

NINA WOLL

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UNIVERSITE DU QUEBEC A
TROIS-RIVIERES
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Languages (written and spoken): German, English and French

PERSONAL PROFILE

- Permanent resident of Québec since 2009
- Professor in second language didactics at *Université du Québec à Trois-Rivières*
- Ph.D. in linguistics – language didactics from *Université Laval*
- Certified teacher of English and French as foreign languages
- Ten years of teaching experience at junior college and university
- Implication in various academic associations and committees
- Great sensitivity towards intercultural challenges and issues related to language learning
- Excellent mastery of German, English and French
- Basic mastery of written and spoken Spanish

EDUCATION

Ph.D. in Linguistics – Language didactics	2016
<i>Thesis title: The role of metalinguistic awareness and L2 proficiency in positive lexical transfer from English (L2) to German (L3) by French-speaking Quebeckers</i>	
<i>Université Laval, Québec</i>	
Graduate degree (State exam, equivalent: Master of education)	2009
Certified teacher of English and French as foreign languages	
<i>Thesis title: Contrastive analyses of prepositions in English and French</i>	
<i>Freie Universität Berlin</i>	
Equivalent: Bachelor in English and French philology	2005
« Zwischenprüfung » (English: 2004 / French: 2005)	
<i>Freie Universität Berlin</i>	
Equivalent: DEC	2000
Baccalauréat Général (Literary branch)	
<i>Lycée français de Berlin, Germany</i>	
Baccalauréat de français	1999
<i>Lycée Arthur Rimbaud, Sin Le Noble (France)</i>	

GRANTS AND DISTINCTIONS

- Social Sciences & Humanities Research Council (SSHRC)** June 2020 – May 2022
Insight Development Grant
(in collaboration with Pierre-Luc Paquet, University of Texas at Tyler)
Project title: *Promoting plurilingual practice in higher education: A crosslinguistic-communicative task sequence for learning and teaching additional languages*
- 38 000 \$ per year
- Fonds de recherche du Québec (FRQSC)** May 2019 – April 2022
Research support for new academics
Project title: *Towards a crosslinguistic approach to teaching foreign languages*
- 15 000 \$ per year
- Fonds institutionnel de recherche (FIR)** May 2018 – October 2019
Université du Québec à Trois-Rivières (UQTR)
New researchers' grant
- 10 000 \$ per year
- Chair in German-Canadian studies** September 2015 – August 2016
University of Winnipeg
Doctoral scholarship
- 10 000 \$ per year
- Fonds de recherche du Québec (FRQSC)** September 2013 – December 2015
Doctoral scholarship
- 20 000 \$ per year
- Deutscher akademischer Austauschdienst (DAAD)** October 2008 – January 2009
German academic exchange service
Short-term research grant
- 350 € per month

RESEARCH AND TEACHING INTERESTS

Applied linguistics

Second and third language acquisition (SLA / TLA)

- *Multilingualism / Plurilingualism*
- *Metalinguistic development in adult learners*
- *Crosslinguistic influence / Translanguaging*
- *Alternative approaches to second and third language acquisition*

Second and third language didactics / Instructed SLA

- *Crosslinguistic pedagogy / Teacher beliefs*
- *Consciousness-raising in L2/L3 classrooms*
- *Teaching of grammar and vocabulary within the communicative approach*

Synchronic linguistics

Lexical semantics, sociolinguistic perspectives

- *Use of prepositions and discourse markers*
- *Language contact / regional varieties*
- *Acquisition of sociolinguistic features in a second language*

Diachronic Linguistics

Internal and external history of the English language

- *Structural changes since the Old English period*
- *English as a global language / Regional and social varieties*

RESEARCH EXPERIENCE

Current projects

January 2017 – ...

