GLI 2022

1st Global Languages Initiative Symposium

FRIDAY JANUARY 28TH, 2022

10:45-11:00am	**Welcoming remarks**
11:00-12:00pm	**Keynote speaker – Chair: *Juan Carlos Rocha Osornio*** **Dr. Lindsay Morcom**, Queen's University *Language revitalization, identity, and community wellbeing:* *Why Indigenous language revitalization is about so much more than language*
12:00-12:10pm	**Virtual Coffee Break**
	SESSION #1 Chair: *Stefana Gargova*
12:10-12:30pm	**Gianluca Baldo,** University of Udine *Inclusion and heritage language maintenance in students with migration background: a study from Friuli Venezia Giulia region, Italy*
12:30-12:50pm	**Adriana Ortiz,** University of Toronto *Building plurilingual and pluricultural identities: The effects of self-assessment and self-reflection in a Spanish heritage language class*
12:50-1:10pm	**Enrica Piccardo,** University of Toronto *Language is a plurilingual activity that we do together: a mediated and dynamic perspective*
1:10-1:25pm	**Q&A**
1:25-2:30pm	**Lunch Break**
2:30-4:00pm	**Administrator Roundtable** *Thinking Together: The Present and the Future of our Units*

SATURDAY JANUARY 29TH, 2022

10:50-11:00am	**Welcoming remarks**
	SESSION #2 Chair: *Elizabeth Mills*
11:00-11:20am	**Katherine E. Entigar,** University of Toronto *Silence speaks: adult immigrant students' strategic use of silence in educational research and practice*
11:20-11:40am	**Gözde Mercan,** University of Toronto *Heritage speakers in the foreign language classroom: Perspectives from Turkish, a lesser-studied language in the Canadian context*
11:40-12:00pm	**Mackenzie Turner,** University of Guelph *Linguistic variation amongst non-native language speakers: Teaching lexical variants to French Language Learners (FLL)*
12:00-12:15pm	**Q&A**
12:15-1:00pm	**Lunch Break**
1:00-2:00pm	**Artistic Intervention** Activity 1 - *Weaving Languages: A Multilingual Engagement* Activity 2 - *Showcasing your Talent One Language at a Time*
2:00-2:45pm	**Student Virtual Café** *Promoting Students' Voice*
2:45-3:00pm	**Concluding Remarks & Announcements** *Final comments by our keynote Dr. Morcom*

GLI 2022 will take place virtually.

KEYNOTE SPEAKER

Language revitalization, identity, and community wellbeing:

Why Indigenous language revitalization is about so much more than language

Dr. Lindsay Morcom, Queen's University

Dr. Lindsay Morcom (Ardoch Algonquin First Nation) is an Associate Professor and Canada Research Chair in Language Revitalization and Decolonizing Education in the Faculty of Education at Queen's University. She earned her Master's degree in Linguistics at First Nations University through the University of Regina in 2006. She then completed her doctorate in General Linguistics and Comparative Philology as a Rhodes Scholar at Oxford University in 2010. She is an interdisciplinary researcher with experience in education, Indigenous languages, language revitalization, linguistics, and reconciliation. She is of Anishinaabe, German, and French heritage and embraces the distinct responsibility this ancestry brings to her research and to her contribution to reconciliation. She is an active member of the Kingston urban Indigenous community and works collaboratively with other organizers of the Kingston Indigenous Languages Nest for urban Indigenous language revitalization.

Indigenous people have the right to access the languages that are their birthright no matter where they live. To ensure that happens, Indigenous communities both on- and off-reserve are taking creative approaches to both formal and informal Indigenous language education. In this talk, I will discuss the results of research done for language revitalization with Indigenous communities in urban and rural contexts. This includes formal education such as culture-based language immersion education and increasing access to Indigenous language learning in provincial schools. Equally importantly, it also involves grassroots, informal language revitalization initiatives that seek to serve community members outside of a formal education setting. All of these initiatives have significant positive effects not only on speaker fluency and language vitality, but also on the identity development and well-being of participants. Put simply, language is something that makes us who we are, and so strong language revitalization builds strong identities and strong communities.

TALKS

Inclusion and heritage language maintenance in students with migration background: a study from Friuli Venezia Giulia region, Italy
Gianluca Baldo, University of Udine

Gianluca Baldo is a research fellow at University of Udine, Italy, where he works on Impact FVG project and on inclusion and equal opportunities for students with migration background. His main research interests are second language acquisition, plurilingualism, heritage and minority language maintenance in new generations.

