

BIENNIAL REPORT 2021-2023 RAPPORT BIENNAL



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L₂RIC offices are located in Marshall d'Avray Hall on the UNB Fredericton Campus. Photo courtesy of UNB Media Services.

Territorial Acknowledgement / Reconnaissance territoriale

L₂RIC acknowledges that the land on which we gather is the traditional unceded territory of Wolastoqiyik. This territory is covered by the Treaties of Peace and Friendship which the Wolastoqiyik, Mi'kmaq, and Passamaquoddy peoples first signed with the British Crown in 1726. The treaties did not deal with surrender of lands and resources but in fact recognized Wolastoqey, Mi'kmaq, and Passamaquoddy title and established the rules for what was to be an ongoing relationship between nations.

L'IRL₂C tient à souligner que les terres sur lesquelles nous sommes rassemblés font partie du territoire traditionnel non cédé des Wolastoqiyik. Ce territoire est visé par les « traités de paix et d'amitié » que les Wolastoqiyik et les Micmacs ont d'abord conclus avec la Couronne britannique en 1726. Les traités en question ne comportaient pas de clause relative à la cession des terres et des ressources, mais reconnaissaient de fait le titre des Micmacs et des Wolastoqiyik et définissaient les règles quant à ce qui devait être des relations durables entre les nations.



Recognition / Remerciements

L₂RIC gratefully recognizes the Department of Canadian Heritage for its financial support.

L'IRL₂C tient à remercier le ministère du Patrimoine canadien pour son soutien financier.

**Funded by the Government of Canada
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Canada 

L₂RIC recognizes Dr. Karla Culligan, Julianne Gerbrandt, and Jadine Krist for their work in the compilation and editing of this report.

Cover photo courtesy of UNB Media Services.

This report covers the period of July 1, 2021 – July 31, 2023.

Contact Us / Contactez-nous



From left to right: Jadine Krist, Dr. Melissa Dockrill Garrett, H  l  ne Estey, Dr. Paula Kristmanson, Dr. Karla Culligan, Dr. Jos  e Le Bouthillier, and Julianne Gerbrandt.

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L₂RIC's Mission / Mission de l'IRL₂C

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

Jouer un r  le cl   en langue seconde au Canada qui comprend la formation des enseignants et des enseignantes, la recherche, l'  valuation des programmes bilingues et l'  laboration de politiques.

Creating knowledge . . . supporting practice

Cultiver les connaissances . . . inspirer la pratique

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

L₂RIC Team / Équipe de l'IRL₂C



**Dr. Paula
Kristmanson**
Director and
Professor /
Directrice et
professeure



Dr. Karla Culligan
Associate Professor
/ Professeure
Agrégee



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



**Dr. Melissa Dockrill
Garrett**
Assistant Professor /
Professeure
Adjointe



Chantal Lafargue
Graduate
Program
Instructor /
Instructrice



Dr. Renée Bourgoïn
Graduate Program
Instructor and Honorary
Research Associate/
Instructrice et Associée
à la recherche
honoraire



Kathy Whynot
Graduate Program
Instructor /
Instructrice



Julianne Gerbrandt
PhD Student and
Instructor /
Étudiante du
doctorat et
Instructrice



Lisa Michaud
Séances franco
Coordinator /
Coordinatrice des
séances franco



Hélène Estey
Administrative
Associate /
Adjointe
administrative

L2RIC Projects / Projets de l'IRL2C

L'enseignement et l'apprentissage des langues basés sur des tâches orales auprès d'élèves du primaire en immersion française



À la suite de leur étude sur les centres de littératie en immersion française, les profs. Josée Le Bouthillier et Renée Bourgoin ont analysé les données recueillies lors de cette étude exploratoire sous l'angle de l'enseignement et l'apprentissage des langues basés sur des tâches orales. Cette approche préconise l'utilisation d'une langue authentique afin de réaliser des tâches significatives dans la langue française. Cela leur a permis d'analyser les données recueillies en tenant compte des principes essentiels à la création de tâches porteuses d'apprentissages, du type de tâches et de leur évaluation. La prof. Le Bouthillier et sa collègue, la prof. Bourgoin, se sont concentrées sur la dissémination des connaissances en publiant les résultats de leurs analyses dans des revues universitaires, la dissémination des connaissances dans des contextes professionnels ayant déjà eu lieu précédemment.

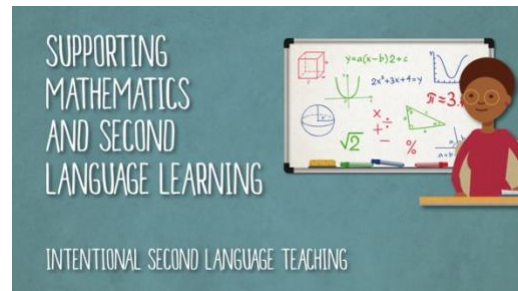
Pedagogical Video Series: Intentional Second Language Teaching

www.unb.ca/second-language/resources/video-series.html

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

Video 6: Supporting Mathematics and Second Language Learning / Soutenir l'apprentissage des mathématiques et des langues secondes

This newest video in our series explores the relationship between language and mathematics, and ways to support learners when they are learning mathematics content in a second language. Research has suggested that language is an integral part of "doing" mathematics (e.g., Halliday, 1978; Pimm, 1987) and this includes school mathematics. Mathematics and language work together in complex ways that serve to deepen learners' understanding of both.



Also in the series:

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

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

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

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

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

In production:

Vidéo 7 : La littératie pour l'enseignement dans des classes multiculturelles / Teaching Literacy in Multilingual Learning Environments

Identity-Focused Research

One of the areas of focus for many of the members of the research team at L₂RIC is related to the topic of identity. Data gathered from the pan-Canadian research project on FSL teacher recruitment and retention revealed elements of identity development. As beginning FSL teachers embark on their careers, they are faced with perceptions and assumptions related to language and pedagogy that are personal, professional and societal in nature. Looking at these data through an identity lens, Dr. Karla Culligan and Dr. Paula Kristmanson presented a paper at the Psychology of Language Learning Conference (PLL4) at the University of Cape Breton in Sydney, Nova Scotia in June 2022.



Dr. Karla Culligan and Dr. Paula Kristmanson at the Psychology of Language Learning Conference (PLL4) in Sydney, Nova Scotia, in June 2022.

Continued from previous page



Dr. Paula Kristmanson and Dr. Josée Le Bouthillier at PLL4 in Sydney, Nova Scotia, in June 2022.

Additionally, members of the L₂RIC team have taken a close look at the data collected from UNB teacher candidates participating in L₂RIC's "séances franco." These sessions were focused on building linguistic competence and confidence for students in the B.Ed program. We conducted a study related to the "séances" and posed research questions related to linguistic and pedagogical development. From these data the theme of identity emerged strongly and Dr. Josée Le Bouthillier and Dr. Paula Kristmanson presented these data at PLL4 and also published an article on this topic in the *Journal of Belonging, Identity, Language, and Diversity*.



JUNE 24, 2022 BY JOURNAL EDITOR
Teacher Candidates of French as a Second Language and the Construction of a Professional Identity

Josée Le Bouthillier, Second Language Research Institute of Canada, University of New Brunswick
Paula Lee Kristmanson, Second Language Research Institute of Canada, University of New Brunswick



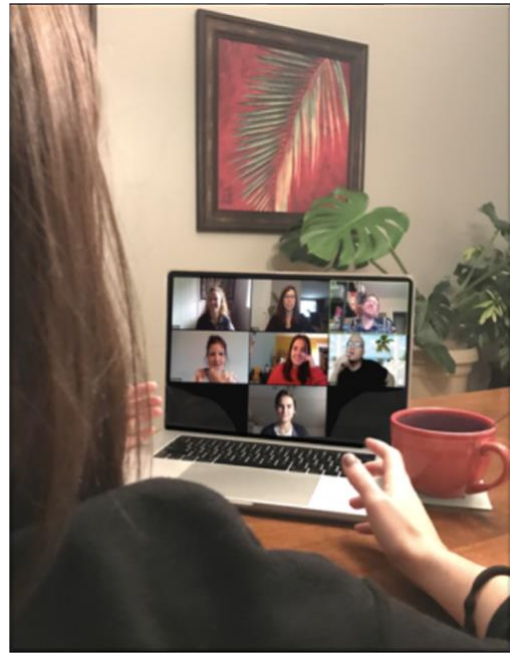
Abstract

This article focuses on a qualitative case study of linguistic support sessions for French second language teacher candidates in an initial teacher education programme in Eastern Canada. The overall purpose of the study was to explore the impact of these sessions on the participants' linguistic competence and confidence. In particular, this article examines one such impact: the construction of a linguistic and professional identity. Through the analysis of focus group transcriptions, findings related to the concept of identity are shared in order to shed light on the potential of these sessions beyond simply language improvement. The article concludes with a discussion of the possible implications of this study for FSL teacher recruitment and retention.

Finally, Dr. Josée Le Bouthillier and Dr. Melissa Dockrill Garrett are currently beginning to examine language teacher identity through a strengths-based lens. Their work aims to explore how teacher candidates come to understand the role of "critical incidents" during the initial teacher education program and how leveraging their strengths can serve to nurture and support the professional identity building process.

Séances franco et projet de recherche « Explorer la confiance et la compétence linguistiques des enseignants en formation initiale » : Projet complémentaire

Grâce à des fonds supplémentaires de Patrimoine canadien, l'équipe de l'IRL₂C a décidé de bonifier son offre de séances d'appoint linguistique pour soutenir ses étudiant.es sur les plans de la confiance et de la compétence linguistiques et d'étudier les effets de ces séances. Étant donné la pénurie d'enseignant.es en français langue seconde et des problèmes de rétention de ces enseignant.es, l'équipe de l'IRL₂C avait commencé à offrir des séances d'appoint linguistique informelles intitulées *L'actualité au dîner*. Ces séances informelles étant populaires et perçues comme étant avantageuses pour favoriser la confiance et la compétence linguistiques des étudiant.es en éducation en formation initiale, l'équipe de l'IRL₂C a désiré améliorer ces séances et étudier formellement leurs effets auprès des étudiant.es y participant.



Lisa Michaud anime une séance de formation linguistique.

Sous la direction de la chercheuse principale, la prof. Josée Le Bouthillier, Lisa Michaud, Coordinatrice des séances franco, a offert une formation linguistique d'une semaine précédant le début officiel du programme intensif de formation initiale des enseignant.es de l'UNB ainsi que des séances offertes de façon hebdomadaire lors des trois trimestres universitaires. Selon le niveau de compétence langagière et la disponibilité des étudiant.es désirant participer aux séances, trois séances distinctes ont eu lieu chaque semaine afin de maximiser les occasions d'interactions dans la langue seconde, de personnaliser les discussions et d'offrir une rétroaction corrective constructive continue. Lisa Michaud a accordé beaucoup d'importance à la création d'une communauté d'apprenants où les futur.es enseignant.es du français langue seconde se sentaient en sécurité et épaulés. Des données ont été recueillies par le biais d'un questionnaire pré et post-séances, de groupes de discussion au début, au milieu et à la fin des séances, ainsi que d'entrevues orales (New Brunswick Oral Proficiency Interview) au début, au milieu et à la fin des séances pour mesurer les progrès sur les plans de la confiance et de la compétence linguistiques. L'analyse préliminaire des données a fait ressortir de nombreux avantages et gains tant en confiance et en compétence linguistiques.