Université du Québec à Trois-Rivières, Québec

Title: *Promoting plurilingual practice in higher education: A crosslinguistic-communicative task sequence for learning and teaching additional languages*

- *Design of a pedagogical sequence allowing learners to leverage their plurilingual repertoire when learning the target language*
- *Professionalization: participating pre-service teachers reflect on their pedagogical stance regarding the use of other languages*
- *International scope: Implementation of the pedagogical sequence across language constellations*
 - *Spanish, English, German in Québec*
 - *French, English in Mexico (University of Guanajuato)*
 - *French, Spanish in the United States (University of Texas-Tyler)*
 - *French, Spanish, English in Germany (University of Mannheim)*

Title: *Towards a crosslinguistic approach to teaching foreign languages*

- *Implementation of crosslinguistic awareness-raising activities in a German course*
- *Design of a pedagogical sequence allowing learners to leverage their plurilingual repertoire when learning the target language*
- *Professionalization: participating pre-service teachers reflect on their pedagogical stance regarding the use of other languages*

Title: *Metasociolinguistic reflection and developing sociolinguistic repertoires in French L2 learners in Québec (in collaboration with S. Beaulieu, Laval University)*

- *Newly arrived immigrants to Québec take a French as a second language course at university*
- *Examination of how sociolinguistic repertoires develop*
- *Metasociolinguistic reflections shed light on learners' understanding of sociolinguistic features*

Title: *Debunking student teachers' beliefs regarding the target-language-only rule (in collaboration with P-L Paquet, University of Texas-Tyler)*

- *Pre-service teachers in Québec and Mexico critically reflect on the judicious use of languages other than the target language in the foreign language classroom*
- *Vignette-based technique*

Doctoral thesis

September 2010 – June 2016

Université Laval, Québec

Title: *The role of metalinguistic awareness and L2 proficiency in positive lexical transfer*

from English (L2) to German (L3) by French-speaking Quebeckers

- *Conception of a psycholinguistic approach to lateral transfer (from L2 to L3) taking into consideration factors related to individual learning experience*
- *Development and adaptation of data collection measures, adopting a mixed methods approach to examine positive lateral transfer in multilingual learners*
- *Empirical study including 66 participants from five junior colleges in the province of Québec*

Master's thesis

September 2008 – February 2009

Trésor de la langue française au Québec (TLFQ)

Université Laval, Québec

Title: *Contrastive analyses of prepositions in English and French*

- *Internship at the TLFQ*
- *Lexicographical studies at the specialized library of the laboratory*
- *Realization of an empirical study aiming at assessing the usage marker “comme” in Québécois French, following a contrastive analysis accepted meaning of “comme” in relation to those of “as” and “like” in English*

PUBLICATIONS

Articles

- Woll, N. (2020). Towards crosslinguistic pedagogy: Demystifying pre-service teachers' beliefs regarding the target-language-only rule. *Translanguaging as a challenge for language teachers (Special Issue). System*, 1-11.
- John, P., & Woll, N. (2020). Using grammar checkers in an ESL context: An investigation of automatic corrective feedback. *CALICO Journal*, 37(2), 169-192.
- Woll, N. (2019). How French-speaking Quebeckers manipulate their language: A critical look at the concept of metalinguistic awareness. *Language Awareness*, 28(1), 49-73.
- Woll, N. (2018). Investigating dimensions of metalinguistic awareness: What think-aloud protocols revealed about the cognitive processes involved in positive transfer from L2 to L3. In *Languages for Life: Educational, Professional and Social Contexts (Special Issue). Language Awareness*, 167-185.
- Beaulieu, S., Woll, N., French, L., & Duchemin, M. (2018). Language learners' metasociolinguistic reflections: A window into developing sociolinguistic repertoires. *System*, 76, 210-218.
- Woll, N. (2017). The multilingual experience: Can individual factors related to multilingual usage predict metalinguistic awareness? *Dutch Journal of Applied Linguistics* 6(1), 77-99.

