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Bicultural Identity and Its Connections with English and Heritage Language Competency Among Immigrants in Canada

Bilan Abdulkadir and Kimberly Noels

University of Alberta

Whether and how linguistic competence is linked to ethnolinguistic identities is an important issue for bi- and multilingual persons. However, an understanding of this relation is limited because these individuals are often treated as a homogenous group, even though identity profiles can vary due to sociostructural characteristics, including immigration status. To address this gap, we examined the relations between bicultural identity and English and heritage language competency across three migrant groups. First-generation Canadians are those born elsewhere who immigrated to Canada; second-generation Canadians are the offspring of immigrants; and international students have come to Canada to pursue their education and plan to return to their home country. We asked 291 university students to complete the Bicultural Identity Orientation Scale, which assesses five orientations reflecting how bicultural/bilingual people construe their identities with their ethnolinguistic groups: hybrid, complementary, conflicting, alternating, and monocultural. They also completed measures of competence and anxiety using English and their heritage language(s). Correlational analyses conducted separately for each group yielded similar patterns and important differences across groups. English competency was positively associated with hybrid and complementary identities, and negatively related to monocultural and conflicting identities. Heritage language competency followed the same pattern for hybrid, complementary, and conflicting identities, although the relationships tend to be weaker. For second-generation participants, the relationship between English competency and alternating identity was negative (i.e., stronger competence was related to less alternation between identities). Overall, relationships tended to be stronger for first- and second-generation participants than for international students, consistent with the idea that these temporary migrants may view language as less important for their identity than those who have permanently settled into Canada. These findings of group differences in the relations between ethnolinguistic identity profiles and linguistic confidence are important for theoretical understanding of the link between language and identity.

Toward a Framework for Home Language Policy: Family Reversing Language Shift (FRLS)

Adebimpe A. Adegbite

Tulane Mellon Fellow, PhD Fellow in Linguistic Anthropology, Department of Anthropology, Tulane University, New Orleans, LA 70118

The co-existence of languages, without intentional regulation, is inherently competitive (Ahearn, 2011; Igboanusi, 2008; Errington, 2008, p. 3). The major language, often the official, colonial and/or economically powerful language, typically dominates the minority, such as native, indigenous, heritage, and less commonly taught language(s) in the societal space but also, increasingly, within the home context (Afolabi & Igboanusi, 2023; Ugwu, 2020). To stem language endangerment and loss and promote balanced bilingualism within societies, there is need to engage actors and stakeholders in family language policy using a framework that is malleable to the unique contexts of individuals and their families. This study propounded a new theoretical framework, the Family Reversing Language Shift (FRLS) framework, based on Joshua Fishman's Reversing Language Shift (RLS) model (Fishman, 1991), which holistically engages human and non-human actors in the language acquisition process within the home. The propounded framework was exemplified in an experimental study of 51 children (30 in the experimental group and 21 in the control group) between ages 7-13 and in Primary four to Junior Secondary School three in Ile-Ife, Southwest Nigeria. Participants were engaged in instruction sessions on Yoruba proverbs for three months. The study employed ethnographic, quantitative, and qualitative methods to analyze questionnaires, recordings, interviews, and language tests administered to the children-participants. Findings indicated that the competence of participants in Yoruba increased after the instruction sessions. In addition, attitude of participants and their parents to the acquisition and learning of Yoruba language was greatly influenced in the positive direction. Consequently, Yoruba proverbs, when situated within the FRLS framework is a valuable resource to not only increase the competence and usage of Yoruba language by children, but also to influence their parents toward a pro-minority family language policy. The study concludes that the specification of the FRLS framework to the home provides a new perspective and hope for the rejuvenation and maintenance of minority languages.

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Cognitive Effects of Translanguaging on Narrative Processing in Monolingual English Readers

Kayode Victor Amusan

Ph.D. Student and Graduate Teaching Assistant, University of Louisiana at Lafayette

The study examines the cognitive effects of translanguaging text-processing by monolingual speakers of English. It investigates how L1 English speakers process mixed-language narrative and how translanguaging affects their comprehension. A four-paragraph narrative on 'marriage' (comprising 71% of English and 29% of Yoruba, each containing three English sentences and one Yoruba sentence, including a Yoruba title) was administered to 40 L1 English students. They read the passage and answered questions based on translation without any explicit or predefined multiple-choice answers.

The findings reveal that 32 out of 40 participants accurately decoded "*Igbéyàwó*" and "*iyawo*," as "*marriage/wedding*" and "*the bride*," respectively, despite their unfamiliarity with Yoruba. 37 agreed to utilizing context cues, guesses, pronominal referential co-text to understand the target expressions, demonstrating their cognitive ability to negotiate meaning through context. Also, 34 out of 40 respondents found the passage enjoyable despite their unfamiliarity with Yoruba language. They identified that it increases their curiosity about the Yoruba culture, acknowledging the role of translanguaging in enhancing cultural awareness, inclusion and intercultural competence. Participants also expressed the difficulty they faced by taking up the multilingual challenge to negotiate meaning. This demonstrates the complex relationship between L1 monolingualism and translanguaging. Perhaps this is what Cook (1999) meant when he mentioned that everyone is multilingual in nature. This experience highlights the cognitive demands placed on monolingual speakers during their engagement with multiple languages considering the mental efforts they need to make to bridge the linguistic gap. Finally, 26 out of 40 participants assert that the blend of both languages enriches the narrative. This demonstrates the aesthetic dimension of translanguaging texts, as the fluidity of both languages brings about linguistics or 'poetic' beauty and elegance (Blommaert, 2008; Caragarajah, 2011).

The implication of this study is that translanguaging remains a valuable pedagogical tool for transmitting cultures, norms and experiences. While translanguaging can increase comprehension for bi- or multilingual readers, it tends to pose some cognitive difficulties to monolingual speakers via their struggles to negotiate meaning through contexts, guesses, referential co-text. Perhaps this can help to stimulate the metalinguistic awareness of monolingual speakers to increase their linguistic consciousness about their language, as most of the participants were prompted to reflect on the use of English to interpret meaning in Yoruba.

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Assessing the Process of Second Language Acquisition of Bilingual Immigrant Children in a Multilingual Setup

Oyeyemi Ifeoluwa Bamidele

Ph.D. Student, ASLA, Amity University Haryana, India

This study examines the process of second language acquisition among immigrant children living in India, specifically focusing on children learning English as a second language within a multilingual context where English also plays a significant role. The research aims to identify strategies that support bilingual language development, explore the interactions facilitating second language acquisition, and understand assessment practices for measuring vocabulary and language proficiency in such settings. The study has three research questions: (1) how do educators support second language acquisition of English within a multilingual environment? (2) what strategies are employed to facilitate bilingual proficiency? (3) what methods and resources are used to assess language development and vocabulary acquisition? The study took place in International Delhi Public School -India where Hindi and English are primary languages of communication among teachers, learners, and their communities. Data were collected from participants working in diverse educational roles, providing a comprehensive view of bilingual support strategies. Using qualitative methods, including interviews and informal observations, the study investigates educators' experiences, strategies, and challenges related to second language acquisition and vocabulary development. The theoretical framework integrates cognitive and sociocultural perspectives on bilingualism, drawing on Vygotsky (1965) and Cummins (2000), who explore the relationship between cognitive development, cultural context, and language learning. The findings are organized into three areas: perspectives on bilingualism, strategy use, and language assessment methods. First, the results reveal that educators view bilingualism as essential for immigrant learners, emphasizing the importance of an immersive environment where both Hindi and English are naturally incorporated. Second, the study highlights a variety of instructional strategies used to promote language acquisition, including storytelling, group discussions, role-playing, and community-based activities. Participants noted that exposure to both languages supports linguistic and cultural understanding, though balancing both languages presents some challenges. Finally, findings indicate that language assessment relies heavily on observational techniques rather than formal evaluation, emphasizing language acquisition through social interactions and practical use in everyday contexts. This study contributes to an understanding of effective strategies for promoting second language acquisition within multilingual environments, providing insights for educators and policymakers working in linguistically diverse settings.