Exploring the Impacts of Applying Strength-Based Perspectives and Practices to Student Learning and Engagement in the Elementary French Immersion Context

Inclusionary practice in New Brunswick exists within a support-oriented, and arguably deficit-based, dimension to student learning. Support service and delivery teams are necessary in ensuring access and support for all students within an inclusive education system. Often, students displaying academic or behavioural concerns within French immersion classrooms do not have access to the same level of supports and are encouraged to transition back into English classrooms. This can lead to students feeling unaccepted and inferior to their peers. Strength-based approaches, on the other hand, focus on educators developing relationships with their students. Recent perspectives highlight the need for the identification and mobilization of student strengths to be embedded into the classroom culture and planning initiatives of educators.

This study investigating the impacts of intentional identification, integration, and application of strength-based perspectives and practices on student learning, engagement, and second language acquisition within the elementary French immersion classroom setting was conducted in two phases. Using an appreciative inquiry research design, Dr. Melissa Dockrill Garrett conducted individual interviews with six teacher-participants to uncover current practices being used to support both second language acquisition and diverse learner needs in elementary French immersion classrooms. Interviews also provided insights into some of the challenges within the support and delivery of French immersion programs in New Brunswick. Findings from the first phase of this study served as the foundation for the second phase, which allowed teachers to

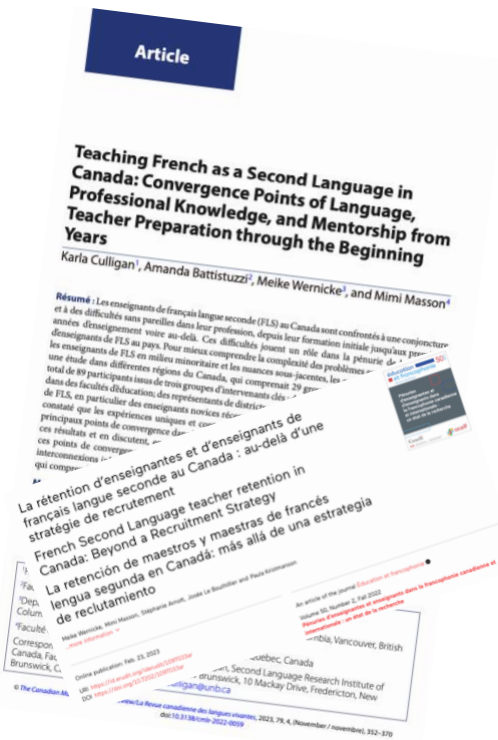
participate in a professional learning session to learn more about strength-based practices. Site visits were conducted in each of the six classrooms to observe these newly developed practices in action. While data collection has been completed, Dr. Dockrill Garrett continues to analyze the data from this study from different perspectives, disseminating the results within academic and professional communities.



Dr. Melissa Dockrill Garrett presenting initial findings from this project at AILA in 2023.

FSL Teacher Education Project: Supported by the Canadian Association of Second Language Teachers (CASLT)

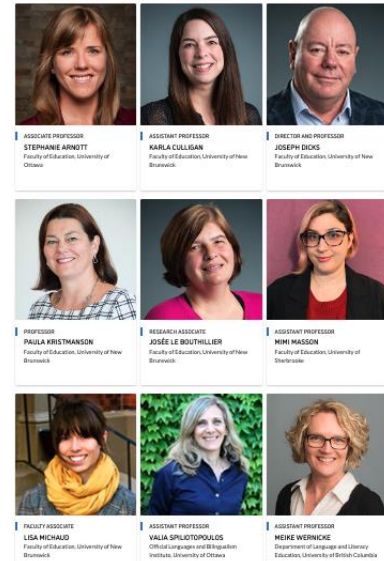
In 2020 L₂RIC embarked on a collaborative project with the University of Ottawa and the University of British Columbia. All members of the L₂RIC team were involved in this two-year multifaceted project, which finished up in the spring of 2023. Entitled, *Identifying Requirements and Gaps in French as a Second Language (FSL) Teacher Education: Recommendations and Guidelines*, the findings of this research provided many implications for the recruitment and retention of FSL teachers.



A snapshot of the research team from the CASLT website, www.caslt.org.

Researcher Biographies

FSL Teacher Education Consortium



During this time frame, members of L₂RIC were involved in ongoing knowledge dissemination related to the results of this pan-Canadian research, including several conference presentations and article publications.

Dr. Joseph Dicks, Dr. Karla Culligan, Dr. Josée Le Bouthillier, and Dr. Paula Kristmanson present findings from the FSL teacher education project with fellow team members at Languages Without Borders in March 2023.

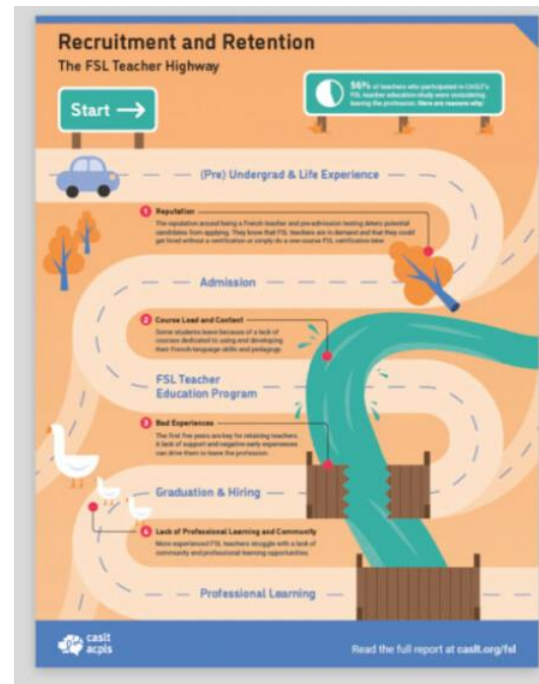


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CASLT was the sponsor organization of the research team comprising experts from three Canadian Faculties of Education:

- University of Ottawa (EduLang – Education and Languages Research Group)
- University of British Columbia (Department of Language and Literacy Education)
- University of New Brunswick (L₂RIC – Second Language Research Institute of Canada)

Under project leader Dr. Stephanie Arnott from the University of Ottawa, [a report](#) was published summarizing the study, its methodology, the findings, and next steps. Findings were also organized in two key infographics: one describing the “Avalanche” facing FSL teachers and why some decide to leave the profession, and the other using a “Highway” metaphor to describe the recruitment and retention pathway as well as the opportunities and obstacles encountered along the way.



Two key infographics from the FSL Teacher Education Project, which can be downloaded from the CASLT website, www.caslt.org.

The team presented the final results of the study at several conferences including the American Association of Applied Linguistics (AAAL), the Canadian Association of Applied Linguistics (ACLA), and CASLT's Languages Without Borders (LWB).

For more information on this pan-Canadian project, visit:

<https://www.caslt.org/en/research-and-project/fsl-teacher-education-project/>

L'acquisition du français dans les classes d'immersion précoce de la 1^{re} à la 3^e année

ÉCHOS DU CONGRÈS

ÉCHOS DU CONGRÈS

Comment soutenir l'acquisition de la langue orale auprès des élèves débutants : une séquence d'enseignement



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Sans nier l'importance de l'apprentissage de la lecture et de l'écriture chez les jeunes élèves de l'élémentaire débutant en immersion française (IF), mettre l'accent sur l'acquisition de la langue orale au tout début jette des bases solides qui favoriseraient cet apprentissage (Quiring, 2019).

Il est primordial que les élèves en IF entendent, comprennent le français et interagissent à de multiples occasions dès leur entrée dans le programme.

Les tâches d'écoute, de production et d'interaction proposées par les enseignants doivent être significatives pour les élèves, c'est-à-dire liées à leur vécu et à leurs intérêts, pour les engager et les motiver à apprendre leur langue seconde (L2). Cette première année en IF où les élèves effectuent leurs premiers contacts avec la langue est déterminante pour insuffler le désir de poursuivre son apprentissage. Ainsi, les enseignants doivent avoir plusieurs flèches à leur arc, car il peut être complexe d'enseigner à de jeunes élèves qui n'ont aucune connaissance du français.

Étant donné l'importance de l'exposition à une langue compréhensible et significative en plus de la production et de l'interaction orales, notre article a pour but de présenter une séquence d'enseignement démontrant la façon de soutenir l'acquisition de la langue orale auprès

d'élèves débutant dans le programme d'immersion. Cette séquence, où l'étyage est très présent, a été utilisée avec succès dans les classes de trois enseignantes-chercheuses collaborant avec les professeuses Josée Le Bouthillier et Renée Bourgoin de l'Institut de recherche en langues secondes du Canada (IRL_C).

Étape 1
Les tout débutants en français langue seconde (FLS) traversent une période silencieuse. À dire vrai, les élèves ne sont pas silencieux, mais cette période dite silencieuse vise à souligner l'importance d'exposer les élèves à une langue riche, compréhensible et significative.

C'est l'exposition répétée à la langue qui permet aux élèves de jeter les premiers jalons d'une grammaire interne du français.

L'exemple qui suit démontre la façon de progresser de l'écoute à la production orale en complexifiant la langue progressivement et en ajoutant des éléments écrits.



M^{me} Turcotte a choisi un thème lié à la vie quotidienne des élèves - la routine du matin. Afin de personnaliser le thème, d'engager tous les sens de même que les élèves, elle a apporté la maison à l'école et a fait une simulation.

QUELQUES AMORCES...

Premièrement
Ensuite,
Finalement
Le matin, je...
Je mange mon déjeuner avec...
Je porte...
Je vais à l'école en...



M^{me} Turcotte prend être à la maison et elle s'accompagne d'actions et d'objets pour verbaliser sa routine du matin. Elle décrit ses actions, se répète et demande aux élèves de répéter après elle. Ensuite, elle construit un mur de phrases thématique avec les élèves en combinant des images avec une phrase décrivant un élément de la routine. Encore une fois, elle décrit les actions en construisant le mur de phrases avec les élèves et elle les fait répéter.

M^{me} Turcotte ne perd jamais de vue qu'elle désire élargir le répertoire linguistique des élèves et les pousser à utiliser des structures de plus en plus complexes en construisant avec ceux-ci des supports pédagogiques additionnels.

Étape 2
Une fois que les élèves ont été immergés dans la langue française et qu'ils ont développé un niveau de compréhension des structures de phrases simples, il est important de continuer à élargir leur vocabulaire. L'utilisation de thèmes, une fois de plus sur des sujets familiers liés à la vie quotidienne des élèves, permet de développer la langue orale de façon significative et authentique.

En continuant à modéliser et à engager les élèves dans plusieurs tâches orales guidées, les enseignants ont commencé à intégrer des centres de littératie de l'oral, développés en fonction des intérêts des élèves, de la langue et des tâches modélisées et pratiquées en groupe classe, pour leur permettre d'utiliser la langue de façon plus spontanée et autonome.



Ensuite, elle ajoute au répertoire linguistique des élèves des marqueurs de relation pour les aider à produire un message cohérent. M^{me} Turcotte modélise pour ensuite faire de la pratique guidée. Quand les élèves ont les outils linguistiques nécessaires, elle les invite à préparer une courte production orale en dessinant les trois éléments de leur routine qu'ils désirent partager.

À la suite de leur étude sur l'acquisition du français dans les classes d'immersion précoce de la 1^{re} à la 3^e année visant à explorer comment se déroule l'acquisition orale du français avec le prof. Joseph Dicks, la prof. Josée Le Bouthillier a poursuivi sa collaboration avec la prof. Renée Bourgoin de St. Thomas University. L'étude initiale ayant été interrompue par la pandémie, les profs. Le Bouthillier et Bourgoin ont continué à recueillir des échantillons de la communication orale spontanée d'élèves en élargissant leur champ de recherche aux élèves dans les classes d'immersion précoce de la 1^{re} à la 12^e année. À partir de la transcription de ces enregistrements, les chercheurs ont examiné la production linguistique orale des élèves du point de vue de la précision et de la fluidité. Des analyses plus approfondies des données sont toujours en cours. Les profs Le Bouthillier et Bourgoin combinent maintenant l'analyse et la théorisation dans le but de proposer des stades d'acquisition en s'inspirant de ceux de Krashen (1981) qui représentaient un contexte naturel d'acquisition de la langue, mais dans le contexte scolaire que sont les programmes d'immersion française.

Parallèlement aux analyses à des fins de recherche, les profs. Le Bouthillier et Bourgoin ont aussi travaillé avec la prof. Melissa Dockrill Garrett et les enseignantes, Nikki Bélanger-Turcotte et Jennifer Rogers, afin de disséminer les connaissances liées au soutien de l'acquisition du français parlé auprès d'élèves débutants en immersion française. Cette collaboration s'est soldée par des présentations professionnelles auprès de professionnels de l'immersion partout au Canada et par la publication d'un article dans une revue professionnelle.

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

L₂RIC Team Members / Membres de l'équipe IRL₂C

Julianne Gerbrandt, MEd

Untangling Threads of Care: Exploring Family Practices that Support Elementary French Immersion Students in Mathematics

Winner of the SSHRC Canada Graduate Doctoral Scholarship

(CGS-D)

(\$105,000 / 3 years)

Winner of the Webster Fellowship in Early Childhood Education

(\$35 000)

Winner of the Sherman Fellowship in Early Childhood Education

(\$20 000 / 2 years)

Winner of the O'Brien Foundation Fellowship

(\$4 500)



Under the supervision of Drs. Karla Culligan and David Wagner, this study explores how parents and caregivers support elementary French immersion (FI) students as they learn mathematics at school. This doctoral work focuses on examining the tensions of learning mathematics in FI, where both the discipline (mathematics) and the program (immersion) have been associated with gatekeeping in public education (Mady & Masson, 2018; Wagner, 2021). There are pervasive narratives about which characteristics are a "good fit" for FI, and these exclusionary ideas often reflect a deficit orientation towards parents.

This study explores emerging counternarratives that foreground relationships between home and school and how they impact families' experiences of learning mathematics in FI. This approach resists a school-centred orientation to family involvement and instead explores the possibility of a family orientation to student learning. In this study, Julianne will explore the ways that parents and caregivers support children's mathematics learning and schooling by asking the following research questions: (a) How are caregivers of students in the FI program supporting their children's mathematics *learning/schooling*? (b) How do caregivers adopt the roles of *learner*, *teacher*, and *leader* to support their children in mathematics? (c) How does the relationship between home and school influence the roles that caregivers adopt and the ways that they support mathematics learning and schooling? Drawing from feminist care ethics (Langford, 2019) and storytelling (Dupuis et al., 2022), this qualitative study combines individual in-depth interviews with participant journaling to shine light on how caregivers support elementary FI students in their learning of mathematics.

Julianne has completed her final comprehensive exam and is preparing to defend her research proposal. Data collection is expected to begin in 2024.

Melissa Dockrill Garrett, PhD

Investigating Strength-Based Practices Within a Dual-Dimensional Model to Inclusionary Student Learning



This study investigated the current use of strength-based practices within the context of New Brunswick's inclusive model of education. Since its adoption in the 1980s, various structures have been put in place to meet the diverse needs of the learners throughout the province. The roles of resource teachers and other student service team members resulted from these efforts. Targeted interventions, triaged through models such as the pyramid of interventions, serve as tools to provide students with the necessary supports to experience academic success.

This focus on student "gaps" has created a deficit-based approach to student learning that does not factor in student competency based on their existing strengths, interests, or passions. There has been an identified need to move beyond this solely support-oriented approach to inclusionary education to encompass one that values individual strengths and abilities, promoting positive learning environments conducive to student flourishing. Through the theoretical lenses of self-determination theory (Deci & Ryan, 2000) and of positive psychology's PERMAH model (Seligman, 2011), as well as Keyes' (2002) dual-dimensional model of wellbeing, this research set out to explore the various strength-based facets currently being applied and integrated within schools and classrooms throughout New Brunswick.

Findings uncovered several areas of professional dissonance causing tension between professional practices and philosophical beliefs. While including various examples of strength-based practices currently being applied in pockets of inclusionary schools and classrooms, this study explored, to a deeper extent, the specific elements involved in establishing a comfortable process for change for student leaders, classroom educators, prominent stakeholders, and students. The process for change that resulted in the study's findings highlighted the importance of the role of visionaries in promoting a shared vision to begin this shift and adoption of the strength-based paradigm within an inclusionary school culture. Several components of a strength-based mindset as well as corresponding practices were identified as being essential for the promotion of student success, wellbeing, and overall flourishing within New Brunswick's inclusionary education system. Theoretical and practical implications for educators and policymakers are delineated upon in the final discussion based on the salient findings of the study. Suggestions for future research were also explored.



Melissa Dockrill Garrett received her PhD at UNB's 68th Convocation Ceremony in Fall 2022.

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

Amy Katharine Bartlett, PhD Candidate

Literacy Instruction in Nunavut

There is widespread agreement that literacy (reading and writing) instruction for Nunavut students is falling short. According to the National Committee on Inuit Education (2011), "the reality of Inuit education in Canada is that too many of our [Inuit] children are not attending school, too few are graduating, and even some of our graduates are not equipped with an education that fully meets the Canadian standard" (p. 3). Justice Berger (2006) found that while students could converse in English, "their English skills [were not] sufficiently advanced to facilitate instruction in English" (p. v) and that the school system was not producing graduates competent in either language (Inuktitut or English). In response, the Nunavut Department of Education announced a literacy initiative to address these issues. According to the press release the intention is to provide a consistent way to teach and assess literacy skills. The release called this approach "balanced literacy" and described it as "a balance of direct and indirect instruction" including "strategies that use levelled reading and writing and word study." This approach was to be phased in over 3 years, beginning in January 2015, with full implementation in all grades in the 2016-2017 school year. Under the supervision of Dr. Paula Kristmanson, the focus of this research study will be to report the stories of the balanced literacy initiative for educators in Nunavut. What lessons can we learn from their stories about literacy instruction in a bilingual environment or about the implementation of educational initiatives in Nunavut? What are some commonalities in experiences across regions' roles? How are their experiences both shared and unique?

Katharine Bartlett is currently in the final writing phase of her PhD dissertation and is planning to defend in spring 2024.

Chris Van den Broeck, PhD

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



Under the supervision of Dr. Paula Kristmanson, this study explored the possibilities of adopting a critical approach to literacy in English for Academic Purposes (EAP) classrooms, through action research. The study explored the following research questions: The research questions were: *How would a critical approach to EAP (English for Academic Purposes) better inform my own teaching practices, and approaches to language teaching pedagogy, and what would the implications of a critical approach to EAP be for the learners?* With these questions in mind, Chris Van den Broeck examined the roles of EAP teachers, EAP learners, and the institutions in which they

are placed. Through a theoretical framework of critical pedagogy, inquiry, and literacy, the study examined whether EAP programmes might serve a dual purpose: to enhance language ability and proficiency in a way not usually approached in existing EAP curricula and texts, while potentially allowing for a deeper consideration of how EAP learners view themselves and their lived experiences within the academic discourse community. Through an exploration of these concepts came a more nuanced, meaningful understanding of the complex relationships between second language learners, their instructors, and the post-secondary institutions where they learn. Findings from research showed certain pedagogical and theoretical assumptions to teaching and learning in an EAP context, viewed through a critical lens to pedagogy, were validated; others were rejected or remained inconclusive. Potentials for further study, specifically in the domains of plurilingual pedagogies and pedagogical third spaces, were discussed.

Chris Van den Broeck received his PhD at UNB's 69th Convocation Ceremony in Fall 2023.

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

Andrea Dias, MEd

Understanding the Settlement Experiences of Newcomer Adult EAL Students as they Seek Belonging Within their New Communities in Urban New Brunswick

Under the co-supervision of Dr. Paula Kristmanson and Dr. Casey Burkholder, Andrea Dias explores the settlement experiences of newcomer adult EAL students as they seek belonging within their new communities in one urban New Brunswick city. In adopting a critical multicultural education framework, which uses a critical and transformative meta-orientation, identity work, anti-racist education, and culturally responsive teaching, this study explored how social interaction and belonging are understood by nine participants in one urban New Brunswick city. Using a case study methodology, Andrea triangulated the findings using a focus group, a participatory map-making activity, and individual interviews. Three themes emerged from the research and were discussed as: attachment and community, comfort and security, and local knowledge and local language. Andrea's study suggested implications for teachers, policymakers, settlement language organizations, and the larger community, including newcomers themselves.



Andrea Dias received her MEd in Spring, 2022.

L₂RIC's Contributions to the Faculty of Education at UNB / Contributions de l'IRL₂C à la Faculté d'éducation de l'UNB

Undergraduate Program

L₂RIC contributes to the Bachelor of Education program at UNB in numerous ways. Firstly, L₂RIC offers two certificate programs: the *Certificate in Teaching French as a Second Language / Le certificat en enseignement du français langue seconde* (CEFSL) and the *Certificate in Teaching English as a Second Language* (CTESL). Both undergraduate certificates focus on equipping future second/additional language (L2) educators with the pedagogical strategies and skills needed to teach in a variety of L2 environments (e.g., French immersion, intensive French, post-intensive French, French as an additional language, and English as an additional language). Included in the certificates are courses focused on L2 teaching and learning as well as field experience components. Candidates for the certificates also require an *advanced* (minimum B2) level of language proficiency.