Book chapters

- Paquet, P-L, & Woll, N. (accepted). Debunking student teachers' beliefs regarding the target language only rule. [Selected papers from the 11th IAM L3 conference in Lisbon, 2018].
- Woll, N. (2019). Investigating positive lexical transfer from English (L2) to German (L3) by Quebec Francophones. In E. Vetter & U. Jessner (Eds.), *International research on multilingualism: Breaking with the monolingual perspective* (pp. 103-123). Cham, Switzerland: Springer.
- John, P., & Woll, N. (2018). Using grammar checkers in the ESL classroom: The adequacy of automatic corrective feedback. In P. Taalas, J. Jalkanen, L. Bradley, & S. Thouéšny (Eds.), *Future-proof CALL: Language learning as exploration and encounters – short papers from EUROCALL 2018* (pp. 118-123). Research-publishing.net.

Conference proceedings

- Gazaille, M., John, P., & Woll, N. (2018). The effects of computer-mediated written corrective feedback on L2 syntactic complexity and grammatical accuracy. In *Proceedings of the 6th Meeting on Language Teaching (MeLT/ReEL)* (pp. 17-23), Université du Québec à Montréal.
- John, P., Woll, N., Gazaille, M., & Cardoso, W. (2018). Using grammar checkers to provide written corrective feedback. In *Proceedings of the 6th Meeting on Language Teaching (MeLT/ReEL)* (pp. 47-63). Université du Québec à Montréal.
- Woll, N., & Paquet, P-L. (2017). Oral portfolio and self-evaluation: Encouraging metalinguistic reflection in university-level learners of Spanish (L3). In *Proceedings of the 5th Meeting on Language Teaching (MeLT/ReEL)* (pp. 88-102). Université du Québec à Montréal.
- Woll, N. (2014). Positive transfer in third language acquisition. *Actes des XXVes Journées de linguistique*, Québec, Presses de l'Université Laval.

Doctoral thesis

June 2016

Université Laval, Québec (Canada)

- *Title*: “The role of metalinguistic awareness and L2 proficiency in positive lexical transfer from English (L2) to German (L3) by French-speaking Quebecers”

Paper presentations / Invited talks

- Woll, N., & Paquet, P-L. (2020). Promoting plurilingual practices in higher education: A crosslinguistic approach to teaching additional languages in Quebec and Mexico. *Plurilingual Lab Speaker Series*. McGill University, Montréal (Canada), March 12, 2020.
- Wouters, I., & Woll, N. (2020). Développement d'un modèle translinguistique-communicatif pour défier le « principe monolingue » dans les classes de L2. *Concours de vulgarisation de la recherche en éducation (CVRE2020)*. Université du Québec à Montréal (Canada), January 29, 2020.
- Woll, N. (2019). Pädagogische Ansätze zur Förderung mehrsprachigen Bewusstseins in Québec und in Mexiko. *Romanistisches Seminar*. University of Mannheim (Germany), May 15, 2019.
- Woll, N., & Beaulieu, S. (2019). On the potential of guided metasociolinguistic reflections in Lx classrooms. *2nd International Conference on Bilingualism*. Valletta, (Malta), March 26, 2019.
- Woll, N., Paquet, P-L., & Downs, S. (2018). Towards crosslinguistic pedagogy: Demystifying student teachers' beliefs regarding the target-language-only rule. *Second Language Research Forum*. Montréal (Canada), October 27, 2018.
- Woll, N. (2018). A crosslinguistic approach to teaching German (L3) to pre-service second language teachers in Quebec. *International Conference on Third Language Acquisition and Multilingualism*. Lisbon (Portugal), September 14, 2018.
- Paquet, P-L., & Woll, N. (2018). Debunking student teachers' beliefs regarding the target-language-only rule. *International Conference on Third Language Acquisition and Multilingualism*. Lisbon (Portugal), September 13, 2018.
- Woll, N., Paquet, P-L., & Astelarra, L. (2018). À la découverte des processus translinguistiques en contexte formel, « *Translanguaging* » : *Opportunities and challenges in a globalized world (CCERBAL)*. Ottawa (Canada), May 3, 2018.
- Woll, N. (2017). More than just transfer: How initial-stage learners of German (L3) manipulate their multilingual repertoire. *11th International Symposium on Bilingualism*. Limerick (Ireland), June 11-15, 2017.
- Duchemin, M., Beaulieu, S., & Woll, N. (2017). L2 learners' metasociolinguistic reflections: A window into developing sociolinguistic repertoires. *Association Canadienne de Linguistique Appliquée (ACLA/CAAL)*, Toronto (ON), May 29-31, 2017.