Translanguaging and Sociocultural Linguistic Capital

Olenka Bilash

University of Alberta

According to Canada's 2016 census, approximately 1.36 million people, or about 4% of the population, report at least one of the ethnic origins as Ukrainian. (Stick and Hou, 2022). An additional 300,000 individuals, mostly women and children, have been approved to enter through the Canada-Ukraine Authorization for Emergency Travel (CUAET) program since Russia's unprovoked invasion of Ukraine in February 2022[1]. The sudden arrival of these Ukrainian migrants has influenced the dynamics of Ukrainian heritage language community schools or *ridni shkoly* (RiSh) in Canada. RiSh began with the first wave of Ukrainian immigration in the late 19th century and are located across the country and have been revitalized with new perspectives with each of the six waves of immigration to Canada[2]. Unlike some immigrant groups[3] and despite their prevalence in Canada for over 100 years, Ukrainians have produced very few articles about their language schools, instructors or learners, or resources.[4]

This paper will examine some of the linguistic disruptions within the RiSh through the lens of translanguaging. Garcia (2009) referred to fluid languaging practices as translanguaging, noting that some schools have labeled 'incorrect' or 'corrupt' and try to regulate (p. 384). Other scholars refer to switching between languages in an interaction as codeswitching. Martinez (2018) mentioned that no matter what term we use to describe this type of multilingual speech, the reality is that it is "a completely normal and intelligent way" of being bi/multilingual and contrary to popular belief, is not "a sign of linguistic deficiency or a lack of fluency" (p. 517); it should be seen as a strength that teachers can leverage as a resource for teaching and learning. In policy-constrained contexts, however, teachers are skeptical and ashamed of such natural practices and feel guilty (Auerbach, 1993; Cook, 2001; Creese & Blackledge, 2010; Garcia, 2009; Harbord, 1992; Martinez, 2018; Tang, 2002).

Drawing on data from a survey (n=38) and 60-minute semi-structured interviews with 20 community heritage language school instructors in Canada over two academic years (2023 and 2024), I present challenges and affordances that emerged for those from Ukraine during displacement since both 2014 and February 2024. How teachers manage multilingual and translingual classes of Ukrainian, Russian, Surzhyk and English presents unprecedented complexities in the Canadian heritage school context.

It is hoped that some data from parents and learners might also be available by the time of the conference presentation.

Prior to the arrival of the CUAET evacuees, RiSh instructors looked to parents to introduce and sustain the Ukrainian language in the lives of students, knowing that the influence and use of English increased with age (Bilash, 2016). Instructors benefitted from knowing

Canadian schooling practices and adapted their teaching strategies and homework to align. They could use English with their students if necessary, although they adhered to a strict Ukrainian-only policy. They promoted the merits (sociolinguistic capital) of RiSH for students– good grades could lead to scholarships, travel opportunities and long lasting friendships, and positively influence their gpas. (Bilash, 2016)

Since the Russian invasion, new languages have entered the RiSh milieu, shifting the socio-cultural-linguistic capital among both students and instructors. For Canadians, students from Ukraine have native fluency and their own slang, Russian is the language of the invaders, and Surzhyk, a Ukrainian-Russian pidgin spoken in central and north central Ukraine is incomprehensible. Instructors from Canada do not have knowledge of Russian or Surzhyk and so find themselves more limited to translanguaging among evacuee students. Further, they are also experiencing a challenge to their identity. As one instructor/school director stated:

I feel that it is challenging for a Canadian born teacher to feel like they have the "right" to teach Ukrainian School. Even though I hold a MA from [a high ranking university in Canada] and my thesis was focused on heritage transfer in the Ukrainian Community there is a sense of otherness from the staff. As if I "couldn't know" what it means to "truly" be Ukrainian. There are very few Canadian born teachers in Ukrainian schools in Ontario. (I know of only 2.)

The paper will close with recommendations about the role that translanguaging might play in bringing together "Ukrainians" from two different spaces.

[1] See <https://www.canada.ca/en/immigration-refugees-citizenship/services/immigrate-canada/ukraine-measures/key-figures.html>

[2] The first Ukrainians came to Canada in 1891, and approximately 150,000 landed between then and 1914, mostly settling in Manitoba, Saskatchewan and Alberta. The second wave arrived after the First World War, in response to Ukraine's entry into the Soviet Union. A third wave came after the Second World War after Ukrainian independence was lost when Ukraine's armed forces were defeated, with another 30,000 arriving by 1952, mostly as refugees. The next wave, the fourth, came from the former Yugoslavia and Poland in the 1980's period. The fifth wave came with the collapse of the Soviet Union in 1991. The next wave occurred following the 2014 revolution in Ukraine, mostly young professionals moving to enjoy their education and social capital in a globalized world and is ongoing as a result of Russia's invasion of Ukraine in February 2022 (Stick and Hou, Statistics Canada, 2022, <https://www150.statcan.gc.ca/n1/pub/36-28-0001/2022004/article/00003-eng.htm> and Ukrainian World Congress, 2022, <https://www.ukrainianworldcongress.org/ukrainians-in-canada-from-the-first-wave-of-immigration-to-now/>).

[3] For example, the Chinese language community has explored Chinese heritage language acquisition in a large school in Montreal (Curdtt-Christianson, 2006), Multiliteracies (Xiaoxiao, 2017; Jin & Liu, 2023), translanguaging (Jin and Liu, 2023), linguistic identity (Mu,

2016; Strong, 2016), language attrition (Xie, 2010), dialect speakers (Duff, 2008), identity (Crepaldi, 2021), and the history of Chinese heritage language schools (Jiang, 2010).

A search using key words such as heritage language schools revealed that Palladino and Guardado (2018) explored the experiences of using asynchronous tools of teachers and students from two community schools and Aberdeen and Bilash offered tips for heritage language program planners (2016). Other heritage language schools were investigated: Portuguese by Marujo (1993) and Scetti (2001); Greek by Aravossitas (2010) and Zoupa (2016); Czech by Kresin (2017); Iranian by Babaee (2014). Overview examinations of heritage language programs in Canada were conducted by Diffey and Flewelling (1992), Tavares (2000) and Nagy (2021).

[4] Bilash has written about curriculum development (1998) and literacy development (2008); Bilash and Shiyan (2015) about high school students in public bilingual programs; Bilash and Kobel (2015) about the influence of Canadian teachers on the professional development of teachers in Ukraine; Sivachenko and Nedashkivska (2021) have documented university student motivation, and Nedashkivska and Bilash (2014) have explored community -university engagement in Ukrainian language education projects.

A Case of French-English-Slovenian Trilingualism in Slovenia

David Bizjak

The University of Primorska, Koper, Slovenia

The research focuses on a rare case of a native speaker of French who moved to Slovenia where at the beginning of his stay he utilised merely French and English as languages of communication; yet, over the following fifteen years, he gradually acquired the knowledge of Slovenian at a very high level. Slovenian enjoys the status of the first official state language of the country though it can be classified among the less widely spoken European languages, belonging to the Slavic group, thus it is far from being usual that a speaker of a western European macro language of Romance origin, such as French, would accept to upgrade his/her competences in this language.

Our sociolinguistically oriented study is based on two face-to-face interviews with the nowadays' perfectly trilingual speaker. The first interview was conducted in a public bar, i. e. in the neutral environment for both the researcher and the interviewee, the language of the conversation having been French, whereas the second meeting was held at the interviewee's home and the language in use on that occasion was Slovenian. The researcher's questions in both interviews concerned the interviewee's language behaviour patterns, his attitude toward each of the three languages by means of which he performs in everyday life and the multitude of communication situations resulting from the diversity of settings in which he finds himself: in the family, at work, when socialising with his friends or neighbours etc. The analysis of the interviewee's answers reveals to what extent he feels familiar with Slovenian, how his Slovenian co-speakers react to his use of their mother tongue, whether or not his attitude toward French has changed and in what kind of situations, if any, he still needs English as a tool for facilitating the communication with the Slovenian speaking community.

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Acquisition of Null Subjects in Slavic Heritage Languages – A Contrastive Approach

Bernhard Brehmer

University of Konstanz, Germany

Previous research has shown that the acquisition of grammatical domains by heritage speakers (HSs) is shaped both by language-internal and external factors. Internal factors concern, e.g., the transparency of the phenomenon under acquisition or the degree of its structural overlap with equivalents in the majority language (ML), which may facilitate cross-linguistic influence (CLI). External factors include the amount of exposure to the heritage language (HL) or aspects of the quality of input that the HSs receive.

Our paper investigates the interplay of internal and external factors in the acquisition of null subjects (NSs) in heritage Russian and Polish in Germany. As an internal factor we focus on the transparency of NSs in the two HLs: While Polish is a consistent pro drop-language, Russian allows for a much higher degree of optionality in the choice between overt vs. NS pronouns. This makes their acquisition a more demanding task for Russian HSs. The situation is further complicated by the fact that the ML German clearly favors overt subjects (OSs) which provides a lesser contrast for Russian and a more salient contrast for Polish HSs between the HL and the ML. Our first research question (RQ) consisted in checking whether adolescent Russian (n=25) and Polish (n=20) HSs differ in their distribution of NSs and OSs when external background factors (like family type, amount of instruction in the HL etc.) are controlled for and they are exposed to the same map task eliciting oral production data. We expected that due to the higher degree of optionality of NSs in Russian, Russian HSs will show less NSs compared to their Polish counterparts. To test for external factors, our second RQ looked at the distribution of OSs and NSs in the data of their caregivers (one parent per HS) when exposed to the same task. We expected that both the Russian HSs and their parents will tend to favor OSs, possibly also due to convergence towards German, whereas the Polish participants will do so less because of the consistent nature of pro drop in Polish. Both expectations were confirmed by the statistical analyses. In the Polish group, NSs are used by all participants in more than 80% of all declarative clauses elicited in the map task, with no statistical difference between HSs and their parents. In the Russian group we found a considerable degree of variation for the HSs, with the amount of NS ranging from 5 to 65% of all declarative clauses. Furthermore, there was a significant difference between HSs and their parents in the ratio of NSs with parents using more NSs than the HSs, although even for the parents the ratio of NSs varied between 25 and 90%. We therefore conclude that the degree of variability of NSs plays a crucial role for the acquisition of NSs by HSs, but also for the amount of CLI to be expected in the parental input that the HSs receive.