According to Ministry of Education, the presence of students with migration background in Italian primary and secondary schools reached the incidence of around one out of ten, with an uneven distribution between school orders and different regions. In Friuli Venezia Giulia, in the Northeastern corner of Italy, the phenomenon has since the 1990s been quite evident and studied by researchers and linguists. Since 2018, the Region administration has been financing the Impact FVG project, aimed at fostering the inclusion, integration, and equal opportunities of students with a migration background. Under the scientific coordination of Prof. Fabiana Fusco, the University of Udine is coordinating research, which in the last years lead to collecting and publishing rich sociolinguistic data on repertoires, uses, perception and plurilingual resources of students with a migration back-ground. More specifically, since the beginning school year 2020-2021 the research team has been focusing on the heritage languages and on their maintenance in new generations, as data show that a process of gradual shift to the majority language is endangering this precious resource, which school institutions are at the moment leaving untapped. The present proposal objective is introducing this scenario and briefly reporting part of the Impact FVG project experience.

Silence speaks: adult immigrant students' strategic use of silence in educational research and practice
Katherine E. Entigar, University of Toronto

Katherine E. Entigar, PhD, is assistant professor of Critical Adult Education in the department of Leadership, Higher and Adult Education at University of Toronto. Dr. Entigar's scholarship and teaching focus on non-profit education with and for adult immigrant students, examining inclusion, silence, contribution, and coalitional practices in these spaces.

In a globalized world where speech equals visibility, silence often results from the way an individual, group, or perspective has been marginalized by oppressive political regimes, structural exclusion, majoritarian institutional practices, and white cis-heteropatriarchal and settler colonialist discourses. Silencing in such contexts constitutes a form of epistemic injustice (Fricker, 2007), where speakers go unheard as they testify about their experiences or whose speech is not interpreted as meaningful. However, the decision by individuals to be silent to protect themselves from harm or resist being stereotyped or essentialized is less often discussed or theorized. A 2018 qualitative study was conducted in a New York City non-profit ESL organisation with adult immigrant students, revealing insights into how these

individuals strategically use silence in learning and research dominated by power asymmetries, pre-set social categories of race or ethnicity, and unquestioned best practices. This discussion reconceptualizes the agentic language practices and subjectivities of multilingual adult immigrant students in educational research and practice, expanding upon well-established work on plurilingual and translanguaging pedagogical practice (Galante, 2020; España, Herrera & García, 2019), through silence as a form of speech that resists "inclusive" and/or "culturally responsive" pedagogies as well as research that investigates student, classroom, or institutional "culture" in education.

Heritage speakers in the foreign language classroom:
Perspectives from Turkish, a lesser-studied language in the Canadian context
Gözde Mercan, University of Toronto

Dr. Gözde Mercan is an assistant professor, teaching stream in modern Turkish language and linguistics at the Department of Near and Middle Eastern Civilizations. She is interested in the comprehension and production of Turkish sentences, especially those that involve complex morphosyntactic structures, by mono-, bi-, and multilingual speakers.

Heritage speakers in the foreign language classroom: Perspectives from Turkish, a lesser-studied language in the Canadian context Heritage speakers who seek to improve their heritage language proficiency as an adult often turn to foreign language (L2) courses that are mainly designed for complete beginners. The co-existence of L2 learners and heritage language speakers within the same "mixed classroom" leads to challenges for both learner groups, the instructors, and the institutions. The challenge is intensified by the variation in the proficiency levels of heritage speakers, which is presumably influenced by factors such as the linguistic history and language use of each individual speaker. The aim of this presentation is to address these challenges and discuss possible ways of turning them into opportunities. To that end, the talk will focus on Turkish, a major global language spoken by around 80 million speakers in Turkey, and more than 1,5 million speakers in Europe. Heritage Turkish has traditionally been studied in Europe, although the number of speakers is also increasing in North America. The discussion will posit that the investigation of Turkish in the linguistically diverse Canadian context is crucial for a better understanding of the effects of the sociolinguistic setting on heritage languages.

Building plurilingual and pluricultural identities:
The effects of self-assessment and self-reflection in a Spanish heritage language class
Adriana Ortiz, University of Toronto

Adriana Ortiz is a PhD candidate at UofT with an M.A. in Hispanic Literatures and Cultures. With extensive teaching experience at a secondary and higher level, Adriana's current work focuses on language pedagogies, curriculum design and teacher education; especially, on self-assessment as a tool for language learning based on plurilingual pedagogies.

