

Editorial

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Six articles (one in French and five in English) and two book reviews comprise this first 2024 regular issue (27, 1) of the *Canadian Journal of Applied Linguistics*. The papers address the topics of reading development among young learners of French (both in first and second language settings), development and validation of a screening procedure for post-admission language support, native speaker comprehensibility ratings of conventional expressions produced by second language learners, and the role of the language educator as it pertains to their views and ideologies with respect to the students they serve as well as the feasibility of implementing a multilingual project in an English L2 setting.

Raymond, George, Cadez, Follows, Neveux, Hipfner-Boucher, Genesee, and Chen report on a longitudinal, mixed methods empirical study that examined the development and implementation of a phonological awareness screening and subsequent intervention among primarily English-speaking kindergarteners enrolled in a French immersion (FI) program in Manitoba. Seen as a key literacy-related skill, phonological awareness was measured to identify the likelihood of reading-related struggles that children could face when learning to read in French. Forty of the participating children, who scored below the acceptable threshold on the screening tool, were offered the phonological awareness intervention that lasted between seven to ten weeks. The results show significant gains in the children's phonological awareness skills and confirm previous research findings that showed a predictive link between phonological awareness abilities in one's first language and their reading levels in languages learned subsequently. The uniqueness of this paper is also noteworthy as it details a collective effort of a multidisciplinary team of professionals to promote access and, later, success of FI learners under their care. Maintaining the focus on the development of reading skills among young language learners, **Lachance and Fejzo** detail the design and validation of a remedial program aimed at promoting prosodic skills, with a specific focus on punctuation in reading, among Grade 1 and 2 speakers of French. Having identified a lack of teaching materials related to promoting reading fluency by way of focus on punctuation, the authors adopted a methodological framework, advanced by Van Der Maren (2003), that allowed them to perform the necessary needs analysis, determine goals specific to the project, design the materials (i.e., a teacher's guide and student's workbook), and have subject matter experts evaluate the results. In addition to the valuable insights on the efficacy of the developed materials, the project also stands to benefit future investigations of prosody and all those interested in developing similar subject-specific materials.

With a focus on post-admission language support of students in post-secondary institutions, **Devos, Nizonkiza, and Lynch** outline the development and validation of a screening-diagnostic assessment procedure to identify learners in need of language support in college technical and business diploma programs. The assessment procedure consisted of a screening portion (that included testing grammar ability and vocabulary knowledge),