



CERLL

Center for Educational Research
on Languages and Literacies



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

In collaboration with:



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Two-day Symposium Reimagining Languages and Literacies Education

The Faculty of Education at Western University and the Center for Educational Research in Languages and Literacies (CERLL) at OISE - University of Toronto

In collaboration with:

The Department of Languages and Cultures 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;
The Language Department of the University of Toronto Mississauga;
The Center for Education in Research at Niagara College

are pleased to announce the fifth Symposium of Southern Ontario Universities. The Symposium will be **held in a hybrid mode on the Western University campus and online**

on October 4-5, 2024

Registration will be free for all participants and presenters.

Theme of the 2024 Symposium:

Reimagining Languages and Literacies Education

Today's diverse and complex societies constantly challenge scholars, practitioners, and learners to re-evaluate and re-imagine their understandings of theories and their impact on our practices. Defaulting to traditional ways of thinking, clouds our vision and can prevent us to see differently and think from multiple perspectives, something which is crucial in our changing realities. This Symposium aims to create a space for critical reflection to

re-envision the education of languages and literacies in ways that promote sustainable and equitable futures.

This year's Symposium will be the fifth Symposium of the Southern Ontario Universities. As such, it has become an anticipated event for faculties and students alike, to whom it offers a supportive setting where they can exchange, discuss and learn from each other's recent, on-going or future research across different contexts, languages and cultures. As in the previous editions, this year too these discussions will be framed and enriched by two keynotes from two scholars, one from a local and one from an international context respectively, both operating in the languages and literacies field.

We are excited to announce that the fifth Symposium of the Southern Ontario Universities will take place October, 4-5, 2024 at Western University and we invite you to submit contributions to one of the three different strands (presentations, roundtable discussion, poster presentations) in which participants will discuss new research avenues, including:

- 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
- artificial intelligence in language education
- language acquisition and language use
- technology-assisted language learning and teaching
- online 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.

This fifth Symposium, hosted by Western University and jointly organized by the Center for Educational Research on Languages and Literacies (CERLL), will help further 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, presentations, roundtable discussions 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 speakers will be announced closer to the symposium.

The Symposium will be comprised of three 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 feature individual presentations related to the symposium theme. Each presentation will be limited to 20 minutes (15 minutes presentation + 5 minutes discussion). According to the number of submissions that are received, there may be parallel sessions. While presentations about work-in-progress may be considered for acceptance, please note that presentations about completed research will be prioritized in this strand.
- **Strand 2: Roundtable discussions**
Recognizing that presenters might want to share their work at different stages of the research process (e.g., conceptualization, pre or mid-data collection, analysis), we encourage all presenters who have not yet completed their research project to apply for this new strand of the symposium. The roundtable discussion will feature multiple presenters. Each presenter will have 5 minutes to present, followed by 10 minutes of discussion at their table. Roundtable discussions are ideal for presenters who wish to receive suggestions and feedback from the audience for their on-going work.
- **Strand 3: 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. Posters can outline projects that are either completed or still in-progress. Poster sessions will take place during the break (30 minutes) and presentation length will vary according to presenters' and audience's own pace. The poster sessions will allow close and personalized contact between the presenters and the audience.

The Symposium is now accepting proposals for paper, roundtable and poster presentations. Please submit your abstract through [this google form](#) by **July 15th, 2024**. You are also welcomed to build on a previous presentation delivered elsewhere.

Time	Friday, October 3, 2024	Saturday, June 4, 2024
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 Roundtable Discussions
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 dates

Deadline for submission of abstracts:	July 15th, 2024
Notification of acceptance:	August 15, 2024
Confirmation of acceptance:	August 25, 2024
Registration closes (presenters):	September 5, 2024
Registration closes (general):	September 13th, 2024
Conference Dates:	4-5 October, 2024

Organizing Committee

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

Ana García-Allén (Western University)
 Ibtissem Knouzi (York University)
 Marie-Paule Lory (UTM)
 Enrica Piccardo (OISE)
 Barbara Schmenk (University of Waterloo)
 Shelley K. Taylor (Western University)

Submission process

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

Title: 15 words

Abstracts: 300 words (for posters, roundtable discussions and 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. (If research is not completed yet, please indicate your current thoughts and ideas regarding each of the points listed above.)

- 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://forms.gle/6y4225Z1wvSaFLReA>

Languages of the Symposium

Official languages: English and French. Linguistic diversity is encouraged in all strands. 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 our program once we finalize it.

In case you have questions, please reach out to Tyson de Moura Umberger (Western University) at tdemour@uwo.ca and Lisa Lackner (University of Toronto) 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)			