- John, P., Woll, N., Gazaille, M., & Cardoso, W. (2017). Using grammar checkers to provide written corrective feedback. *6th Meeting on Language Teaching (MeLT/ReEL)*, Montréal (QC), April 25-26, 2017.
- Gazaille, M., John, P., & Woll, N. (2017). The effects of computer-mediated written corrective feedback on L2 syntactic complexity and grammatical accuracy. *6th Meeting on Language Teaching (MeLT/ReEL)*, Montréal (QC), April 25-26, 2017.
- Woll, N. (2016). Investigating lexical transfer from English (L2) to German (L3) by French-speaking Quebecers in a foreign language classroom. *10th International Conference on Third Language Acquisition and Multilingualism*. Vienna (Austria), September 1-3, 2016.
- Woll, N. (2016). Investigating dimensions of metalinguistic awareness: What think-aloud protocols revealed about the cognitive processes involved in positive transfer from L2 to L3. In: Languages for life: Educational, professional and social contexts. *Association for Language Awareness (ALA) conference*. Vienna (Austria), July 19-22, 2016.
- Woll, N. (2016). Transférer ou ne pas transférer, là n'est pas la seule question. In : Réflexion métalinguistique et apprentissage de la grammaire en langue première et seconde. *84^e Congrès de l'ACFAS*, Montréal (QC), May 9, 2016.
- Paquet, P-L., & Woll, N. (2016). Portfolio oral et auto-évaluation : Encourager la réflexion métalinguistique chez les apprenants d'espagnol L3 au niveau universitaire. *5th Meeting on Language Teaching (MeLT/ReEL)*, Montréal (QC), April 22, 2016.
- Woll, N. (2016). La réflexion métalinguistique en acquisition multilingue et en traduction. *Jeux de la Traduction*, Trois-Rivières (QC), March 13, 2016.
- Woll, N. (2015). The multilingual experience: Can individual factors related to multilingual usage predict metalinguistic awareness? *Thinking, Learning, Doing (TDL2)*, Groningen (The Netherlands), June 3-5, 2015.
- Woll, N. (2015). Investigating the role of metalinguistic awareness in positive lexical transfer from L2 to L3: What can we learn from think-aloud protocols during a translation task? *Sixth International Conference of the French Cognitive Linguistics Association (AFLiCo 6)*, Grenoble (France), May 26-28, 2015.
- Woll, N. (2014). Isolating metalinguistic awareness as a predictor of positive transfer: Methodology and pilot study. *Association Canadienne de Linguistique Appliquée (ACLA/CAAL)*, St. Catharines (ON), May 26-28, 2014.
- Woll, N. (2012). Positive transfer in third language acquisition. *Les XXV^{es} Journées de linguistique*, Québec (QC), March 8-9, 2012.

TEACHING EXPERIENCE

Professor

December 2015 – ...