Multiple Paths to Multilingualism of Young Adults Living in Ottawa

Christina Charles

School of Rehabilitation Sciences, University of Ottawa

Canada offers several education programs that promote official language bilingualism. The research community has long been interested the impact of these programs on bilingualism outcomes; however, oftentimes, participants are grouped based on language education program and those with experience in multiple programs are excluded from these investigations. This is because each education program indirectly speaks to amount of language exposure and use in school – extending to be representative of the quality of said exposure – and theoretically reflects differing philosophies around language education, applied via the curriculum.

The goal of this exploratory research project was to better understand the educational paths of a diverse group of young bilingual Canadians. In total, 111 young adults (mean age = 18 ± 0.9 years) who had graduated from an Ontario high school in the Ottawa region within 12 months prior to participation completed asynchronous online questionnaires that captured in-depth information regarding their language learning experiences. All participants had knowledge of English and French – and many reported knowing other languages as well.

The results show that 29% of participants had experience in multiple language education programs. In 63% of those cases, the students have immigration or travel experience, having pursued some of their education in another country; the remaining 38% simply changed programs domestically. Given the proportion of students exiting the public school system having experienced multiple language education programs (even multiple *Canadian* language education programs, in the case of approximately 10% of this sample), it is imperative that researchers plan to gradually move towards the inclusion of these young people from research. However, including them will call into question statistical analyses based on group comparisons. Other statistical techniques such as cluster analysis are gaining popularity, as they allow patterns in the data to emerge without having to group the participants at the outset.

Cross-Linguistic Influence, Age of L2 Acquisition Effect, Versus Bilingualism Effect on Argument Structure Patterns in the English Narratives of Chinese-English Bilinguals

Liang Chen, Ph.D.

Associate Professor, Communication Sciences and Special Education, University of Georgia

It has long been observed that the languages of bilingual speakers are quantitatively and qualitatively different from those of monolinguals, and such differences are typically explained as a result of cross-linguistics influence, or an age of second language (L2) acquisition effect. A third possibility, however, exists: such differences may result from the effect of just growing up with or having knowledge of two or more languages instead of one (henceforth the bilingualism effect). This study sets out to test this possibility through an analysis of the argument structure patterns in the English narratives of two groups of Chinese-English bilinguals (early versus late) and their monolingual peers. For each transcribed narrative, core arguments in the clauses are coded for grammatical role and information status within Du Bois' theory of Preferred Argument Structure (PAS). First, participant groups showed similar statistical tendencies of argument distribution that are consistent with PAS constraints. Second, the late bilinguals' English patterns resembled the monolingual Chinese participants, whereas the early bilinguals' English patterns resembled the monolingual English participants in clauses with zero lexical arguments. Lastly, the two bilingual groups had almost identical performance, and the two groups of monolingual speakers were also identical, but the monolinguals differed from the bilinguals in the tendency to avoid lexical arguments. These differences result from cross-linguistic influence, an age of second language acquisition effect, or a general effect of bilingualism. Our results point to the need to tease apart the unique contribution of cross-linguistic influence, age of L2 acquisition effect, and bilingualism effect to the ultimate attainment of form-function mapping in narratives of bilingual speakers. They also provide support for the proposal that it is necessary to compare late-onset bilingual speakers with (monolingual) native speakers of the target language, but to compare them also with early-onset bilingual speakers.

Intentions Inside the Language Classroom: A Study on Language Learning Persistence and Classroom Experiences

Senyan Chen

University of Alberta

A literature gap still exists within the language learning literature. While there has been an increase within the past two years on studies about language learning persistence, many factors that could contribute to a language learner's persistence remain unknown. Many of these new studies focus on persistence through Grit, the perseverance and passion one has to continue long term goals. While these studies focus on the language learner outside the classroom, few studies have analyzed other potential factors such as a learner's experiences within the language class. This study will examine persistence in language learning through the lens of the classroom. By tracking a student's experiences in a language course, it may be possible to distinguish whether students will continue or discontinue studying their second language (L2). L2 learners (n = 250) completed a questionnaire that recorded their intentions to continue language learning along with their personal experiences in foreign language university classes. These classroom experiences include a learner's academic engagement in their language course, emotions towards studying another language, and whether the language course satisfied their basic psychological needs. Using Pearson's correlation, we will analyze these three classroom experience variables and compare them with language learners' intentions to continue learning their L2. The results of this correlation analysis will determine possible relationships between language learning persistence and classroom experiences. It is hypothesized that students with lower levels of persistence will also have less academic engagement, negative emotions towards studying languages, and less satisfied psychological needs. At the same time, those who intended to complete their studies would display the opposite results. The results of this investigation will provide further groundwork for future studies into persistence in second language acquisition by determining which factors push and pull students toward and away from learning another language. The findings of this study may also provide pedagogical implications for teachers and students alike. By identifying the determinants that influence a student's intention to continue, curriculums and pedagogical approaches could be adapted to better promote persistence in language learning.

Language Teachers' Autonomy Support in Multilingual Classrooms

Ali Dincer¹ and Kimberly A. Noels²

Department of English Translation and Interpreting, Faculty of Humanities and Social Sciences,
Ondokuz Mayıs University, Türkiye¹; Department of Psychology, Faculty of Arts, University of
Alberta, Canada²

According to Self-Determination Theory (SDT; Ryan & Deci, 2017), teachers' motivational styles range along a continuum from highly controlling to highly autonomy-supportive. While a controlling style is typically associated with conventional, teacher-centered methods and often leads to negative student outcomes, an autonomy-supportive style aligns with progressive, student-centered approaches and is associated with positive educational outcomes (Reeve, 2009). The influence of teachers' motivational styles has been extensively studied and documented in education research (see Guay, 2022; Reeve & Cheon, 2021), and specifically in language education (Noels et al., 1999). However, recent global shifts have prompted language educators to reconsider their practices in light of evolving roles and expectations. With the COVID-19 pandemic, language teachers adapted to new norms of online and remote learning, reshaping teaching practices and expectations. Additionally, rapid advancements in artificial intelligence and increased global mobility due to economic shifts, immigration, international students, and online learning contexts have resulted in a rise in multilingual classrooms. This changing reality highlights the need for language teachers to align their roles with the demands of the digital age and the increasingly diverse linguistic and cultural dynamics within classrooms. In this context, teaching and learning English as a lingua franca have become pivotal as it serves as a shared language and a common goal among diverse learners in multicultural, digitalized classrooms. This presentation, supported by TUBITAK 2219 Research Program (Project Number: 1059B192400016), will focus on how autonomy-supportive practices, viewed through the lens of SDT, can be applied to today's classrooms, with a specific focus on English language teachers adapting to these evolving roles. Attendees will gain insights into how autonomy-supportive language teaching can effectively address the challenges and opportunities presented by today's "new normal."

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Acquisition of the French Laryngeal Contrast by Korean Speakers in Quebec

Julien Eychenne¹ and Sunhee Kim²

Professeur agrégé / Associate Professor, Handling Editor, Journal of French Language Studies,
Département des arts, langues et littératures, Université de Sherbrooke¹ ; Seoul National University²

Most of the languages of the World make use of a laryngeal contrast to distinguish different types of consonants. French oral stops (or plosives) are characterized by a two-way laryngeal contrast, implemented in terms of voicing: voiceless (e.g. *coût* /**k**u/ ‘cost’) vs voiced (e.g. *goût* /**g**u/ ‘taste’). In contrast, Korean plosives use a three-way laryngeal contrast: lax (e.g. /**tal**/ ‘moon’) vs aspirated (/t^hal/ ‘mask’) vs tense (/t^{*}al/ ‘daughter’). While these three series are all voiceless at the phonological level, lax plosives become phonetically voiced between two sonorants (e.g. /pap/ ‘rice’ → [pap] vs /pap+i/ ‘rice + subject’ → [pabi], Shin et al. 2013: 65-68). Although the voicing contrast has been noted as one of the difficulties Koreans face in the acquisition of the French sound system (Han, 2011), empirical research (Kim 2003, 2007; Bélanger, 2021) has focused exclusively on one acoustic dimension, namely the Voice Onset Time (VOT). Although both languages rely on VOT to a certain extent, it is not the only dimension involved (Cho et al., 2019) and it might not always be the most important one in Korean (Kim et al., 2002; Lee et al., 2013).

