



CERLL

Center for Educational Research
on Languages and Literacies



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

In collaboration with:



UNIVERSITY OF
WATERLOO



Two-day Symposium

Bridging the Gap between Theory and Practice: Challenges and Opportunities

The University of Toronto, Mississauga (UTM) and the Center for Educational Research in Languages and Literacies (CERLL)

In collaboration with:

The Faculty of Education at Western University;

The Department of Languages, Literatures and Linguistics and the Faculty of Education at York University;

The Department of Germanic and Slavic Studies of the University of Waterloo;

are pleased to announce the fourth Symposium of Southern Ontario Universities.

The Symposium will be **held in a hybrid mode on the UTM campus and online**

on June 2-3, 2023.

Registration will be free for all participants and presenters.

Theme of the 2023 Symposium

Bridging the Gap between Theory and Practice: Challenges and Opportunities

Whether our work focuses more on practices or theories, or we are called to consider both dimensions at the same time, we all strive to bring coherence in our work by reflecting on how theory can inform our practice and how practice can feed back into theory. This year's symposium aims specifically to elicit discussion about the complementarity of theory and practice in language and literacies education. The Symposium invites reflections on our collective experiences as scholars, practitioners, and learners navigating the ever-changing

material conditions of our activities and promotes discussion about ways to decolonize both theory and practice.

To pursue these goals we will be guided by two plenary speakers operating in the languages and literacies field: one scholar working in the Latin American world and one Indigenous scholar. Scholars and graduate students will come together, in person or at distance, to share and discuss their recent, on-going or future research across different contexts, languages and cultures.

We invite you to submit paper presentations in which participants will discuss new research avenues such as, among others, bi-/multi-/trans-/plurilingualism in language education, multiliteracies and multimodalities, teachers' and students' agency, mobility, migration and inclusion, impact of language policies, innovation in language teaching methodologies and assessment, language acquisition and language use, technology-assisted language learning and teaching, and e-Learning and distance education.

The Symposium will provide a unique opportunity for scholars (faculty members and graduate students) working in languages/literacies education to learn about each other's work, exchange ideas, and showcase or discuss their research. It will also provide a platform to establish and expand opportunities for academic networking for future collaborations.

University of Toronto Mississauga (UTM) is pleased to host and facilitate the fourth Symposium supported by the Center for Educational Research on Languages and Literacies (CERLL) and strengthen the collaborative network in languages/literacies education research across Southern Ontarian Universities that the Symposium has created over the past years. The hybrid format will ensure that the Symposium continues to reach a broader, national and international audience as was the case in the past online editions. With plenaries, panel discussions, presentations and poster sessions as well as social events, the Symposium will provide all participants, from Ontario and beyond, with a unique opportunity to become a part of the broader languages/literacies education academic community.

Symposium structure

The two-day event will consist of two plenary sessions as well as interactive thematic sessions that aim to engage multiple perspectives. The two plenary sessions will be addressed by:



[Colette Despaigne](#)

Professor at Benemérita
Universidad
Autónoma de Puebla (BUAP)



[Ryan DeCaire](#)

Associate Professor
at University of Toronto

The Symposium will be comprised of two strands:

- **Strand 1: Presentations and Plenary Sessions**

This strand includes the two Plenary sessions and the presentation sessions. Three presentation sessions will be organized which will be about current themes in language and literacies education. According to the number of submissions that are received, there may be parallel sessions.

- **Strand 2: Poster sessions**

Poster sessions will also be featuring at the symposium as this will encourage exchange and networking. Participants will be able to put up poster displays describing their work and projects and distribute relevant information during the event. The posters can outline projects that are still in-progress. The poster sessions will allow close and personalized contact between the participants and the exhibitors.

The Symposium is now accepting proposals for paper and poster presentations based on research at any stage. Please submit your abstract through [this google form](#) by **April 10th, 2023**. You are also welcomed to build on a previous presentation delivered elsewhere.

Time	Friday, June 2, 2023	Saturday, June 3, 2023
8:30-9:00 am	Joining, registration & coffee	
9:00-9:15	Welcome and Symposium Opening	Joining & coffee
9:15-10:30	Plenary	Plenary
10:30-11:00	Coffee break and poster session	Coffee break and poster session
11:00-12:30	Presentation Session 1A -1B	Presentation Session 3A - 3B
12:30-1:30	Lunch break and poster session	Closing panel discussion Followed by informal sharing and reflecting over food and drinks
1:30-3:00	Presentation Session 2 A- 2B	

Important date

Deadline for submission of abstracts: **April 10th, 2023**

Organizing Committee

The organizing committee of the symposium consists of faculty members from the participant universities.

Pablo Robles García (UTM)
Ibtissem Knouzi (York University)
Marie-Paule Lory (UTM)
Enrica Piccardo (OISE)
Barbara Schmenk (University of Waterloo)
Olga Tararova (Western University)
Shelley K. Taylor (Western University)
Zhaozhe Wang (UTM)

Submission process

Abstract will be submitted online through [this google form](#) and blindly peer-reviewed

Title: 15 words

Abstracts: 300 words (for both papers and poster presentations)

Criteria (please also see the abstract selection criteria on the next page):

- Relevance to the topic of the symposium
- Effectively grounded in relevant research, theory, practice and/or policy
- Comprehensive design and analysis (i.e., research question, sources, methodology and analysis for an empirical study; currency of supporting literature for a conceptual piece or systematic literature review)
- Quality of the proposal (as indication of a coherent, well prepared presentation)

In case the link to the google form is not working, please copy and paste this link here:

https://docs.google.com/forms/d/e/1FAIpQLSfn3vmh-uJQothRbhVGYPtxXD0YSO6HaKaxDixBuGbZN3_fJg/viewform?usp=sf_link

Languages of the Symposium

Official languages: English and French. Linguistic diversity is encouraged in posters and presentations. If you are planning to present in another language than English and French we kindly ask you to prepare English/French slides. We will indicate the language you decide to present in in our program once we finalize it.

In case you have questions, please reach out to Lisa Lackner at lisa.lackner@mail.utoronto.ca

Symposium Abstract Selection Criteria

Criteria	Exemplary	Acceptable	Needs Improvement
Clarity The abstract is clear, concise, statement of purpose and aims is justified			
Rationale or background The study is significant (the study addresses an important problem) and grounded in relevant research, theory, practice or policy			
Methodology: Design & sample (for empirical studies) The design and/or analysis is comprehensive (i.e., research question, sources, methodology and analysis for an empirical study; currency of supporting literature for a conceptual piece or systematic literature review)			
Results: (for empirical studies) Clearly stated in relationship to stated research question(s), hypothesis(es), and/or purpose(s)			
Depth and breadth (for conceptual/theoretical studies) State-of-the-art review paper, literature review, discussion of concepts, reaction/response papers			
Relevance and Originality: Relevance to current issues in research, education, practice, policy, theory, methodology, originality of results, innovativeness of approach and/or findings			
Implications for practice, education, research, or policy			
Overall quality: Quality of the proposal (as indication of a coherent, well-prepared presentation)			

