:45 – 10:00	SÉANCE PLÉNIÈRE PLENARY SESSION FSS 2005 Conférencière Speaker: Ofelia Garcia, Graduate Center of the City University of New York Titre Title: Translanguaging and multilingualism in schools
10h – 10h20 10:00 – 10:20	PAUSE CAFÉ COFFEE BREAK Devant FSS 2005 In front of FSS 2005



HORAIRE JEUDI 3 MAI | THURSDAY MAY 3 SCHEDULE

COMMUNICATIONS INDIVIDUELLES INDIVIDUAL PAPERS						
Salle Room	FSS 1006	FSS 4012	FSS 4014	FSS 1030	FSS 7003	FSS 7035
10h20 – 10h50 10:20 – 10:50	Translanguaging strategies for cognitive relief in L2 academic writing Ina Alexandra Machura	When bilingual books cross borders without papers : Pistes pratiques pour exploiter des livres bilingues en milieu scolaire Workshop Catherine Gosselin-Lavoie, Fernando Rodriguez- Valls	À la découverte des processus translinguistiques en contexte formel Nina Woll, Pierre-Luc Paquet, Lucila Astelarra	Hālau ‘Ōlelo: A translinguaging model for online Hawaiian language learning and teaching Round Table Candace Galla, Bryson Embernate, Nada Atmeh	Enabling translanguaging in the French language classroom: Bridging the gap between multilingual perspectives and multilingual practice Noella Charbonneau, Michiko Weinmann	A translinguistic grammar: L'utilisation de réseaux littéraires plurilingues pour démocratiser l'enseignement grammatical à l'élémentaire Atelier Joël Thibeault, Claude Quevillon Lacasse
10h50 – 11h20 10:50 – 11:20	Is there a space for pedagogical translanguaging in basic literacy education for adult L2 learners of Swedish? Annika Norlund Shaswar	Translanguaging, recours aux langues et aux cultures de la classe autour d'albums de littérature de jeunesse pour des publics allophones d'Ottawa (Canada) et de Montpellier (France) : opportunités et défis pour la classe Carole Fleuret, Nathalie Auger	Translanguaging dans les interactions intergénérationnelles de familles transnationales Suat Istanbullu			
11h25 – 12h40 11:25 – 12:40	TABLE RONDE INVITÉE NO. 1 INVITED ROUND TABLE NO. 1 FSS 2005 TITRE TITLE: Transcending boundaries: Reflections on the use of plurilingualism, (trans)languaging, multiliteracies and related constructs Organisateur Convener: Jérémie Séror Intervenants Speakers: Enrica Piccardo (University of Toronto), Valia Spiliotopoulos (Simon Fraser University), Saskia Van Viegen (York University), Diane Tedick (Minnesota)					
12h45 – 14h 12:45 – 2:00	DÉJEUNER LUNCH & SESSION D'AFFICHES POSTER SESSION 90 Université Privée, salle 140 (déjeuner) 90 University Private, Room 140 (lunch) & 90 Université Privée, salle 152 (session d'affiches) 90 University Private, Room 152 (poster session)					
	Simon Johnson	Translanguaging for who?				
	Eiko Gyogi	Students' voices on the use of own languages in a multilingual classroom: A case study of an intermediate-level Japanese-language classroom				
	Vander Tavares	Translanguaging and the globalised identity: Representations of modernity in Brazilian print media through English				
	Maria Castillo	The interplay between the identity and code-switching of a Mexican family living in Puerto Rico				
	Diana Burchell, Xi Chen, Hélène Deacon, Catherine Mimeau	Les contributions de la conscience syntaxique à la compréhension en lecture				

HORAIRE JEUDI 3 MAI | THURSDAY MAY 3 SCHEDULE

COMMUNICATIONS INDIVIDUELLES INDIVIDUAL PAPERS						
Salle Room	FSS 1006	FSS 4012	FSS 4014	FSS 1030	FSS 7003	FSS 7035
14h – 14h30 2:00 – 2:30	Implementing translanguaging pedagogy in schools with English-medium and bilingual education programming Symposium Maite Sanchez, Gladys Aponte, Sara Vogel, Laura Ascensi-Moreno, Ivana Espinet	Appropriate assessment e instrucción de los emergent bilingües con disabilities Workshop Steve Przymus	Translanguaging and L2 academic writing Hedy McGarrell	Opportunities and challenges in translanguaging in language assessment Symposium Beverly Baker, Fauve De Backer, Mario Lopez-Gopar, Julio Morales, Jamie Schissel Stef Slembrouck, Piet Van Avermaet, Monika Jezak	Greatest challenges to implementing translanguaging practices in the Swedish deaf context Symposium Karin Allard, Deborah Chen Pichler	Translanguaging in a Swedish-medium classroom in the officially bilingual Finland Paulina Nyman-Koskinen
14h30 – 15h 2:30 – 3:00	 	 	The integrated teaching of languages and translanguaging: Two relevant didactic proposals for multilingual education? Ana Aldekoa, Ibon Manterola	 	Translanguaging and sign language vitality in education for deaf learners Kristen Snodden, Joanne Weber	Translanguaging, Intercompréhension et l'évaluation de la compétence plurilingue Christina Reissner, Philipp Schwender
15h05 – 15h35 3:05 – 3:35			Investigating translanguaging in the teaching of literacy in an English as a second language context Workshop Clorinda Donato, Cedric Oliva, Francesca Ricciardelli		From code-switching/mixing to translanguaging. A new pedagogical pathway for an effective bi/multilingual education Josée-Anna Tanner, Christina Doré	Translanguaging and student funds of knowledge as a teacher resource Sandrine Pell
15h35 – 16h05 3:35 – 4:05			Strengthening intermediate level dual language pedagogy Elaine Schmidt, Markene Krickhan		Representations on languages and translanguaging in multilingual contexts: The case of students in urban zones in Ghana G. Nutefe Kwadzo	Language interactions in the bilingual mind: The case of mood selection in Spanish relative clauses Maura Cruz Enriquez, Hugues Lacroix, Anahi Alba de la Fuente
					Translanguaging in tertiary education: showcasing two Polish universities Piotr Romanowski	The role of translanguaging in scaffolding collaborative learning among English language learners in a Malaysian elementary school Shakina Rajendram

HORAIRE JEUDI 3 MAI | THURSDAY MAY 3 SCHEDULE

16h05 – 16h20 4:05 – 4:20	PAUSE CAFÉ COFFEE BREAK Devant FSS 2005 In front of FSS 2005					
COMMUNICATIONS INDIVIDUELLES INDIVIDUAL PAPERS						
Salle Room	FSS 1006	FSS 4012	FSS 4014	FSS 1030	FSS 7003	FSS 7035
16h20 – 16h50 4:20 – 4:50	High school French immersion students' "academic" and "non-academic" language: Translanguaging for mathematical problem solving Karla Culligan, Joseph Dicks	Translanguaging and scholastic linguistic landscapes Gail Cormier	Le translanguaging dans les classes de FLS pour immigrants adultes en contexte francophone minoritaire : La place de la tâche authentique bilingue Russell De Haan, Monika Jezak	Policy and practices to enhance parental educational involvement when parents do not speak the school language Mary MacPhee	Translanguaging to make foreign language education accessible for deaf students Cigdem Fidan	Language learning and language use in primary grade classrooms: Teachers' understandings Joanna Cichocka
16h50 – 17h20 4:50 – 5:20	Transitioning to translanguaging? Introducing a biliteracy approach in Franco-Maghrebi students' translanguaging practices versus monolingual discourses in the French education system Michelle Haj-Broussard, Susan Ballinger	Translanguaging and student funds of knowledge as a teacher resource Sandrine Pell	Translanguaging and student funds of knowledge as a teacher resource Joy Pablo-Wrzosek	Language interactions in the bilingual mind: The case of mood selection in Spanish relative clauses Maura Cruz Enriquez, Hugues Lacroix, Anahi Alba de la Fuente	The role of translanguaging in scaffolding collaborative learning among English language learners in a Malaysian elementary school Shakina Rajendram	Translanguaging and pedagogical translation: Looking for a fuller construct in the foreign language classroom Lucia Pintado-Gutiérrez
17h30 – 19h30 5:30 – 7:30	RÉCEPTION RECEPTION Pavillon Desmarais, 55 avenue Laurier Est, pièce DMS 12102 Desmarais Hall, 55 Laurier Avenue East, Room DMS 12102 Ouverture Opening Mots de bienvenue Welcome Musique Music: CANTO Sentimento Strings: Viola and Cello Duet					