Our goal in this talk is to gain a better understanding of the acquisition of the French laryngeal contrast by Korean speakers by examining several acoustic parameters that are known to correlate with this contrast in French (Grammont, 1933; Durand, 1985; Bürki et al., 2011) and/or Korean (Cho et al., 2002; Kim et al., 2002), namely VOT, burst energy, closure duration, as well as the duration, breathiness and consonant-induced F0 of the following vowel. To this end, we analyze data from 12 Korean L1 speakers who have immigrated into the province of Quebec in adulthood. All subjects repeated and then read a word list containing stimuli balanced for voicing type, place of articulation of the consonant, and syllabic position. The reading list contains 242 randomized words, including 170 target words, whereas the repetition list is a subset of 138 words from the reading list, read by L1 speakers of Quebec French. We will examine how fluency in, and exposure to, French influences the use of target-like vs Korean-specific acoustic cues in the implementation of this contrast, and whether acquisition is uniform across the different phonotactic contexts found in French. These results will be discussed in light of the Revised Speech Learning Model (Flege & Bohn, 2021), which seeks to explain how phonetic systems are restructured in response to the input received through naturalistic L2 learning, assuming that the same speech learning mechanisms remain available throughout the lifespan.

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Primary Education in Senegal in the Age of Multilingualism: Issues, Challenges and Prospects

Jean Christophe Faye

The work is devoted to the issues, challenges and prospects of teaching in Senegalese primary schools. In other words, it deals with the language policy of the State of Senegal on teaching in national languages and/or foreign languages in a context dominated by the implementation of numerous projects and the realization of programs aiming at improving the quality of education.

Senegal is a West African country in which several languages are spoken. Among these languages, there are Seereer, Wolof, Pular, Joola etc. Most of local languages spoken in the country belong to the West Atlantic branch of the Niger-Congo language family. Beside these languages, there are foreign ones some of which French, that is the official language and English which has started being promoted. However, these languages are always in contact, meanly in schools and universities where they are spoken. In so doing, the languages which are taught or in which subjects are taught at schools, mainly at primary schools are in the score of the study.

Thus, the debate on language policy in postcolonial Senegal is particularly acute since our country has still been facing the challenges of building a school that is sufficiently effective to develop the capacities of young people and the country's vital forces to meet the linguistic challenges that arise on a global scale. In this regard, the question of the language of instruction at school and the place of professions in education and training systems are major issues that cannot be ignored at the risk of compromising Senegal's development prospects. Thus, the objective of this work is to highlight this linguistic policy and to see the different categories of the language policy in this educational cycle and the challenges of teaching in national languages in the Senegalese educational system. To collect, process and analyze data, we tried to do research related to the teaching in national languages or of national languages and the educational system. Field surveys, interviews and questionnaires were carried out with state and educational actors.

The research we have conducted has shown that there are some issues, challenges and prospects due to the decisions of the government to implement some local languages (Wolof, Seereer and Pulaar) and English language teaching in public primary school, next to French language (official language) that has been being taught since the colonization. Through the contact of these languages, some interference, transfer, code switching, etc. have been noticed. Local languages intervene at the grammatical, morphological, syntactic, phonological levels, etc. Thus, the fact that these local languages are agglutinative also affects the teaching and learning of foreign languages mainly of English in primary school. The structure of sentences in the local languages studied is also a central point in learning French or English since they (local languages and English) do not structure their words in the same

way. As for the pronunciation of words, it also interferes in the teaching and learning of foreign languages because some sounds which exist in these foreign languages do not exist in local languages and their pronunciation poses certain difficulties for some students and teachers.

Crossing Linguistic Boundaries: Methodological Tools for Analyzing the Integration of English Morphosyntax into Alberta French

Kathryn Fisher

University of Toronto

Although uninformed negative perceptions about the influence of English on Albertan French (AF) spoken by younger generations persist in Canadian media (Heller, 1998, p. 124), AF morphosyntax remains under-documented and under-analysed (Hallion, 2011; Rosychuk, 2021). These perceptions arise from English's dominance in Alberta (Ruiz, 2015), where most young AF speakers use French in educational settings focused on standard French (Cazabon & Frenette, 1980; Mougeon & Heller, 1986; Heller, 1998). Speakers in minority-language contexts often struggle to adapt their speech to the standard (Slevinsky, 1997). This phenomenon, compounded by negative judgments, frequently leads to assimilation to English as a strategy to avoid feelings of inferiority (Mougeon et al., 1984, p. 74; Heller & Martin-Jones 2001 in Dansereau 2007: 31-32). Before tackling these larger issues, it is essential to understand how AF is spoken within the community. My thesis aims to address this gap by solving two key problems, which are the lack of systematic documentation of contemporary AF, as well as the absence of analyses of morphosyntactic structures in AF that may reflect English interference. To do so, I will compile a corpus of modern AF, inspired by the Papen-Rochet corpus compiled in 1976 (Beniak et al., 1984). I take a variationist sociolinguistic approach (Labov, 1972; Eckert, 2012) to analyse the extent to which English morphosyntax has been integrated into AF. I will also investigate whether a change has occurred in AF due to an increase of English influence (Poplack & Levey, 2011) by comparing my corpus with the Papen-Rochet corpus.

I have developed three innovative tasks to achieve these objectives. I have a pre-questionnaire that collects demographic information and measures linguistic restriction (Mougeon & Beniak, 1991; Dubois & Noetzel, 2005). I also have a questionnaire that measures attitudes towards AF, which also serves as a preliminary result of linguistic identities around AF and Albertan culture. Finally, the corpus will be composed of semi-structured interviews designed to elicit target morphosyntactic variables, confirm language use and attitudes/identities, and aim to understand how groups/networks are formed based on their group identity (Eckert, 2000; Wagner, 2013). My methodological contributions will achieve several goals: 1) By fostering both continuity with and innovation beyond existing studies, they will provide a touchstone for researchers studying French as a minority language in contact with English; 2) The findings could allow for the development of a curriculum that reflects linguistic practices of the community – an approach successfully implemented in Ontario (Mougeon & Beniak, 1991: 59); 3) They will empower the

Francophone community in Alberta by demonstrating that their language remains vibrant and evolving, despite persistent criticism (Les Linguistes atterrées, 2023).

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Risk-Taking And Engagement in a Western Canada Multilingual Community of Practice

Kathryn Fisher, Dr. Natacha Louis, Dr. Thao Tran-Minh and Dr. Anne-José Villeneuve

Campus Saint-Jean, University of Alberta

According to the latest census data, people with French as their mother tongue represent less than 7% of the population in Western Canada's provinces and territories (Statistics Canada, 2022), a rate that gives cause for concern. However, the vitality of a minority language depends not only on the absolute and relative number of speakers, but also on the various social contexts in which the language is used (UNESCO, 2003).

For young people learning French--or in French-- in a minority context, language security and a sense of belonging to the Francophone local and international community are often catalyzed by decisive and meaningful social interactions they experienced outside the classroom, where the focus is not explicitly on language learning or on prescriptive norms. Drawing on interdisciplinary work in applied linguistics and education, this paper presents the theoretical underpinnings and concrete applications of a French engagement program (FEP) at a French-language postsecondary institution in Western Canada. This program aims to enable all students--native speakers and intermediate-advanced learners--to engage, take risks and multiply opportunities to use French in authentic social settings (Mougeon & Rehner, 2015). Learning is then supported and discussed within a community of practice (CoP, see Wenger, 2005), where participants discuss and reflect on affective and (socio)linguistic outcomes, both individual and collective.

Through its interdisciplinary approach, this paper highlights some of the promise and challenges of community-based learning for minority language (re)vitalization, and offers relevant applications in postsecondary education in a plurilingual environment.

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How Language Expectation Influences Bilingual Speech Processing

Deanna C. Friesen¹, Tanisha Kalirao¹, Emile Rae Hoepfner¹, Kevin Mitchell², and Amy S. Desroches²

The University of Western Ontario¹; The University of Winnipeg²

We investigated the role of language expectation for English-French bilinguals during a picture-spoken word matching task with three critical conditions: match (BEACH, “beach”), unrelated mismatch (BEACH, “moose”) and L2 competitor mismatch (L2C, BEACH-“plaid”, which sounds like the French translation of the pictured item, “plage”). In Study 1, we manipulated language expectation across three blocks: 1) English-only, 2) English with French fillers, and 3) English-only again. Clear evidence for cross-language activation was marked by longer RTs and lower accuracy on L2C vs. unrelated trials on English only blocks. The effect was magnified during the block with French trials, highlighting the role of language expectation on cross-language activation. In Study 2, we monitored ERPs to the same stimuli in the task with French fillers. Bilingual participants showed large late going N400s to L2C trials compared to unrelated trials. Interestingly, these effects mirror what has been previously been observed for cohort mismatches in a monolingual context (e.g., CONE-“comb” see Desroches et al., 2009). These results have implications for models of bilingual language perception and the role of language expectation during processing.