This presentation reports on the results of a qualitative study conducted on a group of Spanish heritage language learners (HLL) with the purpose of highlighting the importance of self-assessment and self-

reflection as a vehicle to identity construction (Pavlenko, 2011; Kramsch, 2012; Norton, 2013) and self-identification with learner's cultural roots (Cummins, 2000). Drawing on a theoretical framework rooted in plurilingual pedagogies, holistic reflections, the action-oriented approach (Piccardo & North, 2019), and self-assessment practices (Little, 2006) students were given opportunities for self-reflection and the development of plurilingual/pluricultural competence. Learners explored their linguistic and cultural repertoires through the execution of two online action-oriented projects that fostered creativity, engaged learners in critical considerations of language and identity and offered leeway for self-expression and learning autonomy. Relevant findings collected through online surveys, semi-structured teacher's interviews, a students' focus group, students' written reflections and students' artifacts reveal a series of possibilities for affective development, a closer connection with family members, identity affirmation, and the development of cultural awareness. The perspectives of two teachers and the twelve student participants guide the interpretation of data findings and pedagogical implications as they pertain to theory on heritage language education, practice and HLL curriculum development.

Language is a plurilingual activity that we do together: a mediated and dynamic perspective
Enrica Piccardo, University of Toronto

Dr Enrica Piccardo is a Professor in Applied Linguistics at OISE – University of Toronto with vast international and multilingual/multicultural experience. Her research is centred around second/foreign language learning and teaching, plurilingualism and bi-/multilingualism, the impact of the CEFR on language teaching and assessment, complexity theories, and creativity in language acquisition.

The complex societies we live in require a new vision able to overcome binary categories such as native speaker vs non-native speaker and to embrace a flexible and inclusive understanding of languages and language varieties, thus facilitating communication across boundaries, both spatiotemporal and linguistic. The concept of plurilingualism as distinct from multilingualism provides a key to conceptualize language learning and teaching as a complex dynamic phenomenon and understand how the languages and cultures individuals encounter mark their linguistic and cultural blueprint. The presentation will highlight the importance of the co-construction of knowledge and meaning and the need to see language as action to be undertaken – languaging – rather than as an inert entity to be acquired. In particular it will draw on a milestone in the Council of Europe mission to promote inclusive quality schooling and plurilingual/pluricultural education for all, the new Common European Framework of Reference of Languages Companion Volume (CEFRCV) (Council of Europe 2020), which broadens the scope of language education, seeing languages as mediated action rather than just code and offers new sets of descriptors scales for different aspects of mediation, able to guide and support innovation in language education in our increasingly linguistically and culturally diverse classes.

Linguistic variation amongst non-native language speakers:
Teaching lexical variants to French Language Learners (FLL)
Mackenzie Turner, University of Guelph

Mackenzie Turner is an MA student at the University of Guelph. She holds a BA from the University of Guelph and a BED from the University of British Columbia with a secondary education specialization in French immersion. Mackenzie researches the acquisition of lexical variants amongst French language learners in Ontario.

Linguistic variation amongst non-native language speakers: Teaching lexical variants to French language learners (FLL) The situation of French language learners in Ontario shows that learners adopt the linguistic variations to which they are exposed. In this circumstance, exposure most commonly occurs via the teacher's speech as well as pedagogical materials. In addition, research on French language learners' speech shows that input variants are consistently reproduced in the students' output. However, the data shows that the representation of the variants in these instances is disproportionate to the confirmed lexical tendencies of native speakers. To bridge the gap between these groups, a more factual compilation is necessary, in order to accurately represent the frequency and situational use of lexical variants amongst native speakers. My presentation at the symposium will showcase the beneficial relationship between a familiarity of linguistic diversity and language learners' increased global sensibilization as well as increased linguistic competencies. I will propose pedagogical activities and resources to facilitate the learning and appropriate use of lexical variants to address the disproportionate representation between native speakers and language learners. In order for learners to reach their highest linguistic communication potential, these resources will be curated to align with the principles of the Action-Oriented approach, one of the prominent pedagogical methodologies in language teaching.

ARTISTIC INTERVENTION

<u>Presenters</u>
1. Sara Abboud
2. Rakshan Balachandran
3. Sooyoun Im
4. Anastasiia Obydina
5. Maya Tashiro
6. Sharese Taylor
7. Angela Yoo

THANK YOU FOR ATTENDING OUR SYMPOSIUM!