Secondly, related to the language proficiency component, L₂RIC also supports students who are wishing to maintain or improve their linguistic skills. The “*Séances franco*” sessions, offered two evenings a week online, support FSL teacher candidates in building their linguistic competence and confidence. The *Séances franco* facilitator focuses on relevant topics (e.g., education-related topics, subject area specific topics) in order to stimulate discussion and provide students with corrective feedback.

Thirdly, team members at L₂RIC also contribute by serving on faculty committees such as field services, BEd program committee, awards committee, and admissions committee. This work involves supporting the Associate Dean and the Field Services Director in vetting applications of those interested in second/additional language specializations, interviewing potential FSL teacher candidates, choosing recipients for scholarships, bursaries and prizes (see below), and providing advice and support related to the BEd programs and practicum placements.

Finally, through a generous grant provided by Canadian Heritage, L₂RIC undergraduate students who specialize in L2 teaching have access to scholarships and prizes. Each academic year, to aid in recruitment, L₂RIC scholarships are awarded. Additionally, L₂RIC


contributes to the Viviane Edwards Scholarship for future FSL teachers from New Brunswick. Professor Emerita Edwards was the founding Director of L₂RIC. At fall convocation, two prizes are awarded to exemplary graduates who have made FSL teaching the focus of their Bachelor of Education program.



Some of L₂RIC's Bachelor of Education graduates celebrate their achievements at the 2022 Torch Ceremony.

Graduate Program

L2RIC offers a *Graduate Certificate in Bilingual and Multilingual Education*. This five-course certificate gives graduate students a solid background in a variety of theoretical and pedagogical concepts as well as current issues related to second language teaching and learning. A small award has also been established for deserving graduate students who specialize in bilingual and multilingual education.

<h2>Graduate Certificate in Bilingual and Multilingual Education</h2>	 <p>UNB UNIVERSITY OF NEW BRUNSWICK</p> <p>Second Language Research Institute of Canada Institut de recherche en langues secondes du Canada</p> <p>L2RIC</p>	<h2>Certificat de 2e cycle en éducation bilingue et multilingue</h2>	 <p>UNB UNIVERSITY OF NEW BRUNSWICK</p> <p>Second Language Research Institute of Canada Institut de recherche en langues secondes du Canada</p> <p>L2RIC</p>
<h3>Program Outcomes</h3> <ul style="list-style-type: none"> Enhance capacities to effectively teach and assess in second/additional language learning contexts. Consider skills and strategies for effective communication with second/additional language learners. Develop theoretical and practical expertise related to the teaching of students learning second/additional languages. Gain knowledge related to bilingual and multilingual programming in diverse learning contexts. Develop background related to principles and practices to support students from diverse linguistic and cultural backgrounds. Enhance understanding of inclusive and culturally-responsive educational design and instruction. 	<h3>Courses</h3> <ul style="list-style-type: none"> Foundations of Bilingual and Multilingual Education (ED6103). Teaching and Learning in Multilingual Contexts (ED6110). Electives include courses related to diversity, inclusion, and second/additional language pedagogies. The 2 required courses for this certificate are both offered online. The 3 electives can be chosen from online or distance options. Credits from the certificate can be transferred to an M.Ed within a 5-year time frame. 	<h3>Résultats du programme</h3> <ul style="list-style-type: none"> Améliorer les capacités à enseigner et à évaluer efficacement dans des contextes d'apprentissage d'une langue seconde/additionnelle. Considérer les compétences et les stratégies pour une communication efficace avec les apprenants en langue seconde/additionnelle. Développer une expertise théorique et pratique liée à l'enseignement des étudiants apprenant des langues secondes/additionnelles. Acquérir des connaissances liées à la programmation bilingue et multilingue dans divers contextes d'apprentissage. Développer des connaissances liées aux principes et aux pratiques pour soutenir les étudiants de divers horizons linguistiques et culturels. Améliorer la compréhension de la conception et de l'enseignement de l'éducation inclusive et adaptée à la culture. 	<h3>Cours</h3> <ul style="list-style-type: none"> Fondements de l'éducation bilingue et multilingue (ED6103). Enseignement et apprentissage dans des contextes multilingues (ED6110). Les cours au choix comprennent des cours liés à la diversité, à l'inclusion et aux pédagogies des langues secondes/additionnelles. Les 2 cours obligatoires pour ce certificat sont tous 2 offerts en ligne. Les 3 cours au choix peuvent être choisis parmi les options en ligne ou à distance. Les crédits du certificat peuvent être transférés à un M.Ed dans un délai de 5 ans.
<h3>Students can enrol in the certificate program to...</h3> <ul style="list-style-type: none"> Meet ongoing professional development needs. Gain further experience and expertise in an area of interest. Facilitate the transition to a Master of Education program. 	<p>This 15-credit hour graduate certificate, consisting of 1 courses (2 required and 3 electives) can be completed year. Candidates are provided a 5-year time frame for completion.</p> <p>For more information: https://www.unb.ca/second-language/programs/ https://www.unb.ca/federictom/education/grad/certificates/bilingual</p> <p>(506) 453-5136 L2RIC@unb.ca @L2RIC</p>	<h3>Les étudiants s'inscrivent au programme pour...</h3> <ul style="list-style-type: none"> Poursuivre leur développement professionnel. Acquérir une expérience et une expertise supplémentaires dans un domaine d'intérêt. Faciliter la transition vers un programme de maîtrise en éducation. 	<p>Ce certificat de 15 crédits, composé de 5 cours (2 obligatoires et 3 au choix) peuvent être suivis en an. Les candidats disposent d'un délai de 5 ans pour terminer le certificat.</p> <p>Pour plus d'informations : https://www.unb.ca/second-language/programs/ https://www.unb.ca/federictom/education/grad/certificates/bilingual.html</p> <p>(506) 453-5136 L2RIC@unb.ca @L2RIC</p>

In addition to delivering courses for this specialized graduate certificate, L2RIC members are also involved in the graduate program through teaching courses in research methodology, supervising graduate student research, and participating in committee work such as the Works in Progress Series (WIPS), research ethics, and graduate studies committees.



L2RIC team members in their academic regalia.

Recognizing Excellence and Service/ Reconnaissance de l'excellence

Dr. Paula Kristmanson: University of New Brunswick Teaching Scholar Award

Considered one of the highest recognitions of teaching excellence at UNB, the award of University Teaching Scholar honours University of New Brunswick teachers who have demonstrated a consistently high level of teaching excellence and teaching-related activities. Dr. Paula Kristmanson was both humbled and honoured to have been nominated for this award. To have been chosen as one of the two recipients reflects the importance that Dr. Kristmanson places on teaching and learning.



Dr. Paula Kristmanson at the President's award ceremony in May, 2022.

Canadian Journal of Applied Linguistics / La Revue canadienne de linguistique appliquée



The Canadian Journal of Applied Linguistics (CJAL) is an open access, bilingual, scientific, and professional journal that publishes empirical research, theoretical articles, essays, and original literature reviews.

L₂RIC's Dr. Josée Le Bouthillier serves as French Editor for the Canadian Journal of Applied Linguistics / La Revue canadienne de linguistique appliquée.

Access the latest issue of CJAL on their [website](#).

Consultative Committee for CBC Radio-Canada: Mauril Language Learning Application

L₂RIC's Dr. Karla Culligan has been a member of Mauril's Consultative Committee since 2020. In 2021, Mauril launched its [website](#) and free application.



Testez vos aptitudes de compréhension orale grâce au contenu audio et vidéo de CBC et Radio-Canada. Progressez à votre rythme et sortez de votre zone de confort en relevant des défis linguistiques au quotidien. Mauril vous aidera à prendre confiance en anglais ou en français, et ce, dans n'importe quel contexte. (<https://mauril.ca/fr/>)

Mauril uses 100% Canadian content from CBC and Radio-Canada's vast audio-visual libraries. The learning content you will see on Mauril includes television series, documentaries, news and current affairs shows, and a variety of podcasts. (<https://mauril.ca/en/why-mauril/>)

Mauril is "a fun and engaging way to learn French and English."



Prof. Karla Culligan et l'équipe Mauril à Radio-Canada, Montréal, les 23-24 février 2023.

L₂RIC Featured in UNB's Researcher Introductions Video Project

In September 2022, UNB's Vice-President (Research) and Office of Research Services issued a call to faculties and departments across campus to help in their efforts to promote awareness of the important and impactful research taking place at UNB—and the people responsible for it.

The Vice-President (Research) and Office of Research Services invited all researchers to create a short video that answered three key questions:

1. Who are you?
2. What are you working on/what is your research area?
3. Why is it important/what is the impact of your work?

L₂RIC accepted this invitation and worked with Marc Bragdon, Head of the Harriet Irving Library Research Commons at UNB Libraries, to produce a video using the technology available in the [Lightboard Studio](#) at the Research Commons. Dr. Paula Kristmanson, Dr. Karla Culligan, Dr. Josée Le Bouthillier, Dr. Melissa Dockrill Garrett, and Julianne Gerbrandt are all featured in the video.



Researcher Introductions: Second Language Research In...

University of New Brunswick

L₂RIC's Researcher Introductions video can be found on our website at <https://www.unb.ca/second-language/research/>

Grants / Subventions

In addition to L₂RIC's generous funding from Canadian Heritage–Official Languages in Education, during this time frame, L₂RIC and its members also received the following research and project funding:

- **Research Grant from Canadian Association of Second Language Teachers (CASLT) for the FSL Teacher Education Project**
- **Canadian Heritage Supplementary Funds for FSL Teacher Retention and Recruitment for Séances Franco Language Improvement and Support Sessions**
- **SSHRC Insight Grant (2022-2026) for the collaborative research project, Migration and Indigenous contexts of Mathematics Education (MIME): Changing storylines with strength-based pedagogies**

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

Canada 



Scholarships / Bourses

Between 2021 and 2023, L₂RIC awarded 19 undergraduate prizes and bursaries, 3 graduate prizes, and 2 graduate scholarships. L₂RIC also awarded 40 Certificates in Teaching French as a Second Language (CTFSL) and 50 in Teaching English as a Second Language (CTESL).

Entre 2019 et 2021, l'IRL₂C a accordé 19 prix et bourses au niveau du BÉd, 3 prix au niveau du 2^e et 3^e cycle, et 2 bourses au niveau du 2^e et 3^e cycle. L'IRL₂C a aussi délivré 40 certificats en enseignement du français langue seconde (CEFLS) et 50 de l'anglais langue seconde (CTESL).

Graduate Scholarships / Bourses de 2^e et 3^e cycles

2021-2022

Second Language Research Institute of Canada Doctoral Scholarship: **Julianne Gerbrandt**

2022-2023

Second Language Research Institute of Canada Doctoral Scholarship: **Julianne Gerbrandt**

Graduate Prizes / Prix de 2^e et 3^e cycles

2021-2022

Graduate Award in Bilingual and Multilingual Education: **Krista Reynolds**

2022-2023

Graduate Award in Bilingual and Multilingual Education: **Kerry Underhill, Mitch Cassie**



Krista Reynolds received her MEd degree at UNB's 68th Convocation Ceremony in Fall 2022.

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

2021-2022

Ernest & Blanche LeBel Picot Scholarship: **Jadine Krist**

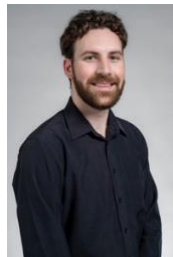
Evelyn Walker Memorial Bursary: **Jessica Bouchie**

Second Language Research Institute of Canada Scholarship: **Alex Hernandez, Samuel MacDonald**

Viviane Edwards Scholarship in Second Language Education: **Jenna Keilty**

Séances franco Bursary: **Reagan Dickinson and Jessica Bouchie**

Second Language Research Institute Prize: **Sylvie Fecteau, Cedric Deschamps, Tatiana Desender**



Erik Dionne



Reagan Dickinson



Jessica Bouchie

2022-2023

Ernest & Blanche LeBel Picot Scholarship: **Rosalie Halls**

Second Language Research Institute of Canada Scholarship: **Randi Gallagher, Alec Lepage, Lyndia Belczewski, Madeleine Leger**

Viviane Edwards Scholarship in Second Language Education: **Erik Dionne**

Séances franco Bursary: **Morgan Clapp, Bailey Langford, Randi Kennedy, Megan Hume, Anna Chandra, Olivia Hodgson**

Second Language Research Institute Prize: **Alex Hernandez, Taylor Paradis**



Some of L₂RIC's award recipients at the 2023 summer showcase. From left to right: Randi Kennedy, Olivia Hodgson, Bailey Langford, Madeleine Leger, and Morgan Clapp.

**Félicitations à tous nos récipiendaires !
Congratulations to all our recipients!**

Certificat en enseignement du français langue seconde (CEFLS)

2021-2022

Alex Hernandez
Anna Wetzl
Avary Fileds
Bea Lougheed
Cameron Stanley
Emily LeBlanc
Jadine Krist
Jenna Keilty
Jessica Bouchie
Kathryn Cassidy
Maggie Porter
Mary Sutherland
Maxine Lemieux
Reagan Dickinson
Ricky Dennill
Sam MacDonald
Selina Fabbri
Tess Allen
Veronique Russell

2022-2023

Anna Chandra
Bailey Langford
Breanna Hall
Chantal Prémont
Eleonore Gravel
Erik Dionne
Heidi Carpentier
Kevin Lavigne
Kristen LeBlanc
Lyndia Belczewski
Madeleine Leger
Madison Lee
Manon Melanson
Megan Hume
Nick Robertson
Olivia Hodgson
Randi Gallagher
Rosalie Halls
Sara Thompson
Sarah MacDonald
Sarah Williams



Dr. Karla Culligan with Jadine Krist, Alex Hernandez, and Jessica Bouchie at Languages Without Borders in March 2023.

Certificate in Teaching English as a Second Language (CTESL)

2021-2022

Alex Pardy
Brittany Gurman
Brooke Brown
Catherine Moret-Lewis
Chris Winch
Colin Sharpe
Denise St. Pierre
Elizabeth Aarts
Eric Pilon
Gabrielle Gionet
Grant Takacs
Jacob Rozenberg
Jacob Sangster
Jessica Auger
Kalina Ouellette
Kelby Gass
Kylie Weir
Leslie-Anne Berry
Madeline Kennedy
Maxime LeMieux
Misty McKinney
Owen Foreman
Rebecca Sinclair
Robert Lynn
Sameera Yusuf
Shelley Perry
Sydney Morrison
Taylor Paradis

2022-2023

Abigail Bonnar
Adam Young
Aiden Kelly
Alec Lepage
Benjamin J. Dawson
Courtney Ross
Daniela Lobo Mojica
Danielle Piechota
Jessica Magleave
Jody McCleary
John Harley
Kara Hogan
Lauren Gallagher
Michael Wilson
Mike Washburn
Nicole Matous
Rowan Little
Ryan Cormier
Sarah Levita
Taheera Mamujee
Taylor Farquhar
Taylor Wood

*Dr. Paula Kristmanson
with Taylor Paradis at
the 2022 Torch
Ceremony*



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

Graduate Certificate in Bilingual and Multilingual Education

2021-2022

Krista Reynolds

2022-2023

Anna Morneau
Kerry Underhill
Lisa Gillespie
Mallory Cunningham
Mitch Caissie



Dr. Karla Culligan seated with two of her graduate students, Julianne Gerbrandt and Jadine Krist.

Service and Community / Service et communauté

Throughout 2021-2023, L₂RIC team members were involved in various ways with consultations and service to the educational community.

Academic Initiatives / Initiatives académiques

- Dr. Karla Culligan
 - Member of Consulting Committee for CBC's *Le Mauril* Language Learning App Project, CBC/Radio-Canada, Montreal, QC, Canada
 - Consultation with UNB Department of French to explore French pathways
 - Consultation with the Director of the Canadian Association of Second Language Teachers to discuss Evolving FSL in New Brunswick
 - Consultation with Mitacs regarding funding partnership opportunities
 - Consultation with CAN (Commission d'Amérique du Nord) de la FIPF (Fédération internationale des professeurs de français) for the 6^e journée d'étude de CAN-FIPF
 - Member of Social Sciences and Humanities Research Council (SSHRC) Doctoral Awards National Committee
 - Member of Editorial Review Board for the Canadian Journal of Action Research
 - Member of Editorial Advisory Board for the Canadian Journal of Applied Linguistics
- Dr. Melissa Dockrill Garrett
 - Editor for *Antistasis Open Educational Journal*
 - Member of the *S'entreprendre* Research Group
- Dr. Josée Le Bouthillier
 - French Editor for *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*
- Dr. Paula Kristmanson
 - Chair of UNB Senate Admissions Committee
 - Member of UNB Senate Nominating Committee
 - Consultation with UNB Department of French to explore French pathways
 - Member of SSHRC Insight Grants selection committee
 - Member of Editorial Advisory Board of *TESL Canada Journal*
 - Member of Review Panel for *Canadian Journal of Action Research*

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

- Dr. Karla Culligan:
 - Member of FSL Working Group
 - Consultation with Bill Hogan, Education Minister, to discuss Evolving FSL in New Brunswick
 - Consultation with Ryan Jones, Math and Science Learning Specialist, to

- discuss Grades 10 & 11 Mathematics Curriculum
- Dr. Josée Le Bouthillier:
 - Member of FSL Ministerial Advisory Committee
 - Member of NB Department of Education and Early Childhood Development French Immersion Curriculum Development Advisory Committee
- Dr. Paula Kristmanson:
 - Member of NB Department of Education and Early Childhood Development Executive Steering Committee
 - Member of NB Department of Education and Early Childhood Development EAL Working Committees

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

- Dr. Karla Culligan
 - Communications Officer on the Executive Council of the Canadian Association of Applied Linguistics
 - National Council Representative for New Brunswick of the Canadian Association of Second Language Teachers
 - Member of FSL Teacher Education Consortium
 - Judge for the University of New Brunswick Graduate Research Conference
 - Mentor in the Mentorship Program of the Canadian Association of Applied Linguistics
- Dr. Josée Le Bouthillier
 - French Editor for *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*
 - French Linguistic Editor for *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*
 - Member of the FSL Teacher Education Consortium
 - Member of research team for the French Immersion Reading Diagnostic Tool led by the Greater Essex County District School Board
 - Membre de l'Association canadienne des professionnels de l'immersion
 - Participante à la table ronde sur la collaboration interfacultaire des professeurs de la didactique du français en contexte minoritaire et en français langue seconde (Campus Saint-Jean, Alberta University)
 - Consultant for the Joint French Immersion Initiative by Department of Education of Newfoundland and Labrador & Memorial University
 - Consultant on the Ministry of Heritage Canada's initiative for young beginning learners of French
- Dr. Paula Kristmanson:
 - Past-President of TESL Canada
 - Co-Secretary/Treasurer TESL NB
 - Member of FSL Teacher Education Consortium

Knowledge Transfer / Transfer du savoir

Publications / Publications

Academic Articles & Book Chapters

- Culligan, K. (2021). Students' oral communication in the high school French immersion mathematics classroom. *Research Briefs, Canadian Association of Immersion Professionals*. <https://membre.acpi.ca/article/students-oral-communication-in-the-high-school-french-immersion-mathematics-classroom/>
- Culligan, K., Battistuzzi, A., Wernicke, M., & Masson, M. (2023). Teaching French as a second language (FSL) in Canada: Convergence points of language, professional knowledge, and mentorship from teacher preparation through the beginning years. *Canadian Modern Language Review [Special issue: Teaching French in a minority setting: Practices, policies, cultures and learning]*, 79(4), 352-370. <https://doi.org/10.3138/cmlr-2022-0059>
- Culligan, K., DeWolfe, S., & Simensen, A. M. (2023). Challenges, opportunities, and key questions in research for Mathematics in Indigenous and Migrational (MIM) contexts through a language-focused lens. *Journal of Mathematics and Culture [Special issue: Mathematics Education in Indigenous and Migrational Contexts: Storylines, Cultures and Strength-based Pedagogies]*, 17(3), 145-161. <https://journalofmathematicsandculture.wordpress.com/2023/06/06/journal-of-mathematics-and-culture-volume-17-number-3-2/>
- Garrett, M. D. (2023). Explorer les impacts de l'application des forces à l'apprentissage et à l'engagement des élèves dans le contexte de l'immersion française au niveau élémentaire. *Recherches en bref, Association canadienne des professionnelles en immersion*. <https://membre.acpi.ca/zone-pedagogique/recherches-en-bref/>
- Garrett, M. D. et Le Bouthillier, J. (submitted). La mobilisation des forces dans le développement du professionnalisme collaboratif de futurs enseignants. *Cahiers de l'ILOB*.
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- Le Bouthillier, J. et Bourgoïn, R. (2022). Communication orale et évaluation formative pour l'apprentissage dans les centres de littératie en immersion française. *Cahiers de l'ILOB*, 1, 163-183. [10.18192/olbij.v12i1.5966](https://doi.org/10.18192/olbij.v12i1.5966)
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- Le Bouthillier, J., Bourgoïn, R. et Garrett, M. D. (2022). Le rôle du jeu symbolique dans la motivation intrinsèque à s'exprimer à l'oral dans une langue seconde au primaire. *Revue de l'AQEFLS*, 35(1), 1-12. <https://doi.org/10.7202/1095061ar>
- Le Bouthillier, J. et Garrett, M. D. (2023). Exploration de la construction de l'identité professionnelle des enseignants en formation initiale par l'utilisation de leurs forces inhérentes. *Recherches en bref, Association canadienne des professionnelles en immersion*. <https://membre.acpi.ca/zone-pedagogique/recherches-en-bref/>
- Le Bouthillier, J. et Kristmanson, P. (accepted). Rôle d'une initiative d'appoint linguistique dans la réussite d'entretien d'évaluation de la production orale auprès de futurs enseignants de français langue seconde non natifs. *Revue de l'AQEFLS*.
- Le Bouthillier, J., & Kristmanson, P. (2023). Becoming a French second language teacher: Supporting confidence and competence. *Second Language Teacher Education Journal*, 2(1), 21-42.
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<https://doi.org/10.7202/1097033ar>