Imperfect Adult Bilingualism and Past Tense Auxiliary Unification in Three French Contact Varieties

Stephane Goyette

Acadia University

Standard and most non-standard varieties of French make use of two auxiliary verbs, “avoir” (to have) and “être” (to be), to form the *passé composé*, the most basic past tense. The latter auxiliary is the rarer one, being confined to certain verbs of movement and to reflexive and pronominal verbs. Hence the contrast between “j’ai mangé”, “j’ai vu”, “j’ai volé » (I ate, I saw, I stole, respectively) on the one hand (with “avoir” as the past tense-marking auxiliary) and “je suis parti”, “je me suis vu” and “je me suis battu” (with “être” as the past tense-marking auxiliary) on the other (I left, I saw myself, I fought, respectively).

Unsurprisingly, adult learners of French as a second language often generalize the “avoir” auxiliary, producing erroneous forms (*“j’ai parti”, * “je m’ai vu” and * “je m’ai battu”). As indeed do some non-adult learners -the erroneous forms just listed are quite typical of Canadian French immersion students’ L2 French.

It is interesting to note that all three of the French vernaculars which have generalized “avoir” as their sole past tense- marking auxiliary -Métis French on the Canadian prairies (MF), Acadian French in Atlantic Canada (AF), and Voyageur French in Southern France (VF)- are vernaculars whose history, in all three instances, is characterized by intense language contact with minimal to no learned influence.

The goal of the proposed presentation is to argue that this shared innovation of the three French vernaculars is in fact a direct consequence, over the course of their genesis involving learning and (ultimately) shift to French on the part of alloglots (Romani-speaking in the case of VF, Cree- and Ojibway-speaking in the case of MF, Micmac-speaking in the case of AF), of the typical L2 learner’s tendency to overgeneralize “avoir” at the expense of “être” as an auxiliary verb.

This overgeneralization of “avoir” could be seen as a case of L1 transfer in certain instances of adult L2 acquisition of French. English L1 speakers, for example, because of the close fit between French “j’ai vu” (First singular subject pronoun + Verb “to have” + Past participle of the verb) and English “I have seen”, could be claimed to generalize “avoir” as their sole past tense-marking auxiliary following the model of English.

Such is not the case in the instance of the substrate languages of MF, AF and FV, listed above. None makes use of auxiliaries meaning “to have” or “to be” as a marker of the past tense. Their shared generalization of “avoir” must be a consequence of a shared overgeneralization of what is, in French, the dominant past tense-marker.

Finally, a quick glance in the direction of other Western European varieties which once had both “to have” and “to be” as past tense markers and which generalized the former at the expense of the latter will reveal that L2 acquisition appears likely as a major causal factor.

Multilingual Mothering: Shifting Connections to a Heritage Language After the Transition to Motherhood

Malwina Gudowska

Becoming a mother is a significant and involved life event where linguistic practices and ideologies may change in response to ambitions for heritage language transmission and maintenance in the family (Torsh, 2022). The term 'heritage language' itself has several dimensions, including an affiliative element in the felt connection between cultural and linguistic heritage that can be associated with both the past and the future (Eisenclas & Schalley, 2020). Maintaining and transmitting heritage languages is often desired by families to continue cultural, linguistic and social connections, but can be more complicated than simply the transmission and maintenance of a language as it can be linked to multifaceted ideas of identity as well as language (Blackledge & Creese, 2010; Little, 2017).

This qualitative study seeks to explore whether the transition to motherhood changes the connection one has with a heritage language and if it does, why and in what way(s). It focuses on the experiences of multilingual women who have become mothers, drawing on interdisciplinary approaches and is part of a larger qualitative study. Data for this part of the study was collected from 238 mothers residing in linguistically-different host societies but all whom answered the same questionnaire on multilingual mothering and emotions. The survey included five open-ended questions including one asking participants if their connection to their heritage language had changed since their transition to motherhood. An initial thematic analysis of the answers has indicated patterns centring around either a (re)connection to a heritage language after motherhood, or a disconnect and subsequent shift to an LX after becoming a mother. Findings suggest, and add to the existing literature, the transition to parenthood is both affected by and affects linguistic ideologies, practices and management in the family.

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Home Language Away from Home: Language Practices of Ukrainian Refugees in Canada

Yuliia Hryshyna

MA Student, University of Saskatchewan

The beginning of the full-scale war in Ukraine caused many changes in the daily lives of Ukrainian refugees in Canada. One such change is a shift from Ukrainian-Russian bilingualism to Ukrainian language dominance, with some speakers completely abandoning the use of Russian (Taranenko, 2023). While such shift is supported by current Ukrainian legislation (Sikorska, 2023), it cannot be fully explained by it, since such shift happened in Ukrainian communities outside of Ukraine as well. This presentation explores the current home language practices of Ukrainian refugees in Canada, including their current language use, whether they have changed their language practices, the reasoning behind changing or not, and how the ethnic community shapes these practices.

Evidence of Ambient Learning of an Indigenous Language in the Pacific with Applications to the Indigenous Context in Canada

Michelle Kamigaki-Baron

Ph.D. Candidate, Department of Linguistics, University of British Columbia

Previous studies report that ambient (or passive) exposure to Māori allows adults who cannot speak Māori to build a proto-lexicon of Māori. The proto-lexicon is defined as the implicit knowledge of the phonotactics, word forms, and grammar, without knowledge of meaning. Finding that such sophisticated knowledge could be generated simply by ambient exposure has implications in language acquisition, as this type of knowledge is among the first steps required to learn a language, first or additional (Johnson, 2016), and it has been demonstrated that the proto-lexicon acquired from ambient exposure can lead to significant benefits in language learning (Mattingley et al, 2024). This body of work challenges current notions of multilingualism for speakers of Indigenous languages and offers encouraging evidence for adult language learners.

Ambient (passive) exposure to a language allows its learners to build a proto-lexicon, i.e., the implicit knowledge of the phonotactics, word forms, and grammar, without knowledge of meaning. This study addresses two languages: ‘Ōlelo Hawai‘i, a native language of Hawaii, and Hawai‘i Creole (HC), which developed in the 19th-20th centuries from interactions between English colonizers, immigrant laborers, and the native Māori population. Employing a well-formedness rating task of OH phrases and sentences, this study examines the proto-lexical knowledge of ‘ōlelo Hawai‘i (‘OH) by adults who do not yet speak ‘OH, and come from two groups: those with and without the knowledge of HC. The major research question is: does HC provide better implicit knowledge of ‘OH than does English? A potential application includes a better understanding of the role that ambient exposure may have on the development of a proto-lexicon for speakers and learners of Canadian Indigenous languages.

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Multilingualism, Heritage Language Maintenance, Variation and Change in Cyprus

Karpava Sviatlana

University of Cyprus

Globalization, increased transnational mobility, and the rising populations of refugees are intricately linked to the phenomena of multilingualism and multiculturalism. It is vital to foster awareness and appreciation of linguistic and cultural diversity at both individual and societal levels. This presentation aims to share findings from a mixed-methods research project on multilingualism in Cyprus, viewed through micro, meso, and macro lenses. It will specifically delve into the results of the study focused on the development of language and narrative skills among bilingual children, exploring aspects such as macro- and micro-structural analysis, grammaticality, and disfluency. Factors influencing these elements include age, language proficiency, and modes of narration—particularly in the contexts of storytelling and retelling. Our research contributes valuable insights to the field of heritage language studies, emphasizing the narratives of child heritage speakers at early stages of language development, with a specific focus on Cypriot Greek, the societal majority language in Cyprus. Moreover, this study investigates the complex interplay between family language policies, emotional dynamics, socialization practices, and language management strategies within immigrant and mixed-marriage families in Cyprus. It also addresses the linguistic and cultural identities of second-generation immigrants and minority speakers, examining issues related to heritage language acquisition, usage, attrition, maintenance, and transmission. Additionally, the presentation will tackle macro-level analyses of multilingualism in Cyprus, highlighting the nation's multilingual linguistic landscape, migration patterns, and approaches to multilingual, multicultural, and inclusive education.

Linguistic Landscape of a Bi-Communal Village in Cyprus: Ethnolinguistic Vitality, Internationalisation and Commodification

Karpava Sviatlana

University of Cyprus

This study investigates the Linguistic Landscape (LL) of Pyla, a bi-communal village in Cyprus, which is one of only four villages located within the United Nations Buffer Zone. Pyla is located in the eastern part of the island, adjacent to the British Sovereign Base Area of Dhekelia. It is administered by the government of the Republic of Cyprus, but policed by UN peacekeepers.

The data collection and analysis were based on the Geosemiotics theoretical framework (Scollon & Wong Scollon, 2003), which emphasises the link between place semiotics, interaction order, and visual semiotics and the role of semiotic assemblages such as code preference, emplacement embedded in the signs, the LL analysis and interpretation (Sheng & Buchanan, 2022). The researcher created a corpus of 540 visible linguistic signs photographed during the fieldwork. The focus was both on bottom-up signs, commercial or private, and top-down, public signs in Pyla (Landry & Bourhis, 1997; Gorter, 2012; Van Mensel et al., 2017).