HORAIRE VENDREDI 4 MAI | FRIDAY MAY 4 SCHEDULE

HORAIRE SCHEDULE COLLOQUE DU CCERBAL 2018 CCERBAL 2018 CONFERENCE 120 Université, Pavillon de la Faculté des sciences sociales (FSS) 120 University, Faculty of Social Sciences Building (FSS) Vendredi 4 mai 2018 Friday, May 4, 2018	
8h00 – 8h20	INSCRIPTION ET DÉJEUNER CONTINENTAL REGISTRATION AND CONTINENTAL BREAKFAST Devant FSS 2005 In front of FSS 2005
8:00 – 8:20	
8h30 – 8h45	Ouverture Opening Mots de bienvenue Welcome
8:30 – 8:45	
8h45 – 10h	SÉANCE PLÉNIÈRE PLENARY SESSION   FSS 2005 Conférencière Speaker: Danièle Moore, Simon Fraser University Titre Title: (Mé)tissage, maillages de langues plurographies: Faut-il avoir peur du pluriel et de la complexité en didactique?
8:45 – 10:00	
10h00 – 10h15	PAUSE CAFÉ COFFEE BREAK Devant FSS 2005 In front of FSS 2005
10:00 – 10:15	



HORAIRE VENDREDI 4 MAI | FRIDAY MAY 4 SCHEDULE

COMMUNICATIONS INDIVIDUELLES INDIVIDUAL PAPERS						
Salle Room	FSS 1006	FSS 4012	FSS 6004	FSS 1030	FSS 7003	FSS 8003
10h15 – 10h45	Leveraging multilingualism to support computer science education through translanguaging pedagogies	Pratiques interlangagières en classe de langue seconde avec des adultes multilingues : Réflexions autour de l'approche « Comparons nos langues »	Implementing translanguaging principles in teacher education in the light of transcultural itineraries	Cross-curricular collaborations between French and ESL college teachers in supporting allophone students through plurilingual pedagogies	Exploring ideological becoming in professional development for teachers of multilingual learners: Perspectives on translanguaging in the classroom	Plurilingual competence as asset for active learning: learners of Japanese or English as foreign language (L3) from an ethnic Korean highschool in Northeast China
10:15 – 10:45	Sara Vogel, Laura Ascenzi-Moreno, Christopher Hoadley, Kate Menken 	Emmanuelle Le Pichon	Table ronde	Sunny Man Chu Lau, Marie-Claude Brousseau, Michèle LeRisbé, Melissa Blandford, Elisabeth Maegerlein 	Jennifer Holdway 	Meilan Ehlert 
10h45 – 11h15	Translanguaging in a foreign language classroom : Usage and functions	Caroline Dault	Learner corpus analyses in the context of adaptive technology-mediated language learning	Entrelacement des langues en situation de frottement des langues	Piloting translanguaging	
10:45 – 11:15	Slavka Pogranova 	Marie-Josée Hamel, Sarah Auyeung, Giselle Lehman 	Marie-Josée Hamel, Sarah Auyeung, Giselle Lehman 	Phyllis Dalley 	Lizdelia Pinon 	
11h20 – 12h30	TABLE RONDE INVITÉE NO. 2 INVITED ROUND TABLE NO. 2 FSS 2005					
11:20 – 12:30	Titre Title : The linquistic risk-taking initiative at the University of Ottawa Organisateur Convener : Nikolay Slavkov Intervenants Speakers : Laura Ambrosio, Manon Fleurus, Stephanie Marshall, Parvin Movassat, Margret Norenberg, Martine Rhéaume, Jennifer St. John (Université d'Ottawa)					
12h30 – 13h45	DÉJEUNER LUNCH & SESSION D'AFFICHES POSTER SESSION 90 Université Privée, salle 140 (déjeuner) 90 University Private, Room 140 (lunch) & 90 Université Privée, salle 152 (session d'affiches) 90 University Private, Room 152 (poster session)					
12:30 – 1:45	Mathilde Comes Divergent discourses, ideologies and policies regarding Occitan and Gascon in France and their stakes in language revitalization: An overview					
	Myriam Ducos Official language policies' influence on minority language transmission: A comparative study of Canada and France					
	Gulizar Otcu-Grillman Translanguaging in bilingual community education: A necessary and natural learning tool					
	Chareena Lareza Quirante The future of Yogad: An appreciative inquiry on mother tongue-based, multilingual education classroom practices in Isabela					

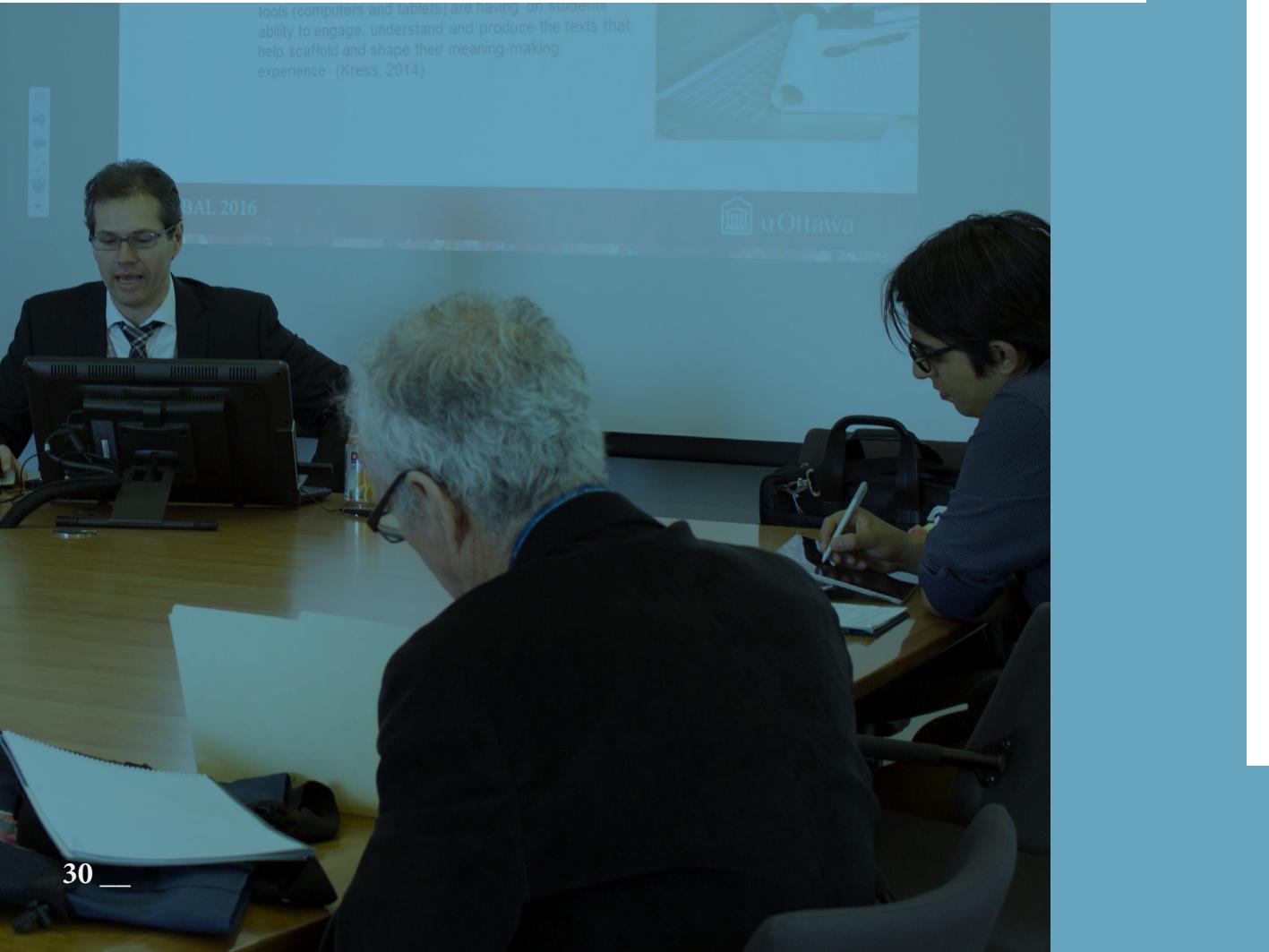
HORAIRE VENDREDI 4 MAI | FRIDAY MAY 4 SCHEDULE

COMMUNICATIONS INDIVIDUELLES / INDIVIDUAL PAPERS						
Salle Room	FSS 1006	FSS 4012	FSS 6004	FSS 1030	FSS 7003	FSS 8003
13h45 – 14h15 1:45 – 2:15	Using translanguaging to strengthen the relationship with families in early childhood classrooms Ivana Espinet, Gladys Aponte 	Un dispositif inspiré de la pédagogie du translanguaging pour favoriser l'apprentissage de l'orthographe grammaticale française chez les élèves Québécois Catherine Maynard 	Translanguaging in deeds but not in words? Discourses and practices of young English teachers in Algeria Camille Jacob, Hayat Messekher 	Translanguaging in university-level ESL: An experimental study Robert Lally, Amanda Brown 	Translanguaging as a pedagogical tool to promote effective education in Nigeria Michael Akinpelu 	"Translanguaging" dès la naissance Sandra Descourtis
14h15 – 14h45 2:15 – 2:45	Translanguaging and multilingual texts as a resource in superdiverse classrooms Lena Schwarzl, Eva Vetter 	Apprentissage du français en milieu communautaire. D'une langue à l'autre pour mieux se connaître et reconnaître l'autre Laura Ambrosio 	Effect of plurilingual practices on L3/Ln learners' reading-writing relationships Barbara Spinelli 	Translanguaging at a church-based Korean language school in the greater Toronto area Soon Young Jang 	Translanguaging et pratiques plurilingues comme ressources pédagogiques novatrices pour promouvoir la réconciliation linguistique/ Translanguaging and plurilingual practices as innovative pedagogical resources to promote linguistic reconciliation Marie-Paule Lory, Gail Prasad 	Situer le translanguaging comme pratique éducative dans le champ de la didactique intégrée des langues : analyse conceptuelle Claude Quevillon Lacasse
14h45 – 15h 2:45 – 3:00	PAUSE CAFÉ COFFEE BREAK Devant FSS 2005 In front of FSS 2005					

HORAIRE VENDREDI 4 MAI | FRIDAY MAY 4 SCHEDULE

COMMUNICATIONS INDIVIDUELLES / INDIVIDUAL PAPERS						
Salle Room	FSS 1006	FSS 4012	FSS 6004	FSS 1030	FSS 7003	FSS 8003
15h – 15h30 3:00 – 3:30	Bringing bilingualism back into dual language education: A translanguaging allocation policy Workshop Maite Sanchez 	Bonjour/hi: homoglossia and heterophoria se rencontrent Workshop Emmanouela Tisizi, Rhonda Chung, Alison Crump, Caroline Riches, Mela Sarkar 	EILs' translanguaging and language choices viewed from the academy Workshop Le Chen, Shelley Taylor 	Growing aspects of translanguaging as classroom practice Workshop Rahat Zaidi, Joy Pablo-Wrzosek, Elaine Schmidt 	Le développement langagier bilingue d'enfants allophones Rabia Sabah Meziane, Andrea MacLeod 	The effects of plurilingual instruction compared to monolingual instruction: a quasi-experimental study in an EAP program in Canada Angelica Galante
15h30 – 16h 3:30 – 4:00	Translanguaging with 'monolingual' learners? : Expanding students' communicative repertoires through critical and creative multilingual language awareness instruction Gail Prasad, Esther Bettney, Sandra Descourtis, Jung Won Hyun 	Disregarding linguistics: A critical study of Google Translate's syntactic/semantic errors in rendering multiword units in English to Persian translations Parnian Shafia 	Immersive versus multilingual FLT at beginning levels: A comparison of French and Arabic Amanda Brown 	Student-generated, multilingual artifacts as mediators for emergent bilinguals' emotional well-being Michele Back, Mihyun Han 		
16h05 – 17h20 4:05 – 5:20	SÉANCE PLÉNIÈRE PLENARY SESSION FSS 2005 Conférencier Speaker: Guillaume Gentil (Carleton University) Titre Title: "Translanguaging and multilingual academic literacies" How do we translate that into French? Should we?					
17h20 – 17h35 5:20 – 5:35	CLÔTURE CLOSING REMARKS FSS 2005 Présidents Chairs : Jérémie Séror & Nikolay Slavkov					





COMMUNICATIONS INDIVIDUELLES

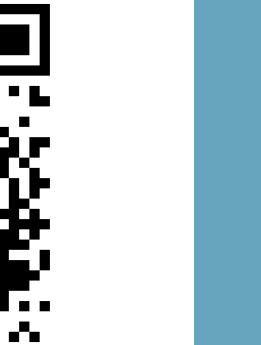
INDIVIDUAL PAPERS

tools (computers and tablets) are having on students' ability to engage, understand and produce the texts that help scaffold and shape their meaning-making experience. (Kress, 2014)

SOMMAIRE COMPLET
DES PRÉSENTATIONS
DISPONIBLE EN
LIGNE :

COMPLETE BOOK
OF ABSTRACTS
AVAILABLE ONLINE:

ccerbal2018.sciencesconf.org



JEUDI, 10H20 - 10H50 | THURSDAY, 10:20 - 10:50 A. M.

À LA DÉCOUVERTE DES PROCESSUS TRANSLANGUAGING STRATEGIES FOR COGNITIVE RELIEF IN L2 ACADEMIC WRITING (EN)

Woll, Nina
Université du Québec à Trois-Rivières
Paquet, Pierre-Luc
Universidad de Guanajuato
Astelarra, Lucila
Université du Québec à Trois-Rivières

Room | Salle: FSS 1006

Room | Salle: FSS 4014

ENABLING TRANSLANGUAGING IN THE FRENCH LANGUAGE CLASSROOM: BRIDGING THE GAP BETWEEN MULTILINGUAL PERSPECTIVES AND MULTILINGUAL PRACTICE (BIL)

Charbonneau, Noella
Deakin University
Weinmann, Michiko
Deakin University

Room | Salle: FSS 7003

JEUDI, 10H50 - 11H20 | THURSDAY, 10:50 - 11:20 A. M.

TRANSLANGUAGING, RECOURS AUX LANGUES ET AUX CULTURES DE LA CLASSE AUTOEUR D'ALBUMS DE LITTÉRATURE DE JEUNESSE POUR DES PUBLICS ALLOPHONES D'OTTAWA (CANADA) ET DE MONTPELLIER (FRANCE) : OPPORTUNITÉS ET DÉFIS POUR LA CLASSE (FR)

Fleuret, Carole
Université d'Ottawa
Auger, Nathalie
Université Paul-Valéry Montpellier III

Room | Salle: FSS 4014

TRANSLANGUAGING DANS LES INTERACTIONS INTERGÉNÉRATIONNELLES DE FAMILLES TRANSNATIONALES (EN)

Istanbullu, Suat
Institut National des Langues et
Civilisations Orientales

Room | Salle: FSS 7003

JEUDI, 14H - 14H30 | THURSDAY, 2:00 - 2:30 P. M.

TRANSLANGUAGING AND L2 ACADEMIC WRITING (EN)

McGarrell, Hedy
Brock University

Room | Salle: FSS 4012

GREATEST CHALLENGES TO IMPLEMENTING TRANSLANGUAGING PRACTICES IN THE SWEDISH DEAF CONTEXT (EN)

Allard, Karin
Chen Pichler, Deborah

Room | Salle: FSS 7003

TRANSLANGUAGING IN A SWEDISH-MEDIUM CLASSROOM IN THE OFFICIALLY BILINGUAL FINLAND (EN)

Nyman-Koskinen, Paulina
University of Jyväskylä

Room | Salle: FSS 7035

JEUDI, 15H05 - 15H35 | THURSDAY, 3:05 - 3:35 P. M.

INVESTIGATING TRANSLANGUAGING IN THE TEACHING OF LITERACY IN AN ENGLISH AS A SECOND LANGUAGE CONTEXT (EN)

Doucette, Kelly
Carleton University
Kartchava, Eva
Carleton University

Room | Salle: FSS 4012

TRANSLANGUAGING AND SIGN LANGUAGE IN CANADIAN SECOND LANGUAGE ACQUISITION CONTEXTS (EN)

Tanner, Josée-Anna
Carleton University
Doré, Christina
Carleton University

Room | Salle: FSS 7003

FROM CODE-SWITCHING/MIXING TO TRANSLANGUAGING. A NEW PEDAGOGICAL PATHWAY FOR AN EFFECTIVE BI/MULTILINGUAL EDUCATION (BIL)

Bulane, Nthatisi
Institut National des Langues et Civilisations Orientales

Room | Salle: FSS 7035

JEUDI, 14H30 - 15H | THURSDAY, 2:30 - 3:00 P. M.

THE INTEGRATED TEACHING OF LANGUAGES AND TRANSLANGUAGING: TWO RELEVANT DIDACTIC PROPOSALS FOR MULTILINGUAL EDUCATION? (EN)

Aldekoa, Ana
University of the Basque Country
Manterola, Ibon
University of the Basque Country

Room | Salle: FSS 4012

TRANSLANGUAGING AND SIGN LANGUAGE VITALITY IN EDUCATION FOR DEAF LEARNERS (EN)

Snodden, Kristen
Carleton University
Weber, Joanne
University of Regina

Room | Salle: FSS 7003

TRANSLANGUAGING, INTERCOMPRÉHENSION ET L'ÉVALUATION DE LA COMPÉTENCE PLURILINGUE (FR)

Reissner, Christina
Universität de Saarlandes
Schwender, Philipp
Universität de Saarlandes

Room | Salle: FSS 7035

JEUDI, 15H35 - 16H05 | THURSDAY, 3:35 - 4:05 P. M.

STRENGTHENING INTERMEDIATE LEVEL DUAL LANGUAGE PEDAGOGY (EN)

Schmidt, Elaine
University of Calgary
Krickhan, Markene
Calgary Board of Education

Room | Salle: FSS 4012

REPRESENTATIONS ON LANGUAGES AND TRANSLANGUAGING IN MULTILINGUAL CONTEXTS: THE CASE OF STUDENTS IN URBAN ZONES IN GHANA (EN)

Kwadzo, G. Nutefe
Room | Salle: FSS 7003

TRANSLANGUAGING IN TERTIARY EDUCATION: SHOWCASING TWO POLISH UNIVERSITIES (EN)

Romanowski, Piotr
University of Warsaw

Room | Salle: FSS 7035

JEUDI, 16H20 - 16H50 | THURSDAY, 4:20 - 4:50 P. M.

HIGH SCHOOL FRENCH IMMERSION STUDENTS' "ACADEMIC" AND "NON-ACADEMIC" LANGUAGE: TRANSLANGUAGING FOR MATHEMATICAL PROBLEM SOLVING (BIL)

Culligan, Karla
University of New Brunswick (UNB)
Dicks, Joseph
University of New Brunswick (UNB)

Room | Salle: FSS 1006

TRANSLANGUAGING AND SCHOLASTIC LINGUISTIC LANDSCAPES (BIL)

Cormier, Gail
Université de Saint-Boniface

Room | Salle: FSS 4012

LE TRANSLANGUAGING DANS LES CLASSES DE FLS POUR IMMIGRANTS ADULTES EN CONTEXTE FRANCOPHONE MINORITAIRE : LA PLACE DE LA TÂCHE AUTHENTIQUE BILINGUE (FR)

De Haan, Russell
Université d'Ottawa
Jezak, Monika
Université d'Ottawa

Room | Salle: FSS 4014

JEUDI, 16H50 - 17H20 | THURSDAY, 4:50 - 5:20 P. M.

TRANSITIONING TO TRANSLANGUAGING? INTRODUCING A BILITERACY APPROACH IN LOUISIANA FRENCH IMMERSION (EN)

Haj-Broussard, Michelle
University of Louisiana at Lafayette
Ballinger, Susan
McGill University

Room | Salle: FSS 1006

FRANCO-MAGHREBI STUDENTS' TRANSLANGUAGING PRACTICES VERSUS MONOLINGUAL DISCOURSES IN THE FRENCH EDUCATION SYSTEM (EN)

Pell, Sandrine
UW-Madison

Room | Salle: FSS 4012

TRANSLANGUAGING AND STUDENT FUNDS OF KNOWLEDGE AS A TEACHER RESOURCE (EN)

Pablo-Wrzosek, Joy
University of Calgary

Room | Salle: FSS 4014

POLICY AND PRACTICES TO ENHANCE PARENTAL EDUCATIONAL INVOLVEMENT WHEN PARENTS DO NOT SPEAK THE SCHOOL LANGUAGE (EN)

MacPhee, Mary
University of Prince Edward Island
Room | Salle: FSS 1030

TRANSLANGUAGING TO MAKE FOREIGN LANGUAGE EDUCATION ACCESSIBLE FOR DEAF STUDENTS (EN)

Fidan, Cigdem
University of Rochester
Room | Salle: FSS 7003

LANGUAGE LEARNING AND LANGUAGE USE IN PRIMARY GRADE CLASSROOMS: TEACHERS' UNDERSTANDINGS (EN)

Cichocka, Joanna
York University
Room | Salle: FSS 7035

LANGUAGE INTERACTIONS IN THE BILINGUAL MIND: THE CASE OF MOOD SELECTION IN SPANISH RELATIVE CLAUSES (EN)

Cruz-Enriquez, Maura
Université de Montréal
Lacroix, Hugues
Université Bordeaux Montaigne
Alba de la Fuente, Anahi
Université de Montréal

Room | Salle: FSS 1030

THE ROLE OF TRANSLANGUAGING IN SCAFFOLDING COLLABORATIVE LEARNING AMONG ENGLISH LANGUAGE LEARNERS IN A MALAYSIAN ELEMENTARY SCHOOL (EN)

Rajendram, Shakina
Ontario Institute for Studies in Education (OISE)

Room | Salle: FSS 7003

TRANSLANGUAGING AND PEDAGOGICAL TRANSLATION: LOOKING FOR A FULLER CONSTRUCT IN THE FOREIGN LANGUAGE CLASSROOM (EN)

Pintado-Gutiérrez, Lucia
Dublin City University (DCU)
Room | Salle: FSS 7035

VENDREDI, 10H15 - 10H45 | FRIDAY, 10:15 - 10:45 A. M.

LEVERAGING MULTILINGUALISM TO SUPPORT COMPUTER SCIENCE EDUCATION THROUGH TRANSLANGUAGING PEDAGOGIES (EN)

Vogel, Sara
City University of New York
Ascenzi-Moreno, Laura
City University of New York

Room | Salle: FSS 1006

IMPLEMENTING TRANSLANGUAGING PRINCIPLES IN TEACHER EDUCATION IN THE LIGHT OF TRANSCULTURAL ITINERARIES (EN)

Le Pichon, Emmanuelle
Ontario Institute for Studies in Education (OISE)

Room | Salle: FSS 6004



VENDREDI, 10H45 - 11H15 | FRIDAY, 10:45 - 11:15 A. M.

TRANSLANGUAGING IN A FOREIGN LANGUAGE CLASSROOM: USAGE AND FUNCTIONS (BIL)

Pogranova, Slavka
Université de Genève

Room | Salle: FSS 1006

LEARNER CORPUS ANALYSES IN THE CONTEXT OF ADAPTIVE TECHNOLOGY-MEDIATED LANGUAGE LEARNING (BIL)

Hamel, Marie-Josée
University of Ottawa
Auyeung, Sarah
University of Ottawa
Lehman, Giselle
University of Ottawa

Room | Salle: FSS 6004



EXPLORING IDEOLOGICAL BECOMING IN PROFESSIONAL DEVELOPMENT FOR TEACHERS OF MULTILINGUAL LEARNERS: PERSPECTIVES ON TRANSLANGUAGING IN THE CLASSROOM (EN)

Holdway, Jennifer
Study Abroad Canada Language Institute (SACLI)

Room | Salle: FSS 7003

PLURILINGUAL COMPETENCE AS ASSET FOR ACTIVE LEARNING: LEARNERS OF JAPANESE OR ENGLISH AS FOREIGN LANGUAGE (L3) FROM AN ETHNIC KOREAN HIGH SCHOOL IN NORTHEAST CHINA (EN)

Ehlert, Meilan
Simon Fraser University

Room | Salle: FSS 8003

PILOTING TRANSLANGUAGING (EN)

Pinon, Lizzelia
Texas Christian University

Room | Salle: FSS 8003



VENDREDI, 13H45 - 14H15 | FRIDAY, 1:45 - 2:15 P. M.

USING TRANSLANGUAGING TO STRENGTHEN THE RELATIONSHIP WITH FAMILIES IN EARLY CHILDHOOD CLASSROOMS (EN)

Espinet, Ivana
City University of New York
Aponte, Gladys
City University of New York

Room | Salle: FSS 1006

TRANSLANGUAGING IN UNIVERSITY-LEVEL ESL: AN EXPERIMENTAL STUDY (EN)

Lally, Robert
Syracuse University
Brown, Amanda
Syracuse University

Room | Salle: FSS 1030

UN DISPOSITIF INSPIRÉ DE LA PÉDAGOGIE DU TRANSLANGUAGING POUR FAVORISER L'APPRENTISSAGE DE L'ORTHOGRAPHE GRAMMATICALE FRANÇAISE CHEZ LES ÉLÈVES QUÉBÉCOIS (FR)

Maynard, Catherine
Université de Montréal

Room | Salle: FSS 4012

TRANSLANGUAGING IN DEEDS BUT NOT IN WORDS? DISCOURSES AND PRACTICES OF YOUNG ENGLISH TEACHERS IN ALGERIA (EN)

Jacob, Camille
University of Portsmouth
Messekher, Hayat
École Normale Supérieure Alger-Bouzaréah

Room | Salle: FSS 6004

VENDREDI, 14H15 - 14H45 | FRIDAY, 2:15 - 2:45 P. M.

APPRENTISSAGE DU FRANÇAIS EN MILIEU COMMUNAUTAIRE. D'UNE LANGUE À L'AUTRE POUR MIEUX SE CONNAÎTRE ET RECONNAÎTRE L'AUTRE (FR)

Ambrosio, Laura
Université d'Ottawa

Room | Salle: FSS 4012

TRANSLANGUAGING AND MULTILINGUAL TEXTS AS A RESOURCE IN SUPERDIVERSE CLASSROOMS (BIL)

Schwarzl, Lena
Universität Wien
Vetter, Eva
Universität Wien

Room | Salle: FSS 1006

EFFECT OF PLURILINGUAL PRACTICES ON L3/LN LEARNERS' READING-WRITING RELATIONSHIPS (EN)

Spinelli, Barbara
Columbia University, New York

Room | Salle: FSS 6004

TRANSLANGUAGING ET PRATIQUES PLURILINGUES COMME RESSOURCES PÉDAGOGIQUES NOVATRICES POUR PROMOUVOIR LA RÉCONCILIATION LINGUISTIQUE / TRANSLANGUAGING AND PLURILINGUAL PRACTICES AS INNOVATIVE PEDAGOGICAL RESOURCES TO PROMOTE LINGUISTIC RECONCILIATION (BIL)

Jang, Soon Young
Ontario Institute for Studies in Education (OISE)

Room | Salle: FSS 1030

Room | Salle: FSS 7003

TRANSLANGUAGING AS A PEDAGOGICAL TOOL TO PROMOTE EFFECTIVE EDUCATION IN NIGERIA (BIL)

Akinpelu, Michael
University of Regina
Descourtis, Sandra
UW-Madison

Room | Salle: FSS 8003

"TRANSLANGUAGING" DÈS LA NAISSANCE (BIL)

Jang, Soon Young
Ontario Institute for Studies in Education (OISE)

Room | Salle: FSS 1030

TRANSLANGUAGING AT A CHURCH BASED KOREAN LANGUAGE SCHOOL IN THE GREATER TORONTO AREA (EN)

Lory, Marie-Paule
University of Toronto
Prasad, Gail
UW-Madison

Room | Salle: FSS 7003

SITUER LE TRANSLANGUAGING COMME PRATIQUE ÉDUCATIVE DANS LE CHAMP DE LA DIDACTIQUE INTÉGRÉE DES LANGUES : ANALYSE CONCEPTUELLE (BIL)

Quevillon Lacasse, Claude
Université du Québec à Montréal

Room | Salle: FSS 8003

VENDREDI, 15H - 15H30 | FRIDAY, 3:00 - 3:30 P. M.



**BRINGING BILINGUALISM BACK
INTO DUAL LANGUAGE
EDUCATION: A
TRANSLANGUAGING ALLOCATION
POLICY (EN)**

Sanchez, Maite

Hunter College, City University of New York

Room | Salle: FSS 1006

**LE DÉVELOPPEMENT LANGAGIER
BILINGUE D'ENFANTS
ALLOPHONES (FR)**

Sabah Meziane, Rabia

Université de Montréal

MacLeod, Andrea

Université de Montréal

Room | Salle: FSS 4012

**EILs' TRANSLANGUAGING AND
LANGUAGE CHOICES VIEWED
FROM THE ACADEMY (BIL)**

Chen, Le

Western University

Taylor, Shelley

Western University

Room | Salle: FSS 6004

**THE EFFECTS OF PLURILINGUAL
INSTRUCTION COMPARED TO
MONOLINGUAL INSTRUCTION: A
QUASI-EXPERIMENTAL STUDY IN
AN EAP PROGRAM IN CANADA
(EN)**

Galante, Angelica

Ontario Institute for Studies in Education (OISE)

Room | Salle: FSS 8003

VENDREDI, 15H30 - 16H | FRIDAY, 3:30 - 4:00 P. M.

**TRANSLANGUAGING WITH 'MONOLINGUAL'
LEARNS? : EXPANDING STUDENTS'
COMMUNICATIVE REPERTOIRES THROUGH
CRITICAL AND CREATIVE MULTILINGUAL
LANGUAGE AWARENESS INSTRUCTION (EN)**

Prasad, Gail

UW-Madison

Bettney, Esther

UW-Madison

Descourtis, Sandra

UW-Madison

Hyun, Jung Won

UW-Madison

Room | Salle: FSS 1006

**IMMERSIVE VERSUS
MULTILINGUAL FLT AT
BEGINNING LEVELS: A
COMPARISON OF FRENCH AND
ARABIC (EN)**

Brown, Amanda

Syracuse University

Room | Salle: FSS 4012

**STUDENT-GENERATED,
MULTILINGUAL ARTIFACTS AS
MEDIATORS FOR EMERGENT
BILINGUALS' EMOTIONAL WELL-
BEING (EN)**

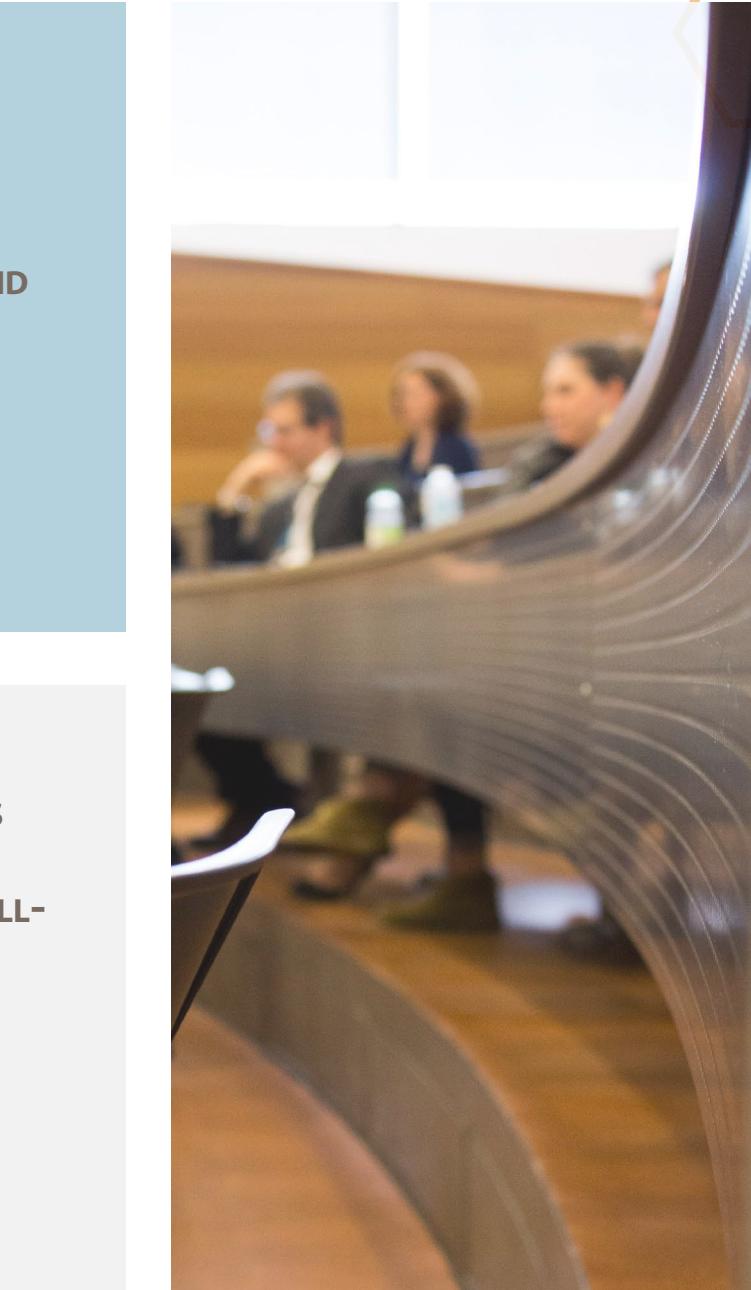
Back, Michele

University of Connecticut

Han, Mi Hyun

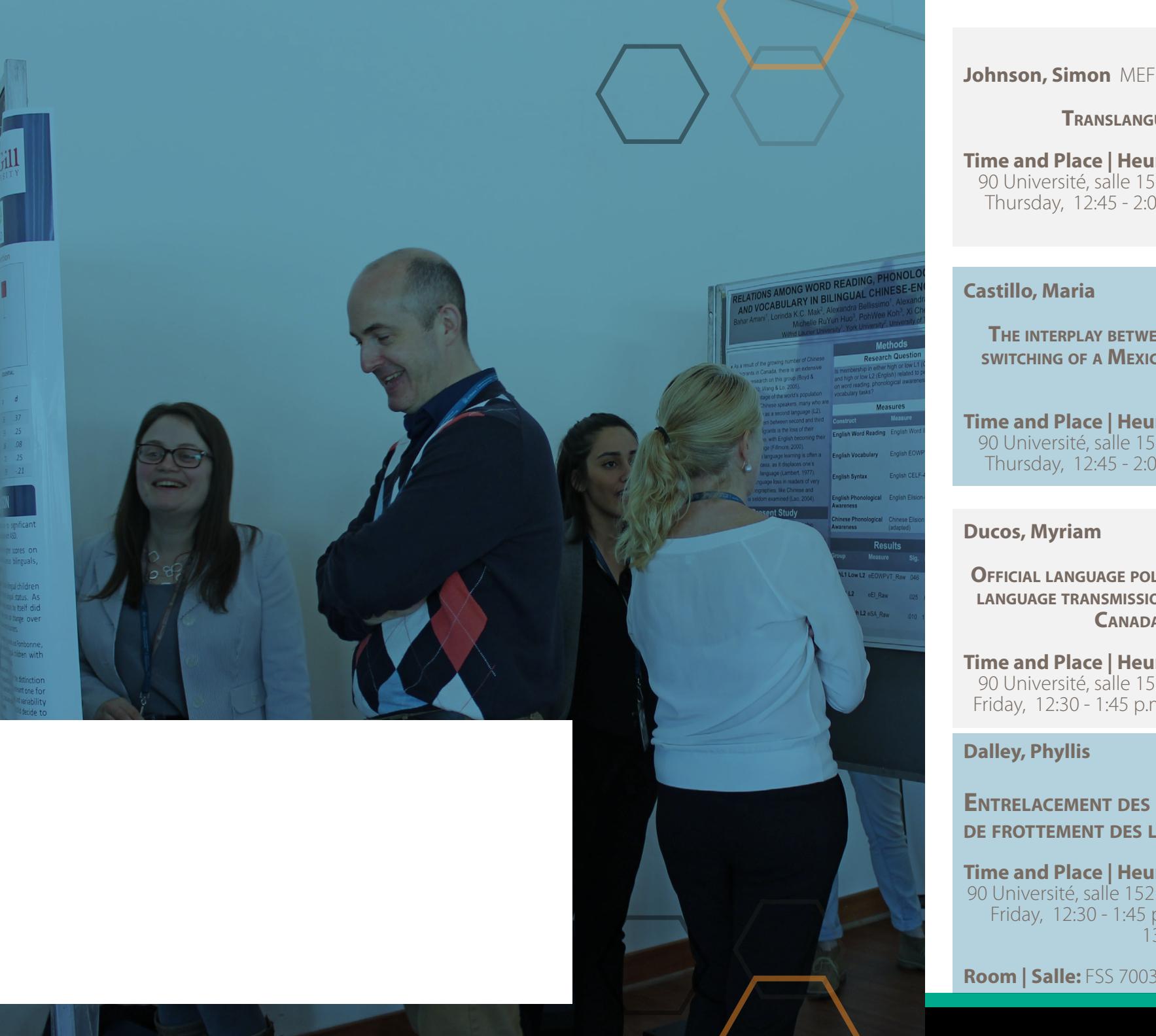
University of Connecticut

Room | Salle: FSS 1006



AFFICHES

POSTERS



Johnson, Simon MEF International School (MEFIS)

TRANSLANGUAGING FOR WHO?

Time and Place | Heure et lieu :

90 Université, salle 152 | 90 University, Room 152
Thursday, 12:45 - 2:00 p.m. | Jeudi, 12h45 - 14h

Castillo, Maria University of Guanajuato

THE INTERPLAY BETWEEN THE IDENTITY AND CODE-SWITCHING OF A MEXICAN FAMILY LIVING IN PUERTO RICO

Time and Place | Heure et lieu :

90 Université, salle 152 | 90 University, Room 152
Thursday, 12:45 - 2:00 p.m. | Jeudi, 12h45 - 14h

Ducos, Myriam University of Ottawa

OFFICIAL LANGUAGE POLICIES' INFLUENCE ON MINORITY LANGUAGE TRANSMISSION: A COMPARATIVE STUDY OF CANADA AND FRANCE

Time and Place | Heure et lieu :

90 Université, salle 152 | 90 University, Room 152
Friday, 12:30 - 1:45 p.m. | Vendredi, 12h30 - 13h45

Dalley, Phyllis Université d'Ottawa

ENTRELACEMENT DES LANGUES EN SITUATION DE FROTTEMENT DES LANGUES

Time and Place | Heure et lieu :

90 Université, salle 152 | 90 University, Room 152
Friday, 12:30 - 1:45 p.m. | Vendredi, 12h30 - 13h45

Room | Salle: FSS 7003

Gyogi, Eiko

Akita International University

STUDENTS' VOICES ON THE USE OF OWN LANGUAGES IN A MULTILINGUAL CLASSROOM: A CASE STUDY OF AN INTERMEDIATE-LEVEL JAPANESE-LANGUAGE CLASSROOM

Time and Place | Heure et lieu :

90 Université, salle 152 | 90 University, Room 152
Thursday, 12:45 - 2:00 p.m. | Jeudi, 12h45 - 14h

Burchell, Diana

Ontario Institute for Studies in Education

Chen, Xi

Ontario Institute for Studies in Education

Deacon, Hélène

Dalhousie University

Mimeau, Catherine

Université Laval

LES CONTRIBUTIONS DE LA CONSCIENCE SYNTAXIQUE À LA COMPRÉHENSION EN LECTURE

Time and Place | Heure et lieu :

90 Université, salle 152 | 90 University, Room 152
Thursday, 12:45 - 2:00 p.m. | Jeudi, 12h45 - 14h

Otcu-Grillman, Gulizar

Mercy College

TRANSLANGUAGING IN BILINGUAL COMMUNITY EDUCATION: A NECESSARY AND NATURAL LEARNING TOOL

Time and Place | Heure et lieu :

90 Université, salle 152 | 90 University, Room 152
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Quirante, Chareena Lareza

Carleton University

THE FUTURE OF YOGAD: AN APPRECIATIVE INQUIRY ON MOTHER TONGUE-BASED, MULTILINGUAL EDUCATION CLASSROOM PRACTICES IN ISABELA

Time and Place | Heure et lieu :

90 Université, salle 152 | 90 University, Room 152
Friday, 12:30 - 1:45 p.m. | Vendredi, 12h30 - 13h45

Tavares, Vander

York University

TRANSLANGUAGING AND THE GLOBALISED IDENTITY: REPRESENTATIONS OF MODERNITY IN BRAZILIAN PRINT MEDIA THROUGH ENGLISH

Time and Place | Heure et lieu :

90 Université, salle 152 | 90 University, Room 152
Thursday, 12:45 - 2:00 p.m. | Jeudi, 12h45 - 14h

Cames, Mathilde

University of Ottawa

DIVERGENT DISCOURSES, IDEOLOGIES AND POLICIES REGARDING OCCITAN AND GASCON IN FRANCE AND THEIR STAKES IN LANGUAGE REVITALIZATION: AN OVERVIEW

Time and Place | Heure et lieu :

90 Université, salle 152 | 90 University, Room 152
Friday, 12:30 - 1:45 p.m. | Vendredi, 12h30 - 13h45



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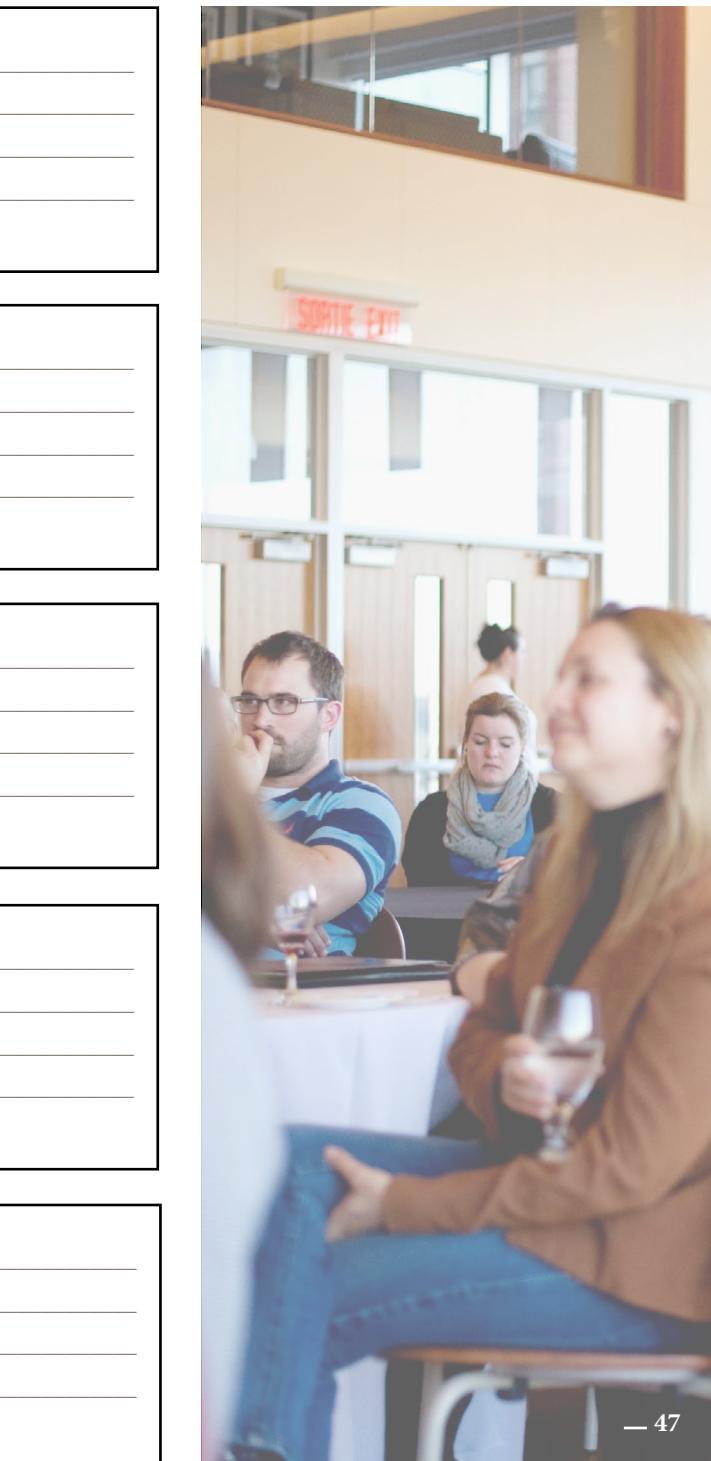
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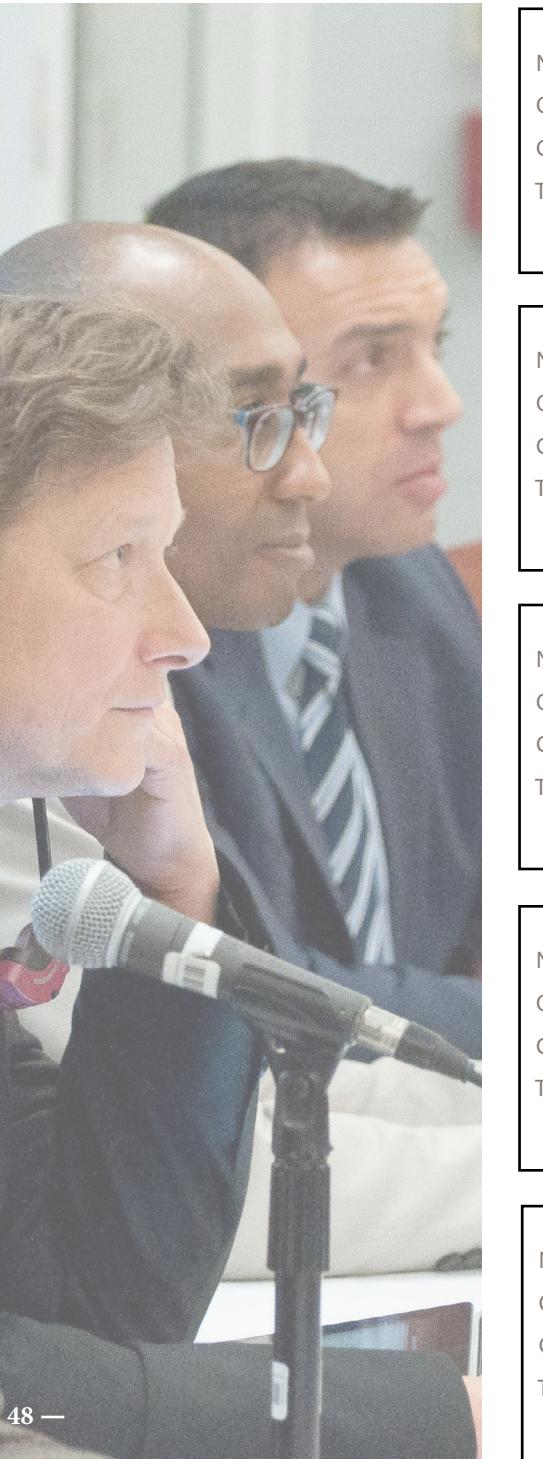
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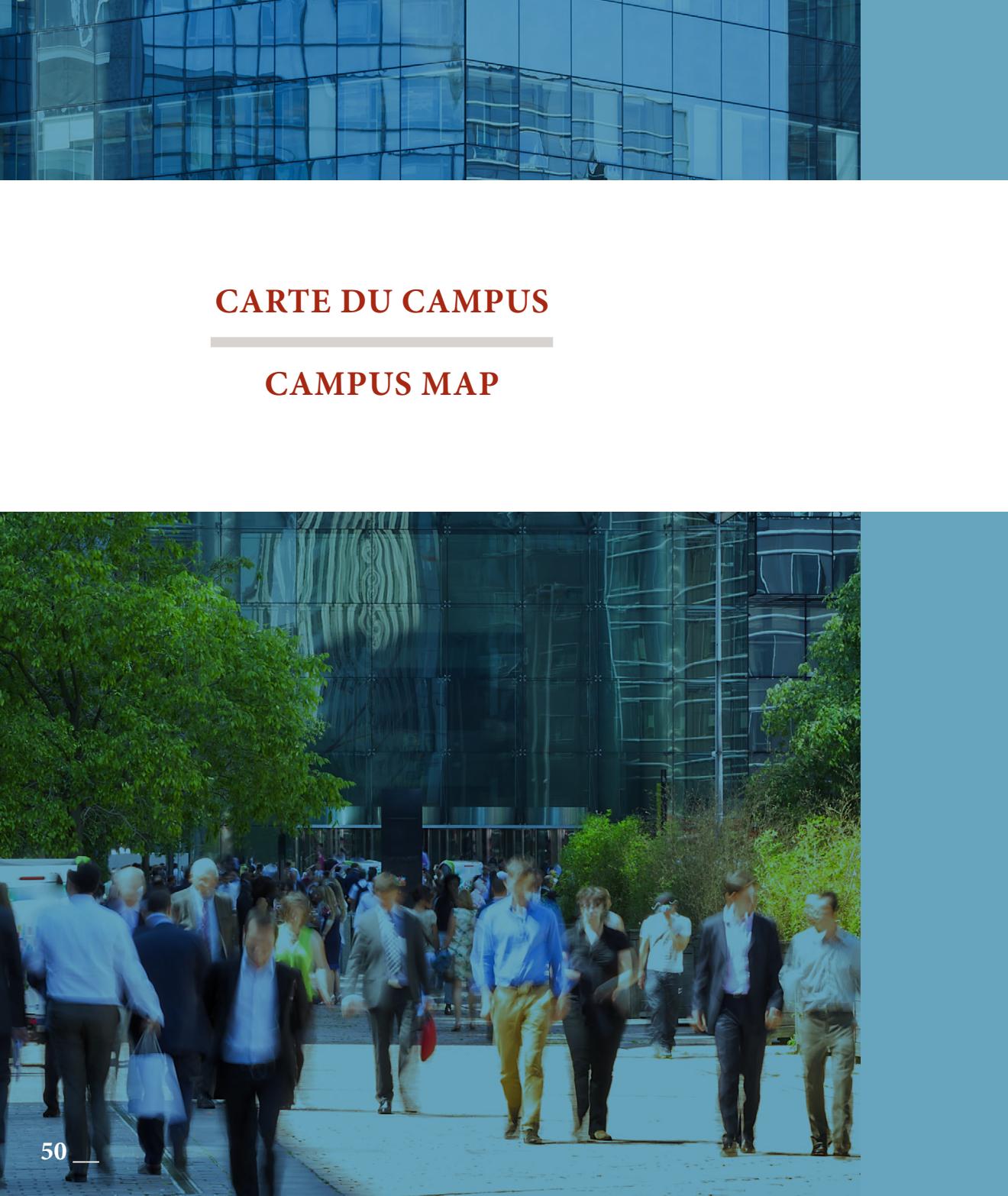
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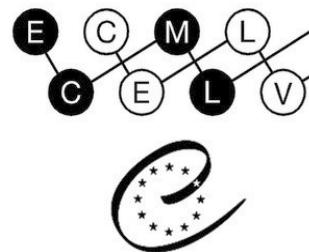
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