Second/foreign language didactics

Department of modern languages and translation

Université du Québec à Trois-Rivières

- *Professional training for teachers of English, Spanish and French as a second language for elementary and secondary levels*
- *Quebec Education Program for English, French and Spanish*
- *Language testing and evaluation*

Lecturer in diachronic linguistics

September 2013 – December 2013

History of the English Language

Department of language, linguistics and translation

Université Laval, Québec

- *Course on the history of the English language offered in the following programs:*

BEALS (ESL teacher training), English studies, Language science

- *Group of 65 students*

Lecturer in German (foreign language)

September 2012 – December 2012

École de langues

Université Laval, Québec

- *Intermediate German course*
- *Group of 25 students*

German (foreign language) teacher

September 2011 – June 2013

Cégep Beauce-Appalaches, St-Georges

- *Two to three beginner, intermediate and/or advanced courses per semester*
- *Groups from 10 to 30 students*

German (foreign language) teacher

January – May 2011

Cégep François-Xavier-Garneau, Québec

January – May 2010

- *Conversation classes in German as a foreign language (advanced)*
- *Project approach in groups of 3 to 10 students*

German language assistant

2006 – 2007

Cégeps Limoilou / Champlain - St. Lawrence, Québec

- *Conversation classes in German as a foreign language (all levels)*
- *Project approach in groups of 3 to 10 students*

Teacher trainee

February – April 2006

Hunsrück-Grundschule (elementary school), Berlin

- *Class observation (English, German as a foreign language, mathematics, theater)*
- *Particular support to disabled pupils as well as to pupils presenting integration difficulties due to linguistic barriers*

English and French as foreign languages teacher

2002 – 2004

“Lernwerk” (Private remedial school), Berlin

- *Remedial courses for pupils with learning difficulties*
- *Summer courses with groups of pupils with learning difficulties*
- *Team-teaching*

ACADEMIC AND ADMINISTRATIVE IMPLICATION

Student representative for Language didactics in the graduate program committee

2012 – 2015

Université Laval, Québec

- *Coordination with the professor representatives aiming at decision-taking regarding program orientations, courses choices, and related educational and administrative issues*
- *Consultation of and information to students related to the issues discussed in the committee*

President of the XXVies Journées de linguistique

2011 – 2012

International graduate student conference, Université Laval

- *Event organisation*
- *Evaluation of abstracts and scientific articles*
- *Editing and publication of the conference proceedings*

Member of the executive committee of the graduate student association of the department (AÉDILLT) (Vice-president) 2011 – 2012
Université Laval, Québec (Secretary) 2014 – 2015

- *Organisation of meetings*
- *Financing applications student services*
- *Information et sensitization of students regarding political issues within the university*

Project participant
“Against discrimination at school” June – December 2005
Pilot project for a future module Bachelor of education at the *Freie Universität Berlin* in collaboration with the German federal association “Gegen Vergessen, für Demokratie”

- *Training sessions aimed at sensitization regarding explicit and implicit discrimination*
- *Teacher-student teams in secondary and elementary schools in Berlin*
- *Sensitization activities in class after the main problems related to discrimination has been addressed in each school*

Student representative 2003 – 2005
Department committee of the Institute for English philology
Freie Universität Berlin

- *Committee meetings*
- *Information et sensitization of students regarding political issues within the university*

Member of the student association 2001 – 2006
Institute for English philology
Freie Universität Berlin

- *Information sessions for novice students*
- *Organisation of extracurricular activities (excursions, reading nights, student café, etc.)*

RELATED EXPERIENCE

Instructor: Teacher training 2012 – 2014
Ministry of Education of Québec (*MEQ*)

- *Pedagogical training sessions for novice teachers of German in Québec*
- *Each year, in the context of a series of training sessions organized by the MEQ*

Consultant for the language assistant programs with Germany, France, Mexico and China 2009 – 2011
Ministry of Education of Québec (*MEQ*)

- *Guidance and coaching of foreign language assistants in the province of Québec (information and pedagogical training sessions)*
- *Consultant for the participating schools and colleges where language assistants are placed*
- *Promotion in universities across the province of Québec for the exchange programs abroad*

Consultant for the exchange program ERASMUS September 2004 and 2005
International office
Freie Universität Berlin

- *Organisation of information sessions for foreign students*
- *Support and information (study management, student life, leisure activities, etc.)*