The analysis of the data showed that, an overall pattern of Pyla LL is monolingual (67%), with a prominent role of English. However, bilingual (29%) and multilingual (4%) are also present, with English, Greek and Turkish as dominant language constellation. The Turkish language mainly appears in public signs or in relation to business and culture associated with the Turkish community. English and Greek are present in both private and public signs, with English having a dominant role in advertising discourse of commercial signs.

LL of Pyla is indicative of its ethnolinguistic vitality as a bi-communal village, inhabited by both Greek Cypriot and Turkish Cypriot population, agency of sign creators and owners regarding the choice of languages and the content of the signs, as well as of such processes as internationalisation, commodification and linguistic instrumentalism (Heller, 2010; Zhao & Baldauf, 2012; Hult, 2018).

Pilot Results from the Sentence Repetition Subtest of the CATS Battery for Filipino-Americans and Filipino-Canadians

Kelly Yong Hyun Kim¹, Ivan Bondoc¹, Eugenie Mamuyac², Jessica De Leon² and Eduardo Europa³

University of Toronto, Department of Linguistics¹; University of California, San Francisco, Memory and Aging Center²; San José State University, Department of Communicative Disorders & Sciences³

Primary progressive aphasia (PPA) is characterized by cognitive-linguistic impairments attributed to the presence of neurodegeneration. One of its variants, namely logopenic PPA, is characterized by impaired word retrieval and impaired sentence repetition. However, limited work has been done to develop culturally and linguistically appropriate tests, such as sentence repetition tasks, for bilingual patients with PPA. One such population is the Filipino population, the second largest minority group in Canada (Statistics Canada, 2021) and the third largest Asian American subgroup in the US (Budiman et al., 2023). Recent studies have shown that Filipino Americans have the highest dementia incidence rate among Asian American subgroups (Mayeda et al., 2017), and with the projected rise of dementia cases in Canada (Alzheimer Society of Canada, 2024), there is even a greater need to fill in a need for developing linguistically-appropriate tests for this population. Tagalog is a major language spoken in the Philippines and by the diasporic Filipino population, and our team recently developed The Cognitive Assessment for Tagalog Speakers (CATS) Battery (De Leon et al., 2023) to evaluate cognition, including speech and language, in Tagalog speakers. In this study, we report on pilot results from the Tagalog version of the sentence repetition subtest from a healthy older adult Filipino American population.

Patterned from the modified Bayles task in English (Lukic et al., 2019), the Tagalog sentence repetition subtest contains five subcategories of items which vary in terms of length, semantic meaningfulness, and frequency – long frequent (LF), short meaningful (SM), short non-meaningful (SNM), long meaningful (LM), and long non-meaningful (LNM). Each category contained three items. To adjust for the multisyllabic property of Tagalog, the short categories had eight-syllable long utterances, while the long categories had twelve-syllable long utterances. Data from 38 Tagalog/English bilingual, healthy older adult Filipino-Americans (mean age 65.68, age range 63-86; 28F, 10M) showed that participants did equally well on Tagalog LF (95.64%), SM (97.22%), and SNM (95.41%) sentences, but they were challenged on Tagalog LM (82.84%) and LNM (70.09%) sentences. These effects of length and semantic meaningfulness on difficulty of sentence repetition are consistent with what has been observed with monolingual English neurotypical counterparts. We also found that Filipino-American healthy older adults did generally well on the Tagalog version of the sentence repetition task despite the higher number of syllables per item compared to the English version. Future directions include 1) analysis of performance of the bilingual English/Tagalog speakers on the English version of the subtest and 2) data collection from

clinical populations to determine the effectiveness of the test to diagnose logopenic PPA from other variants.

Bilinguals' Language Use in Self-Addressed Writing

Jisu Kim

MA Student, University of Saskatchewan

Bilinguals have more than two languages they can use to communicate with other people. Often, the person they are communicating with heavily affects what language they use. However, not a lot is known about bilinguals' language choice when they are talking or writing to themselves. This research aims to study the language choice and code-switching patterns of bilinguals when they are writing notes to themselves. 34 Korean-English bilinguals participated in two writing tasks to create self-addressed writing samples. These writing samples, as well as demographic information collected via questionnaire, were analyzed for correlation. The result shows that the type of dish (either Korean or Western) affected the language choice the most. Also, participants were more likely to stick to the same language throughout tasks 1 and 2. This research is an attempt to gain more knowledge about an understudied subsection of bilingualism and broaden our understanding of bilinguals' language use. Bilingual language choice and code-switching is a unique linguistic phenomenon that deserves more attention, and this research hopes to open the door for more studies in the future.

Heritage Language Orthography in Russian-English Bilinguals: A Corpus-Based Study

Olesya Kisselev¹, Angelina Rubina², and Irina Dubinina³

University of South Carolina^{1,2}; Brandeis University³

The paper reports on the results of an ongoing research project investigating spelling errors made by English-dominant college-age heritage language (HL) learners of Russian. It describes the orthographic knowledge of these young bilingual adults, considers underlying linguistic representations manifested by the observed orthographic errors, and offers a set of recommendations for teaching Russian HL orthography.

Although HL learners reportedly demonstrate advantages over second language (L2) learners in phonetic and phonological aspects of language (i.e., Chang, 2016; Montrul, 2013; Polinsky, 2018), they experience systematic challenges in spelling and orthography in different languages (i.e., Beaudrie, 2012; Carreira, 2002; Kagan & Dillon, 2001; Loewen, 2008; Pyun & Lee-Smith, 2011; inter alia). Existing research on HL spelling is extremely scarce (i.e., Beaudrie (2012) and Llombart-Huesca (2017, 2018) for HL Spanish; Park et al. (2016) for HL Korean). The only existing study on HL Russian orthography (Kisselev et al., 2024) focused narrowly on HL spelling errors in adjectival endings. Expanding on the prior research and addressing the gap in current research, our corpus-based project: (i) explores the similarities and differences between the patterns of orthographic errors in nouns and in adjectives in HL Russian, and (ii) discusses how HL learners' underlying linguistic representations should inform language pedagogy.

The data come from a HL sub-corpus extracted from a corpus of essays from the 2012 U.S. National Post-Secondary Russian Essay Contest organized by the American Council of Teachers of Russian. The heritage sub-corpus includes 86 essays produced by college-aged HL learners of Russian in the U.S., who answered a prompt question: *Čto takoe drug?* /What is a friend? The original set of errors (4379 total) was divided by part of speech, and errors in nominal endings (274 items) and adjectival endings (370 items) were extracted.

The analysis of learner errors in this study relied on the taxonomy developed in Kisselev et al. (2024), moderately expanding the original taxonomy to account for some misrepresentations of the sound /j/ and spelling conventions. Four broad categories of errors identified in the data include: (1) phonetic representations of vowels; (2) phonetic representations of spellings involving writing conventions; (3) perceived softness of the consonant before the ending; and (4) the representation of the sound /j/ through palatalization or lack thereof of the final stem consonant. The paper discusses the patterns observed in the distribution of types of spelling errors in light of the nature of heritage languages and offers preliminary hypotheses for the sources of observed errors. The paper then explores how research on spelling and orthography may inform the teaching and learning of Russian as HL.

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Rethinking L3 Transfer: A Critique of the L2 Status Factor Model

Willem Kuun

University of Victoria

Third language acquisition introduces added complexity to language transfer. Among the prominent theories addressing this phenomenon is the L2 Status Factor Model (L2SFM) (Bardel & Falk, 2012). The L2SFM argues that the second language (L2) is the privileged source of transfer during third language (L3) acquisition, a claim grounded in the assumptions of the Declarative/Procedural (DP) model (or dual-route model) of language processing (Pinker & Prince, 1988; Ullman, 2016). The updated version of the L2SFM (Bardel & Sánchez, 2017) claims that greater metalinguistic knowledge (MLK) is the driver of transfer. However, recent research (Puig-Mayenco et al., 2020) suggests that the L2SFM may oversimplify the complex dynamics of language transfer. Further, there is a lack of L3 transfer research including MLK data, making the model difficult to validate.

In this talk, I will critically examine key data used in L2SFM research, probing which variables are used to support the model, such as languages, proficiency, and task types. One key concern is that the DP model, which assumes differential processing and storage for the L1 (procedural) compared to the L2 and L3 (declarative) adds unnecessary complexity to a model of cognitive language processing. This complexity could hinder the model's generalizability. Alternative theories, such as the single route model (Fruchter et al., 2013; Stockall & Marantz, 2006), challenge the need for a dual-route approach.

I will report on analyses of the L2SFM data which reveal methodological concerns. Furthermore, there is a lack of explicit MLK measurement to support the claims of the revised L2SFM.

This research is significant because it highlights the need to consider the effects of multiple factors that contribute to language acquisition and language transfer. A comprehensive and feasible model of third language acquisition needs to incorporate a parsimonious model of the cognitive architecture, as well as many methodological factors.

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Do Bilinguals Access Emotion Words from Different Conceptual Stores?

Geuma Kwak and Elena Nicoladis

University of British Columbia

There is a growing consensus that fluent bilinguals generally access words of both of their languages from a single conceptual store. One notable exception to this general pattern might be emotion words. If emotion words are stored in language-specific stores, it is not entirely clear why: emotion words refer to abstract constructs, are often associated with high arousal, and differ across cultures. The primary purpose of this study is to test whether bilinguals draw their words for production from the same conceptual store for concrete concepts (animals and body parts) and different conceptual stores for emotions. Bilingual and monolingual participants performed a semantic fluency task, naming as many examples of a semantic category (like “animals”) as they could within one minute. Bilinguals did this task once in each language, monolinguals twice in English (with an intervening task to interfere with their short-term memory). The dependent variable was the amount of conceptual overlap across the two tasks (e.g., they said “cow” twice; or “cow” in one language and the word for ‘cow’ in their other language). Monolinguals’ performance was included as the baseline for accessing words from the same conceptual store twice. As predicted, the monolinguals showed greater overlap than the bilinguals for emotions but not for animals. These results support the argument that bilinguals access somewhat different conceptual stores for emotion words. Curiously, we found no difference between bilinguals who spoke an Asian language and bilinguals who spoke a Romance language. This result challenges the idea that bilinguals have language-specific stores for emotion words because of cultural differences in conceptualizing emotions. We discuss possible alternative reasons that emotion words might be stored differently than other words.

Situated Ethnic Identity, Language Use, and Interethnic Interaction Among Canadian Immigrants

Anny Kwon, Kimberly A. Noels, and Isabel Ng Yek En

University of Alberta

Given that immigrants make up around 23% (8.3 million people) of Canada's population, it is important to understand how intercultural contact with other Canadians can contribute to changes in immigrants' practices, thoughts, and feelings. This process of acculturative change can happen to immigrants' language use (e.g., learning and using English relative to the heritage language) and ethnic identity as a member of the heritage and Canadian communities. According to the acculturation penetration hypothesis, acculturative change to an individual's ethnic identity takes place first in public spaces, where Canadian identity tends to be as strong as or stronger than the heritage ethnic identity, and last in more personal spaces where the heritage identity tends to be stronger than Canadian identity. Language facilitates this change: with greater competence in the Canadian and heritage languages, immigrants are more able to claim the identities connected to those ethnolinguistic groups. The present study explores the experiences of individuals from multicultural backgrounds who regularly interact with members of both their own and other ethnic, and linguistic groups. This study examines how these individuals navigate their sense of identity across different situations using the Experience Sampling Method (ESM). ESM involves real-time self-reports that systematically collect data in-context; this provides a more accurate representation of participants' natural behaviour and offers a unique approach to understanding situated ethnic identity. Through electronic prompts at predetermined intervals, participants will report on their identification with both Canadian and heritage ethnic groups, language use, and aspects of the social situation (e.g., setting, activity, the interlocutor's role relationship and ethnicity). The study will involve ~300 immigrant university students who moved to Canada at different points in their lives. Participants will provide self-reports through the Experience Sampling Method (ESM), which will include a combination of Likert scale and short-answer questions. It is expected that the hypothesized heritage identity will be stronger than Canadian identity in the family domain, but in community domains, the strength of Canadian identity relative to heritage identity will be moderated by the length of time one has lived in Canada. Moreover, English and heritage language competence will moderate this pattern. This research will provide important insights into the acculturation process as it relates to language and ethnic identity and contribute to the growing body of literature on immigrant integration, identity management, and interethnic relations in Canada.

The Self-Determination and Well-Being of Foreign-Language Learners: A Scoping Review

Mia Leedell and Kimberly A. Noels

University of Alberta

In recent years, language education research has begun to recognize the role of well-being in learning foreign languages. Self-determination theory suggests that intrinsic motivation (i.e., participation in a given activity in order to experience the satisfaction and enjoyment inherent in the activity) fosters life enjoyment and well-being. The purpose of this scoping review is to investigate contemporary research that concerns well-being in the context of language learning in relation to three basic psychological needs (autonomy, competence and relatedness) posited in self-determination theory, and to identify possible gaps. A total of 70 empirical studies published from 2013 to 2024 were collected using a search string across six databases (PsycINFO, Education Resources Information Center (ERIC), Web of Science, Linguistics and Language Behaviour Abstracts (LLBA), Scopus, and JSTOR) and assessed for inclusion in the present review. Forty studies were determined to meet the criteria for inclusion, and the relevant characteristics from each article were compiled, including the publication year, the country of origin, and the well-being, self-determination and language measures used. The number of publications between the years 2013 and 2019 was low, but a steady increase in relevant publications occurred in the years thereafter. Popular conceptualizations of well-being included enjoyment of language learning (n=19) and fulfilment of basic psychological needs (n=6). Popular measures of well-being included qualitative data (52.5%), original questionnaires (17.5%) and variants of the Foreign Language Enjoyment (FLE) Scale (12.5%). When considering aspects of self-determination theory, authors predominantly chose to solely examine autonomy (n=17). However, a sizable proportion of the included studies considered all three basic psychological needs (autonomy, competence and relatedness) in tandem (n=14; X%). An evaluation of the research in this area indicates that the published literature is largely cross-sectional, thereby restricting inferences about potential causal associations. Future research should also consider the use of longitudinal studies to identify changes in foreign-language learner well-being over the course of time, and should examine learners of languages other than English. More research into self-determination and well-being may facilitate improvements in language pedagogy, and promote the well-being of language learners.

You say hello, I say bonjour/你好: Speech Development in Children Enrolled in Second Language Education Programs

Fangfang Li

University of Lethbridge

Existing research on second language (L2) speech acquisition and theories extrapolating from that research tend to gravitate towards adult immigrant populations who learn a socially dominant L2. It has been found that the age of exposure to L2 is primarily associated with the level of L2 proficiency, due to either greater neuroplasticity in younger age or larger amount of experience accumulated since the younger age. Studying child L2 populations, particularly those who learn a socially-minority L2, can reveal the process of L2 acquisition in the making, while at the same time disentangling the effect of age and experience on L2 learning.

In this talk, I will present a large-scale collaborative project on second language learning in two second language programs in Alberta: French immersion programs in Lethbridge and Chinese-English bilingual programs in Edmonton. Documentation of French immersion students' pronunciation has been limited, impressionistic, and outdated. Those on Mandarin-English bilingual schools are even more scarce. The project aims to specifically evaluate the effect of school language experience of a minority L2 by profiling the phonetic and phonological development of children in grade 1, 3, and 5 in these two programs. Findings of the sound acquisition patterns of students in the three grades will be presented. For both programs, an initial improvement in speech accuracy were identified, followed by a plateau after grade 3. For the Mandarin program, the effect of home vs. school language experience was further compared and the results indicate the differing effect of experience based on language background and the type of sound acquired. Taken together, our results suggest the importance of examining child bilingual speakers when their L2 is a socially minority language.

Home Language Experiences of Young Adults from Chinese Immigrant Families: A Qualitative Exploration of Language Use, Transition, and Current Outcomes

Jiaxing Li and Andrea A.N. Macleod

MSc.; Ph.D. University of Alberta

Canada is a linguistically and culturally diverse country with immigrants from different backgrounds. There is a growing need for immigrant families to preserve their home language; these needs are particularly pronounced when these families have children. Research shows that maintaining a home language can support cognitive, social, and cultural development. In the Chinese community, over 50% of ethnic Chinese immigrants arrived within the last decade, and more of them have brought or given birth to the next generation in Canada. The transition from the first to the second generation is a critical period for language exposure and retention (Fishman, 1960). Most studies on children's home language maintenance rely on parents' reports or demographic data, leaving a gap in understanding how young adults reflect on their own language experiences since childhood and how these experiences inform their current needs in English-dominant country. Learning about these experiences can inform future parents regarding strategies for language transmission and retainment.

This qualitative study explores the home language experiences of young adults (aged 18-25) from Chinese immigrant families who grew up in Canada through direct interactions. Focusing on individuals either born in Canada or who immigrated as children with their first-generation parents, the study explores how these young adults navigate their language use from childhood to adulthood in an environment where the official languages differ from their home language.

Eight participants were interviewed using semi-structured interviews and an online survey, which incorporated the Language Experience and Proficiency Questionnaire and the Bicultural Youth Acculturation Questionnaire. Transcribed interviews were analyzed through thematic analysis to identify key patterns and themes.

This study emerged three key themes: (1) language use during childhood shaped by family environment, (2) changes in language use during the transition to an English-dominant environment influenced by immigration age, schooling, social environment, location, and parental attitude and (3) outcomes of current language use reflecting a complex interaction between early language exposure, continued use, the English-dominant environment, and the cultural identity awareness. Findings reveal significant challenges during the transition period, including emotional and social barriers, which underscore the need for supportive strategies to navigate language acquisition and identity formation. The study also suggests the critical role of a balanced bilingual environment, supportive parental attitudes, and

community engagement in facilitating both home language retention and a smoother transition to an English-dominant settings.

This study emphasizes the importance of families, educators, and communities in co-creating an inclusive environment that supports bilingualism from childhood into adulthood. Actively listening to and understanding the needs of bilingual individuals, while providing appropriate resources and services, are essential for effective bilingual language development. These efforts ensure that immigrant children retain their home language while acquiring proficiency in the dominant societal language.

A Bibliometric Study of Research Papers Published in the International Journal of Bilingual Education and Bilingualism

Zhi Li, PhD

Associate Professor, Department of Linguistics, University of Saskatchewan

Bilingual education has attracted much attention in the past few decades, as witnessed by increasing publications in this field (see Lin & Lei, 2024). Adopting a bibliometric approach, this study focuses on a dedicated academic journal the International Journal of Bilingual Education and Bilingualism (published by Taylor & Francis) to explore its publication trends over the past two decades (2005 to 2024), including influential publications, geographic distribution of research, prominent research themes, and research design and methodologies (if available from abstracts). The meta-data of 1,190 articles were retrieved from the Scopus database and a corpus of the abstracts was compiled. R package bibliometrix 4.3.0 was employed for bibliometric analysis. The top 10 influential papers were identified based on their citation information. In terms of publication distribution, while the US and the UK are the most productive countries for publication, recent years have seen a noticeable increase in publication from non-English-speaking countries such as Spain, China, and the Netherlands. For research theme identification, Python scripts were prepared, and visualization tools were used. Four major themes emerged from the corpus analysis: namely, translanguaging-related, bilingual or language policies and ideologies, development of language skills and/or literacy, and language-oriented pedagogy (e.g., content and language integrated learning or CLIL). The analysis also reveals that the collected papers are diverse in their research design and data analysis methods, featuring a wide range of qualitative, quantitative, and mixed-methods approaches. The findings of this study provide a comprehensive overview of research trends in bilingual education and bilingualism. They will be of use to researchers and practitioners who are interested in bilingualism/multilingualism.

“So Slowly Slowly Encourage Him”: The Importance, Concerns and Aspirations Regarding Home Language Transmission Among Newcomer Parents

Andrea A.N. MacLeod

Communication Sciences and Disorders, University of Alberta

The goal of the present study was to understand the perspectives of newcomer parents regarding the transmission of their home language to their children. We know that supporting children’s early communication development is essential to their long-term well-being, academic success, and full participation in daily activities. Providing this support rests on collaborative efforts on the part of parents, communities, and educators. Understanding the perspectives of newcomer parents is an essential step to empowering families and providing supports that meet their needs. Within a grounded theory framework (Chamraz, 2006), this study aims to gather a range of perspectives from families rather than to achieve a “universal” or “generalizable” perspective. To this end, we recruited parents who were linguistically diverse families, were “new Canadians” (i.e., parents who have lived in Canada for fewer than 10 years), and were parents to preschool-aged children (i.e., 2 to 5 years). In collaboration with community leaders, we identified four ethnolinguistic communities to take part in the study. These included 3 Arabic-speaking parents originally from the Middle East, 3 Spanish-speaking parents originally from South America, 3 Chinese-speaking parents originally from China, and 5 Amharic-speaking parents from Ethiopia and Eritrea. A focus group was convened for each community, co-led by a bilingual research assistant and a community leader. The focus groups were conducted in the home language of the parents (i.e., Arabic, Spanish, Chinese, and Amharic) and translated afterwards for analysis. This presentation will focus on several key themes, including why the home language is important; the importance of parents, siblings and other community resources; concerns about home language development; and aspirations for the home language. Implications of these findings for multilingual research and supporting children in preschool and early school years will be discussed.

Sound Change in Toronto Heritage Hungarian Plosives

Marcell Maitinsky

MA student, University of Toronto

In heritage languages, language contact effects can be seen within individuals' linguistic performance, often differently than in the languages' places of origin (Nagy, 2024). Literature on Heritage Hungarian ('HH') in the United States, including McKeesport, PA (Fenyvesi, 1995; 2005) and South Bend, IN (Kontra, 1990), has discussed how American English has affected the sound system of HH. In Canada, however, work on HH communities has been limited to syntax (Molnár, 2012) and loanword adaptation (Zsoldos, 2006). The American HH literature points towards generational effects of English on plosive voice onset time ('VOT'), with Homeland Hungarian short-lag voiceless plosives /p t k/ (Gósy, 2001) being replaced by more English-like, aspirated realizations among second-generation speakers. Meanwhile, in Toronto, heritage languages with the same voicing typology as Hungarian have shown varying effects of English influence on VOT (Nagy, 2024). The current study investigates plosive pronunciation in HH in Toronto, hypothesising that if voiceless plosives in HH develop English-like VOT in Generation 2 and beyond, then similar effects should be observed for voiced plosives /b d g/ as well. Sourced from approximately 6 hours of interviews (5 speakers) in the Heritage Language Variation and Change corpus (Nagy, 2011), plosives are measured for VOT and prevoicing. Mixed-effects analysis of 20 tokens each of /p, t, k, b/ in conversational speech per speaker, including investigation of contrast between /p/ and /b/, is expected to confirm preliminary observations of more English-like VOT (Nagy, 2024) in later generations of HH speakers in both voicing series. Results will be compared with American HH speakers (Kontra, 1990; Fenyvesi, 1995; 2005) and discussed with respect to generation, ethnic identity, and individual variation, including qualitative discussion of a larger set of Hungarian plosives /p, t, k, b, d, g/ across 3 generations (8 speakers).

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Bilingualism and Multilingualism in Canada: Problems and Solutions

Veronika Makarova

University of Saskatchewan

This presentation describes multilingualism in Canada with its achievements and problems. Ethnic groups have been called “a major element in Canadian society” (Kymlicka, 2010, p. 304). First-generation immigrants comprise 26.4% of Canadian population (Census Mapper, 2022). However, as the presentation demonstrates, there is an intrinsic discrepancy between the Multiculturalism and Bilingualism policies, and the support for immigrant and heritage languages of the newcomers could be improved. The presentation reports the results of a study that explores the level of adaptation of two groups of immigrants to life in Canada (from Iran and Russia), perceived levels of discrimination, as well as their satisfaction with the move to Canada. It also explores the perceived importance of home language and culture maintenance and of the majority language (English) acquisition by these groups. The results demonstrate that both groups are overall satisfied with their move to Canada, but their level of integration into the majority social groups is relatively low. Immigrants from Iran form close connections with their diaspora, whereas Russian-speaking immigrants do not. Both groups of immigrants are determined to maintain their language and culture and pass them on to their children. Immigrants from both groups report incidents of discrimination, which are more frequent among Iranian participants. The Linguistic Equilibrium Theory is suggested as a way to pursue immigrants’ language needs and attitudes over the course of their lives in the new home country. Some solutions are suggested to highlight the attention to heritage bi- and multilingualism in Canada.

Hinglish: A Unique Socio-Linguistic Phenomenon of Hindi-English Bilingualism

Shiti Malhotra

Linguistics Program, Saint Mary's University

Hinglish is a contemporary linguistic phenomenon among bilingual speakers of Hindi and English. It has emerged as the new lingua franca of a vibrant bilingual society trying to find new ways to express itself. This paper highlights the emergence of unique linguistic features in Hinglish, which result from frequent code-mixing and code-switching, along with the social-cultural context of its use.

To understand the linguistic features of Hinglish, it is important to understand the social context in which it is used. Hinglish is a unique linguistic code of the emerging bilingual population of India who do not want to sound “foreign” by speaking just in English but also don’t want to sound “unmodern” by speaking entirely in Hindi. As a result, Bilingual speakers of Hindi and English often code-mix and code-switch to navigate different social and cultural contexts (Sailaja, 2011 et al.; Bhatia, 2011; Kothari, 2011, among others).

One example of Hinglish code-mixing is the use of the Hindi morpheme “kar” with English verbs, as in (1). In Hindi, the morpheme “Kar” [meaning “do”] is used to convert nouns to verbs; however, in Hinglish, Hindi “kar” is attached to English verbs to use them as “Hinglish verbs.”

1. Mai baad me join kar ta hu.

I late in join do ASP tense

“I will join you later”

Hinglish shows an interplay of Hindi and English phrase structure regarding code-switching, as in (2) below.

2. is question ka answer jaldi-jaldi batao, I am in a hurry.

This question of answer quick-quick tell I am in a hurry.

“Answer this question quickly, I am in a hurry”

In summary, Hinglish is a unique code-mixing and code-switching phenomenon that feeds on the vocabulary of both the parent languages and showcases some unique structural patterns determined by the linguistic competence of the Hindi-English bilingual speakers. This paper explores the linguistic features of Hinglish and attempts to understand the dynamic process behind the use and creation of this code.

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Towards the Development of a Multilingual Environment: A Case of One South African University

Vimbai Mbirimi-Hungwe

Sefako Makgatho University, Molotlegi Street Ga-Rankuwa, