

Editorial

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In our last Editorial as Editors-in-Chief, we are delighted to officially unveil Issue 28, 2 (2025) of the *Canadian Journal of Applied Linguistics* that contains seven articles (two in English and five in French) and two book reviews (one in English and another in French), all of which center around the issues of bi-/multilingual and/or additional language socialization, learning, and teaching.

Four articles address the topic of language socialization across Canada. In Alberta, **Gillis** explores the potential impact of the newly released Government of Alberta's updated policy on the state of the French language, French speakers, and the development of French language in the province. Despite the promising tone, the policy - argues the author - does little to promote French language education or increase the number of French-English bilinguals and multilinguals more generally, undermining the province's linguistic realities and integration efforts. In a similar vein, **Levasseur and Allen** report on a secondary analysis of ethnographic data from a Vancouver (British Columbia) school that details French language teachers' views on factors that could amplify efforts to include multilingual learners in francophone schools that have historically underperformed in this regard. **Marquis et al.** interviewed multilingual couples of future and new multilingual parents of young children to determine how the educational and family sociolinguistic contexts of New Brunswick may affect the language-related choices they make for their children's schooling and linguistic socialization. The results indicate that the couples' own ethnolinguistic experiences and understanding of their influence as parents shape how they approach language development of their children. In Quebec, **Beaulieu et al.** had 38 female francophone participants from Quebec City rate audio and audiovisual (audio with photos) stimuli of imaginary job candidates, representing different ethnocultural groups, to determine the kinds of skills each candidate appeared to possess. While the raters attributed more professional skills in response to the audiovisual stimuli, the analysis as a whole points to a complex picture of the factors that may influence successful employment procurement in the province.

The remaining three papers in this volume focus on language learning and teaching, with two of these centering on ways to improve writing in French through instructional means. The first paper, by **Quevillon Lacasse et al.**, considers whether syntactical complexity can be improved among 10- to 13-year-old French L1 writers in Quebec by having them follow a particular instructional sequence on the topic developed by the authors. Having examined the participants' narrative and descriptive texts before and after the intervention, the results indicate a clear effectiveness of the instructional sequence for at least one of the grades tested, but the authors call for additional investigations that nuance the findings and extend them to other populations that may benefit from the technique. **Restom and Fejzo**, in turn, investigated how textual coherence is manifested in explanatory texts written by 47 francophone high school students in Montreal. The results showed both strengths and weaknesses in how the students pursued coherence in their compositions,

pointing to effective pedagogical techniques for teachers to employ and suggesting possible areas for future investigations in the area. Finally, to understand how online delivery of an English for Academic Purposes (EAP) program affected the students' learning experience, **Douglas and Wiebe** administered a questionnaire and interviewed undergraduate participants attending a Canadian university. The analysis points to various affordances of online learning and teaching as well as emphasizes the importance of developments in EAP programming and delivery.

Two book reviews conclude the issue. Written in French, the first book review, by **Hamdani Kadri**, focuses on the 2020 volume entitled *Le FLE et la francophonie dans le monde*. Edited by Jean-Louis Chiss and colleagues, the volume presents 28 chapters on the different dimensions of the French-speaking world and the teaching of French as a foreign language more specifically. The second book review, by **Baxter**, examines an edited English-medium collection, *Teaching and learning source-based writing: Current perspectives and future directions*. The compilation, edited by Wette, includes 16 chapters on the various aspects of source-based writing and discusses the latest developments in each.

In closing, we would be remiss not to take a moment to express our sincere gratitude to all who have made our six-year run as editors an experience that has not only been academically transformative for us personally, but has also, and most importantly, propelled the Journal to new heights by having it become *more* - more visible, more searched, more cited, and as a result, more impactful within the field of applied linguistics across Canada and beyond. This quest for more has allowed us to achieve several important milestones, including assigning DOIs to CJAL's publications, indexing the Journal on Scopus, listing it as a supporter of the IRIS digital repository, establishing CJAL's first Review Board, increasing its visibility and audience engagement, streamlining the screening and publication processes, maintaining healthy finances, as well as attracting world class academics to publish in CJAL's regular issues or guest edit one of its special issues. Most notable among the latter, during our tenure, have been issues on the Canadian national frameworks for English and French proficiency (23, 2), Task Based Language Teaching (24, 2), writing pedagogy with linguistically diverse language learners and users (25, 3), Indigenous language revitalization (27, 2), written corrective feedback in first and second language higher education (28,1), as well as the soon-to-appear special issue on second language pronunciation (being edited by Dr. Jennifer Foote).

Because no journal can succeed without a dedicated team, we would first and foremost like to express our sincere gratitude to Alexandra Ross, our Managing Editor extraordinaire, whose contributions have been invaluable and without whom no CJAL issue would have been published in our time as editors. Alex has been a pleasure to work with, and we remain deeply grateful for her exemplary commitment to and stewardship of the Journal. Jessa Hudson, and before her Gillian McLellan, have been exceptional in copyediting both English and French articles while also completing the layout and PDF creation of the manuscripts. We owe a huge debt of gratitude to Dr. Josée Le Bouthillier, our French Editor, who has been instrumental in ensuring a seamless transition on the French side of things when we first took over the running of the Journal and throughout our tenure as editors. Josée has demonstrated exceptional commitment to the CJAL, having significantly grown French-language submissions and mentoring Dr. Florian Hameau in the role of French Editor that he will be taking on fully in the future. Moreover, Ann-Sophie Boily is to be acknowledged for the diligence and care she has demonstrated in her work as French Linguistic Editor. Thanks are also due to Dr. Kevin Papin and Dr. Caroline Payant for having served as Book Review

Editors and ensuring that the latest publications in the field are well represented and profiled in a timely manner for the CJAL readership to consider.

We would also like to acknowledge the Executive Board of the Canadian Association of Applied Linguistics for entrusting us with the editorship of the CJAL in the first place and the University of New Brunswick's Centre for Digital Scholarship for their continued technical support of the Online Journal System (OJS) that hosts the Journal. Last, but certainly not least, we are thankful to all the authors for choosing to submit to the CJAL and the reviewers - for their time, commitment, and expertise in ensuring that the quality of publications in the Journal is upheld.

Finally, we are pleased to pass on the metaphorical editorship baton to the incoming editorial team of co-editors, Dr. Gabriel Michaud and Dr. Pierre-Luc Paquet, from Université de Montréal. We know that the CJAL will achieve new peaks under their leadership and that all of us in the field will benefit from their expertise and dedication.

Thank you and adieu,
Eva Kartchava and Michael Rodgers
Co-editors