Professional Articles

- Culligan, K. (2023). Le développement du vocabulaire et les questions ouvertes pour favoriser la communication orale en mathématiques en IF au secondaire. *Journal de l'immersion*, 45(2), 48-52.
- Culligan, K., & Kristmanson, P. (2021). Supporting beginning FSL teachers: Considerations for administrators. *Journal de l'immersion*, 43(3), 32-36.
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- Garrett, M. D. (2022). Applying pretend play in bilingual and multilingual classroom settings for the promotion of oral language production. *Réflexions*, 41(2), 21-24.
- Garrett, M. D. et Le Bouthillier, J. (2023). L'étayage et les forces inhérentes : une expérience d'apprentissage du français en immersion réussie. *Journal de l'immersion*, 45(1), 23-27.
- Garrett, M. D., Rogers, J., Bélanger-Turcotte, N. et Le Bouthillier, J. (2023). Comment soutenir l'acquisition de la langue orale auprès des élèves débutants : une séquence d'enseignement. *Journal de l'immersion*, 45(1), 16-21.
- Le Bouthillier, J. (2021). La place de l'anglais dans les classes d'immersion française. *Journal de l'immersion*, 43(3), 28-31.
- Le Bouthillier, J. et Bourgoin, R. (2022). Aider les auteurs des programmes d'immersion française à améliorer leurs textes. *Journal de l'immersion*, 44(1), 49-52.
- Le Bouthillier, J., & Garrett, M. D. (submitted). Mobilizing strengths in the development of French second language teacher identity. *Canadian Modern Languages Review*.
- Roy, S. et Le Bouthillier, J. (2021). L'identité bilingue et multilingue. *Journal de l'immersion*, 43(3), 15-18.

Presentations / Présentations

Academic Conferences

Arnott, S., Kristmanson, P., & Wernicke, M. (2022, May 13–5). *Rethinking language proficiency through the lens of FSL teacher recruitment and retention: Towards a shared vision* [Presentation]. Symposium: Beyond linguistic surveillance: Demystifying access and support for French language development. Canadian Association of Applied Linguistics (ACLA), Ottawa, Ontario, Canada.

Battistuzzi, A., Culligan, K., & Kristmanson, P. (2023, March 18–21). *Linguistic mentorship: Identity, access, and standardization*. In M. Wernicke & S. Arnott (Chairs), *Understanding mentorship through practice: Conflicting approaches in a minority language teacher education context* [Symposium]. American Association of Applied Linguistics (AAAL) Conference, Portland, OR, USA.

Bourgoin, R., & Le Bouthillier, J. (2021, December 2–3). *A task-based framework for oral language instruction in support of young language learners in instructed SLA contexts* [Presentation]. 4th Bialystok-Kiev Conference on Theoretical and Applied Linguistics (TALC), Bialystok, Poland.



Dr. Paula Kristmanson (second from right) with colleagues at the American Association of Applied Linguistics Conference in March 2023.

Bourgoin, R., & Le Bouthillier, J. (2022, March 24–26). *Exploring the potential of design-based research in developing theories of effective instruction in elementary language/literacy classes* [Presentation]. 8th International Conference on Education (ICEDU 2022), Pitakotte, Sri Lanka.

Bourgoin, R., et Le Bouthillier, J. (2022, 9–13 mai). *Supports pédagogiques pour les apprenants débutants en immersion française* [Présentation]. 89^e congrès de l'Acfas.

- Bourgoin, R., & Le Bouthillier, J. (2022, May 12–20). *Supporting second language oral production during play-based learning in early French immersion* [Presentation]. Language and Literacy Research of Canada Pre-Conference, Congress 2022.
- Bourgoin, R., & Le Bouthillier, J. (2022, May 13–15). *Designing oral language tasks for young language learners in French immersion* [Presentation]. Canadian Association of Applied Linguistics (ACLA), Ottawa, Ontario, Canada.
- Bourgoin, R., & Le Bouthillier, J. (2022, June 23–25). *Professional identities of French immersion teachers and their beliefs regarding oral language acquisition* [Presentation]. International psychology of Language Learning Conference, Sydney, Nova Scotia, Canada.
- Bourgoin, R., & Le Bouthillier, J. (2022, July 7–8). *Language and content learning through pretend play in Early French immersion* [Presentation]. World CLIL Conference 2022, The Hague, Netherlands.
- Bourgoin, R. et Le Bouthillier, J. (2023, 8–12 mai). *Développement du langage oral chez les élèves en immersion française : profils, trajectoires, forces et domaines de croissance* [Présentation]. Colloque sur l'oral, Acfas 2023, Montréal, Québec.
- Bourgoin, R., & Le Bouthillier, J. (2023, May 27–29). *Formative assessment practices and the development of oral language skills in elementary French immersion* [Presentation]. Canadian Association of Applied Linguistics (ACLA), York University, Toronto, Canada.
- Culligan, K. (2022, November 8–10). *Challenges, opportunities, key questions for research in MIM contexts*. In K. Culligan (Chair), *Challenges, opportunities, key questions for research in MIM contexts* [Symposium]. Mathematics in Indigenous and Migrational Contexts (MIM) Conference, Alta, Norway.
- Culligan, K., & Kristmanson, P. (2022, May 13–15). *Enhancing confidence and competence: Addressing language goals of FSL teachers* [Presentation]. In *Beyond linguistic surveillance: Demystifying access and support for French language development* [Symposium]. Canadian Association of Applied Linguistics (ACLA), Ottawa, Ontario, Canada.
- Culligan, K., & Kristmanson, P. (2022, May 12–20). *Symposium: How do we prepare future FSL teachers? A snapshot of teacher education programs across Canada (FSL Teacher Education in the Eastern Region: Variability, Challenges, Initiatives* [Presentation]. Canadian Association for Teacher Education (CATE), Ottawa, Ontario, Canada.
- Culligan, K., & Kristmanson, P. (2022, June 23–25). *Linguistic and professional identity of beginning teachers of French as a second language* [Presentation]. International Association for the Psychology of Language Learning PLL4 Conference, Sydney, Nova Scotia, Canada.
- Culligan, K., & Kristmanson, P. (2023, May 27–29). *Beginning French Second language teachers in eastern Canada: A glimpse into linguistic and professional identity* [Presentation]. Canadian Association of Applied Linguistics (ACLA), York University, Toronto, Canada.

- Culligan, K., Kristmanson, P., Le Bouthillier, J., Garrett, M., & Gerbrandt, J. (2023, April 26). *A synopsis of major research projects undertaken by the Second Language Research Institute of Canada (L₂RIC) over the past three years* [Presentation]. New Brunswick Education Research Symposium (NBERS), St. Thomas University, Fredericton, New Brunswick, Canada.
- Garrett, M. D. (2022, June 23–25). *Practices for enhancing student engagement and motivation in French second language learning* [Presentation]. Psychology of Language Learning Conference (PLL4), Cape Breton, Nova Scotia, Canada.
- Garrett, M. D. (2023, 8–12 mai). *Les pratiques axées sur les forces dans le cadre d'un modèle bidimensionnel d'apprentissage inclusif des élèves* [Présentation]. 90^e Congrès de l'Acfas. Montreal, Canada.
- Garrett, M. D. (2023, May 4–6). *Strength-based approaches to supporting exceptional students in the elementary French Immersion Elementary classroom* [Presentation]. Conference for Bilingualism and Multilingualism: Transversal Competences, Mobility, and Well-Being: Centre canadien d'études et de recherche en bilinguisme et aménagement linguistique (CCERBAL), Ottawa, Ontario, Canada.
- Garrett, M. D. (2023, May 27–29). *Teacher perception of support services in New Brunswick French Immersion Program* [Presentation]. Canadian Association of Applied Linguistics (ACLA), York University, Toronto, Canada.
- Garrett, M. D. et Le Bouthillier, J. (2023, May 8–12). *Intégrer des approches basées sur les forces pour améliorer l'engagement et la réussite des élèves* [Présentation]. 90^e Congrès de l'Acfas. Montreal, Canada.
- Garrett, M. D., & Le Bouthillier, J. (2023, May 27–29). *The use of inherent strengths in becoming a teacher* [Presentation]. Canadian Association of Applied Linguistics (ACLA), York University, Toronto, Canada.
- Garrett, M., Le Bouthillier, J., & Kristmanson, P. (2023, July 17–21). *Investigating the application of strength-based practices for students with exceptionalities to promote inclusion and belonging in the second language learning context* [Presentation]. Association internationale de la linguistique appliquée (AILA), Lyon, France.
- Gerbrandt, J. (2022, March 5). *Investigating systemic barriers to French immersion through school mathematics* [Presentation]. University of Manitoba Graduate Student Research Symposium.
- Gerbrandt, J. (2022, May 6). *Exploring mathematical competence as manifestations of cultural capital within the context of French immersion* [Presentation]. University of New Brunswick Graduate Research Conference, Fredericton, New Brunswick, Canada.
- Gerbrandt, J. (2022, May 12–20). *Investigating systemic barriers to Early-French immersion through school mathematics* [Presentation]. Canadian Society for the Study of Education Conference, Ottawa, Ontario, Canada.
- Gerbrandt, J. (2022, June 4). *(P)ower, (h)ope, and (d)espair: Beginning a PhD during COVID-19* [Presentation]. Atlantic Education Graduate Student Conference, Fredericton, New Brunswick, Canada.

Gerbrandt, J. (2022, June 23–25). *Confronting despair: A study at the intersection of immersion, mathematics, and critical research* [Presentation]. Psychology of Language Learning Conference, Sydney, Nova Scotia, Canada.

Gerbrandt, J. (2023, March 3–4). *Mathematical competence and French immersion in New Brunswick: Exploring gatekeepers to official language bilingualism* [Presentation]. Jean-Paul Dionne Symposium, Ottawa, Ontario, Canada.

Gerbrandt, J. (2023, March 24). *Bringing Bourdieu into mathematics education research* [Presentation]. University of New Brunswick Graduate Research Conference, Fredericton, New Brunswick, Canada.

Gerbrandt, J. (2023, May 29). *A practitioner's guide to navigating educational theory: My journey through the weeds* [Presentation]. Canadian Society for the Study of Education. Toronto, Canada.

Gerbrandt, J. (2023, June 10–11). *Research with or research on: Exploring tensions between ethics, values, and respect* [Presentation]. Atlantic Education Graduate Student Conference, Fredericton, New Brunswick, Canada.

Gerbrandt, J., & Culligan, K. (2022, May 13–15). *Mathematics as gatekeeper? Investigating systemic barriers to French immersion through a Bourdieuan lens* [Presentation]. Canadian Association of Applied Linguistics (ACLA), Ottawa, Ontario, Canada.



Dr. Paula Kristmanson, Dr. Josée Le Bouthillier, and Dr. Melissa Dockrill Garrett at the Canadian Association of Applied Linguistics Conference in 2023.

Gerbrandt, J., & Culligan, K. (2023, May 27–29). *Bringing Bourdieu into French immersion: Beyond the concept of cultural capital* [Presentation]. Canadian Association of Applied Linguistics (ACLA), York University, Toronto, Canada.

- Kristmanson, P., & Le Bouthillier, J. (2022, June 23–25). *Teacher candidates of French as a second language and the construction of a professional identity* [Presentation]. International Psychology of Language Learning Conference, Sydney, Nova Scotia, Canada.
- Le Bouthillier, J., & Bourgoïn, R. (2022, March 24–26). *Using linguistic scaffolds to support oral fluency and accuracy for young second language learners* [Presentation]. 8th International Conference on Education (ICEDU 2022), Pitakotte, Sri Lanka.
- Le Bouthillier, J. et Bourgoïn, R. (2022, 9–13 mai). *L'évaluation formative des compétences orales en immersion française lors de tâches autonomes* [Présentation]. 89^e congrès de l'Acfas.
- Le Bouthillier, J., & Bourgoïn, R. (2022, May 13–15). *Using design-based research to develop theories of effective L2 oral instruction in French immersion* [Presentation]. Canadian Association of Applied Linguistics (ACLA), Ottawa, Ontario, Canada.
- Le Bouthillier, J., & Bourgoïn, R. (2022, June 23–25). *The role of symbolic play in intrinsic motivation to express oneself orally in a second language in primary school* [Presentation]. International Psychology of Language Learning Conference (PLL4), Sydney, Nova Scotia, Canada.
- Le Bouthillier, J., & Bourgoïn, R. (2022, July 7–8). *Supporting oral language production through small group instruction in Grade 1 French immersion* [Presentation]. World CLIL Conference 2022, The Hague, Netherlands.
- Le Bouthillier, J., & Bourgoïn, R. (2023, March 18). *Oral language development of French immersion students: Profiles, trajectories, strengths, and areas for growth* [Presentation]. American Association for Applied Linguistics (AAAL) Conference, Portland, Oregon, USA.
- Le Bouthillier, J., & Bourgoïn, R. (2023, May 27–29). *Oral language development of French immersion students: Profiles, trajectories, strengths, and areas for growth* [Presentation]. Canadian Association of Applied Linguistics (ACLA), York University, Toronto, Canada.
- Le Bouthillier, J., & Garrett, M.D (2023, May 4–6). *Mobilizing strengths in the development of French second language teacher identity* [Presentation]. Conference for Bilingualism and Multilingualism: Transversal Competences, Mobility, and Well-Being: Centre canadien d'études et de recherche en bilinguisme et aménagement linguistique (CCERBAL), Ottawa, Ontario, Canada.
- Le Bouthillier, J. et Garrett, M. D. (2023, May 8–12). *Domaines de difficultés vécues par les élèves ayant un plan personnalisé en immersion* [Présentation]. 90^e Congrès de l'Acfas. Montreal, Québec, Canada.
- Le Bouthillier, J. et Garrett, M.D (2023, May 8–12). *Mobilisation des forces dans le développement de l'identité d'une future enseignante de français langue seconde* [Présentation]. 90^e Congrès de l'Acfas, Montréal, Québec, Canada.
- Le Bouthillier, J., Garrett, M., & Kristmanson, P. (2023, July 17–21). *French as a second language (FSL) teacher candidates and the construction of a professional identity* [Presentation]. Association internationale de la linguistique appliquée (AILA), Lyon, France.

- Le Bouthillier, J., Culligan, K., & Kristmanson, P. (2022, April 22–25). *Pre-service teachers of French as a second language and the construction of a professional identity* [Presentation]. AERA, San Diego, California, USA. DOI:10.3102/IP.22.1885269
- Le Bouthillier, J., Culligan, K., Michaud, L., & Kristmanson, P. (2021, August 15–21). *Experiential and embedded professional learning (PL) for educators in immersion*. In R. Fielding & D. Teddick (Chairs), *S170: The dynamics and challenges of teacher education for immersion and CLIL contexts: Preparing teachers to integrate language and content* [Symposium]. Association internationale de la linguistique appliquée (AILA), Groningen, Netherlands.
- Le Bouthillier, J., & Kristmanson, P. (2022, June 23–25). *French as a second language teacher candidates and the construction of a professional identity* [Presentation]. International Psychology of Language Learning Conference (PLL4), Sydney, Nova Scotia, Canada.
- Le Bouthillier, J., Kristmanson, P. et Michaud, L. (2023, 8–12 mai). *Rôle d'une initiative d'appoint linguistique dans la réussite d'entretien d'évaluation de la production orale auprès de futurs enseignants de français langue seconde non natifs* [Présentation]. 90^e Congrès de l'Acfas. Montreal, Québec, Canada.
- Le Bouthillier, J. et Michaud, L. (2022, 9–13 mai). *Confiance et capacités langagières orales en français langue seconde d'enseignant.es en formation initiale en enseignement* [Présentation]. Colloque sur l'oral, Congrès virtuel de l'Acfas.
- Vautour, L., & Gerbrandt, J. (2023, June 10–11). *Stepping into a family math night: Reflections on vulnerability* [Presentation]. Atlantic Education Graduate Student Conference, Fredericton, New Brunswick, Canada.
- Wagner, D., & Gerbrandt, J. (2022, November 8–10). *Conflict, hope, and action in mathematics education storylines in Indigenous and immigration contexts* [Presentation]. Mathematics in Indigenous and Migrational Contexts Conference, Alta, Norway.

Invited Presentations

- Arnott, S., Culligan, K., & Wernicke, M. (2021, October 1). *FSL teacher education project updates* [Invited presentation]. CASLT AGM & Networking Day.
- Arnott, S., Culligan, K., & Wernicke, M. (2021, October 1). *Dernière nouvelles sur le projet sur la formation des enseignants de FLS* [Présentation invitée]. CASLT AGM & Networking Day.
- Culligan, K. (2021, November 21). *Students' oral communication in the high school French immersion mathematics classroom* [Invited presentation]. ACPI Jasette pédagogique. <https://membre.acpi.ca/evenement-info/jasette-pedagogique-favoriser-loral-spontane-des-eleves-en-immersion-par-lutilisation-de-declencheurs-de-parole/>
- Culligan, K. (2022, February 4). *Enseigner en immersion en temps de la pandémie et l'importance de la communication orale dans l'acquisition d'une langue seconde*

[Keynote]. Congrès virtuel pour l'immersion française, CASLT & Winnipeg School Division, Winnipeg, Manitoba, Canada.

Culligan, K. (2023, April 21). *Développement du vocabulaire et utilisation de questions ouvertes pour favoriser la communication orale en mathématiques en immersion française au niveau secondaire* [Présentation invitée]. Symposium de l'ACPI: Pédagogie et rétention au secondaire. Association canadienne de professionnels en immersion (ACPI). <https://www.acpi.ca/evenements/symposium-virtuel/>

Kristmanson, P. (2022, August 25). *Second language teacher education: Insights, experiences, and challenges* [Invited presentation]. International Conference of Chinese Second Language Teacher Education, Calgary, Alberta, Canada.

Kristmanson, P. (2023, February 15). *Bilingualism in a linguistically and culturally diverse society: Insights from my experiences as a learner, an educator, and a researcher* [Invited presentation]. 2023 Explore and Destination Clic Course Directors' Annual Conference / 2023 Conférence Annuelle Des Directeurs De Programme D'explore Et De Destination Clic, Fredericton, New Brunswick, Canada.



Dr. Josée Le Bouthillier (left) and Dr. Melissa Dockrill Garrett (second from right) with colleagues from ASD-W at the ACPI Conference in 2022.

Professional Conferences

Arnott, S., Battistuzzi, A., Culligan, K., Dicks, J., Kristmanson, P., Le Bouthillier, J., Masson, M., Smith, C., Spiliotopoulos, V., & Wernicke, M. (2023, March 24–25). *Identifying gaps in FSL teacher preparation: Reporting findings from the FSL Teacher Education project* [Presentation]. Languages Without Borders Conference, Canadian Association of Second Language Teachers (CASLT), Toronto, Ontario, Canada.

Bourgoin, R. et Le Bouthillier, J. (2022, 9–13 mai). *Les possibilités offertes par le jeu symbolique en immersion française*. [Présentation]. 89^e congrès de l'Acfas.

Bourgoin, R. et Le Bouthillier, J. (2023, 24–25 mars). *Le rôle de l'enseignement explicite pour le développement de l'oral* [Présentation]. Langues sans frontières, Association canadienne des enseignants de langue seconde, Toronto, Ontario, Canada.

- Culligan, K. (2021, December 3–4). *Favoriser la communication orale des élèves en mathématiques en immersion française* [Présentation]. Congrès ACPI, Banff, Alberta, Canada.
- Culligan, K. (2023, March 24–25). *Jeux de maths comme outil de motivation et différenciation en immersion française au niveau intermédiaire* [Présentation]. Languages Without Borders Conference, Canadian Association of Second Language Teachers (CASLT), Toronto, Ontario, Canada.
- Culligan, K., Bouchie, J., Herdandez, A., & Krist, J. (2023, March 24–25). *Enjeux : identité, bien-être et la rétention des enseignants de français langue seconde en début de carrière* [Présentation]. Languages Without Borders Conference, Canadian Association of Second Language Teachers (CASLT), Toronto, Ontario, Canada.
- Garrett, M. D. (2022, 5–6 Novembre). *Balado : accompagnement des élèves en difficulté par l'intégration de leurs forces* [Présentation]. National Conférence : Association canadienne des professionnelles en immersion (ACPI), Ottawa, Ontario, Canada.
- Garrett, M. D. (2023, March 24–25). *Welcome to Garrettville: Promoting second language acquisition through content-based and learner-centred instruction in the elementary classroom* [Presentation]. Languages without Borders Conference: Canadian Association of Second Language Teachers (CASLT), Toronto, Ontario, Canada.
- Garrett, M. D. et Le Bouthillier, J. (2022, 5 novembre). *Les pratiques d'étayage inclusives pour une classe d'immersion* [Présentation]. Congrès de l'Association canadienne des professionnels de l'immersion (ACPI). Ottawa, Ontario, Canada.
- Gerbrandt, J. (2023, March 24–25). *La confiance en développement : L'enseignement de mathématiques en immersion* [Présentation]. Languages Without Borders Conference, Canadian Association of Second Language Teachers (CASLT), Toronto, Ontario, Canada.
- Kristmanson, P., Whynot, K., & Cunningham, M. (2023, March 24–25). *Collaboration and innovation in English as an additional language (EAL) in New Brunswick* [Presentation]. Languages Without Borders Conference, Canadian Association of Second Language Teachers (CASLT), Toronto, Ontario, Canada.
- Le Bouthillier, J. (2021, 23 septembre). *L'apprentissage basé sur le jeu auprès de jeunes élèves débutants dans des programmes d'immersion française* [Présentation]. Association canadienne des professionnels de l'immersion (ACPI), Ottawa, Ontario, Canada.
- Le Bouthillier, J. et Bourgoïn, R. (2021, 3 –4 décembre). *Aider les auteurs à se corriger et à s'évaluer* [Présentation]. Congrès virtuel de l'Association canadienne des professionnels de l'immersion (ACPI).
- Le Bouthillier, J. et Bourgoïn, R. (2021, 3–4 décembre). *Les centres de littératie en immersion* [Présentation]. Congrès virtuel de l'Association canadienne des professionnels de l'immersion (ACPI).
- Le Bouthillier, J. et Bourgoïn, R. (2023, 24–25 mars). *Des activités d'écoute pour soutenir l'acquisition de la langue seconde* [Présentation]. Langues sans frontières,

Association canadienne des enseignants de langue seconde, Toronto, Ontario, Canada.

Le Bouthillier, J., Garrett, M. D., Bélanger-Turcotte, N. et Rogers, J. (2022, 6 novembre). *Soutenir l'acquisition de la langue auprès des élèves débutants : pratiques gagnantes* [Présentation]. Congrès de l'Association canadienne des professionnels de l'immersion (ACPI). Ottawa, Ontario, Canada.

Professional Learning

Brien, K., & Culligan, K. (2022, February 23). *APA format workshop* [Professional learning session]. Faculty of Education, University of New Brunswick, Fredericton, New Brunswick, Canada.

Culligan, K. (2022, February 16). *Soutenir la communication orale des élèves en mathématiques en immersion au niveau secondaire* [Séance d'apprentissage professionnelle]. L2RIC professional learning series, University of New Brunswick, Fredericton, New Brunswick, Canada.

Culligan, K. (2022, May 6). *Jeux de maths comme outil de motivation et différenciation au niveau secondaire* [Séance d'apprentissage professionnelle]. AEFNB, Fredericton, New Brunswick, Canada.

Culligan, K. (2022, October 28). *When does FSL teacher retention begin? A pan-Canadian perspective on FSL teacher education* [Professional learning session]. Nova Scotia Language Teachers' Association (NSLTA), Nova Scotia, Canada.

Garrett, M. D. (2022, February 16–17). *Enseigner en programme d'immersion* [Séance d'apprentissage professionnelle]. Association canadienne des professionnels de l'immersion (ACPI).

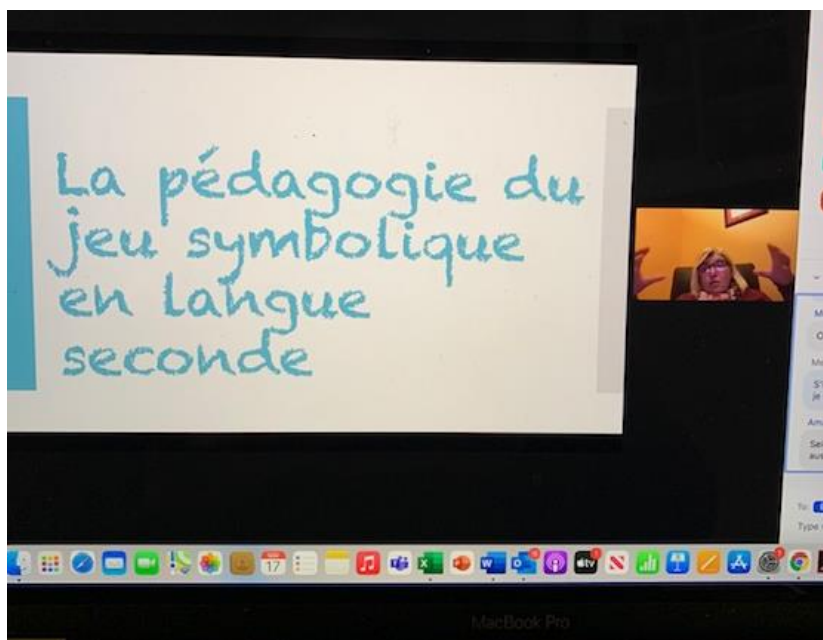
Garrett, M. D. (2022, January 19, 2022). *Les pratiques de l'étude de mots au niveau élémentaire* [Séance d'apprentissage professionnel]. L2RIC professional learning series, University of New Brunswick, Fredericton, New Brunswick, Canada.

Garrett, M. D. (2022, April 12). *Étudier les pratiques éducationnelles inclusives dans un modèle bidimensionnel d'apprentissage* [Séance d'apprentissage professionnelle]. Department of Education and Early Childhood Development – Francophone Sector, Fredericton, New Brunswick, Canada.

Garrett, M. D. (2022, May 17). *Encourager les apprenants évaluatifs au niveau élémentaire*. [Séance d'apprentissage professionnelle]. L2RIC professional learning series, University of New Brunswick, Fredericton, New Brunswick, Canada.

Garrett, M. D. (2022, November 23). *Leadership positif* [Séance d'apprentissage professionnelle]. Department of Education and Early Childhood Development – Resource Specialists in Assessment and Intervention (Francophone sector), Fredericton, NB.

Garrett, M. D. (2023, March 15). *Jasette Pédagogique: accompagnement des élèves en difficulté à l'aide des forces* [Séance d'apprentissage professionnelle]. Association Canadienne des Profs en Immersion (ACPI).



Dr. Josée Le Bouthillier présente sa recherche en-ligne en 2021.

- Garrett, M., & Kristmanson, P. (2022, June 13). *Multilingual Language Learners and the Building Blocks of Reading* [Professional learning session]. NB Department of Education and Early Childhood Development.
- Gerbrandt, J. (2022, April 20). *Les centres de mathématiques en immersion au niveau élémentaire* [Séance d'apprentissage professionnelle]. L2RIC professional learning series, University of New Brunswick, Fredericton, New Brunswick, Canada.
- Gerbrandt, J., & Razaviestahbanati, Z. (2023, April 17). *Peer review 101: Reviewing Conference abstracts* [Professional learning session]. The University of New Brunswick.
- Gerbrandt, J., Vautour, L., & Kennedy, R. (2023, March 16). *Raising confident math learners* [Interactive workshop station]. Family Math Night at Summerhill Street Elementary School, Oromocto, New Brunswick, Canada.
- Kristmanson, P. (2022, December 9). *High tech or low tech? Reflections on active learning as we moved back to in-person learning* [Professional learning session]. UNB: Kaleidoscope: Teaching and Learning Showcase.
- Kristmanson, P., & Garrett, M. D. (2022, June 13). *L2RIC Visit: Building blocks, phonics, and MLLs* [Professional learning session]. Department of Education and Early Childhood Development - English as an additional language (EAL) specialists, Fredericton, New Brunswick, Canada.
- Le Bouthillier, J. (2021, 17 novembre). *Pédagogie du jeu symbolique à l'élémentaire* [Séance d'apprentissage professionnelle]. L2RIC professional learning series, University of New Brunswick, Fredericton, New Brunswick, Canada.
- Le Bouthillier, J. (2021, 8 et 15 décembre). *L'intégration de la littérature dans les matières* [Séance d'apprentissage professionnelle]. Anglophone School District South, Nouveau-Brunswick, Canada.

- Le Bouthillier, J. (2022, 16 mars). *L'étayage linguistique* [Séance d'apprentissage professionnel]. L₂RIC professional learning series, Faculty of Education, University of New Brunswick, Fredericton, New Brunswick, Canada.
- Le Bouthillier, J. (2022, 27 avril). *L'enseignement de l'écoute pour bonifier l'apprentissage du français langue additionnelle* [Séance d'apprentissage professionnelle]. Collèges communautaires du Nouveau-Brunswick (CCNB).
- Le Bouthillier, J. et Bourgoïn, R. (2021, 6 octobre et 16 novembre). *La communication orale dans les classes d'immersion française de la maternelle à la douzième année* [Séance d'apprentissage professionnelle]. Greater Victoria School District, Victoria, Colombie-Britannique.
- Le Bouthillier, J., Bourgoïn, R. et Garrett, M. (2023, 22 février). *Le rôle du jeu symbolique dans la motivation intrinsèque à s'exprimer à l'oral dans une langue seconde au primaire* [Présentation]. 5 à 7 de l'AQEFLS.
- LeBouthillier, J., & Garrett, M. D. (2023, March 30–31). *Literacy and language instruction for elementary FI teachers* [Professional learning session]. Memorial University of Newfoundland and Labrador.
- LeBouthillier, J., & Garrett, M. D. (2023, April 1). *La modélisation d'une leçon intégrée* [Séance d'apprentissage professionnelle]. Memorial University of Newfoundland and Labrador.
- LeBouthillier, J., & Garrett, M. D. (2023, April 3–4). *La littérature, la langue, et le contenu des matières scolaires* [Professional learning session], Memorial University of Newfoundland and Labrador.

Publications and Productions that Advance Teaching Effectiveness

- Arnott, S., Smith, C., Battistuzzi, A., Culligan, K., Dicks, J., Kristmanson, P., Masson, M., Spiliotopoulos, V., & Wernicke, M. (2022). *Identifying requirements and gaps in French as a second language (FSL) teacher training: Recommendations and guidelines* [Research report]. Canadian Association of Second Language Teachers. <https://www.caslt.org/en/product/identifying-requirements-and-gaps-in-fsl-teacher-ed/>
- Culligan, K., Kristmanson, P., & Dicks, J. (2022). Supporting mathematics and second language learning [Video]. In *Pedagogical video series: Intentional second language teaching*. Second Language Research Institute of Canada. <https://www.youtube.com/watch?v=WL78OajHVv8>
- Kristmanson, P., Culligan, K., Le Bouthillier, J., Garrett, M., & Gerbrandt, J. (2022, November 24). *Research activities of the Second Language Research Institute of Canada* [Video]. Part of UNB's Researcher Introductions Video Project. UNB. <https://youtu.be/mbCz2qkutDw>
- Lamarche, D. et Le Bouthillier, J. (2023). *Préambule de la littératie mathématique : mathématique pour les élèves du français langue additionnelle*. District scolaire francophone sud du Nouveau-Brunswick.
- Le Bouthillier, J., Garrett, M., Laroche, M.-C. et Dionne, E. (2023). *La santé et l'hygiène : une unité différenciée pour le cours d'actualisation linguistique*. École Sainte-Anne. District scolaire francophone sud du Nouveau-Brunswick.
- Masson, M., Battistuzzi, A. Culligan, K., Wernicke, M., & Kristmanson, P. (2022). *Focus group CASLT report: FSL consortium project*. Canadian Association of Second Language Teachers.
- Masson, M., Spiliotopoulos, V., Smith, C., Michaud, L., & Kristmanson, P. (2021). *Website scan CASLT report: FSL consortium project*. Canadian Association of Second Language Teachers.

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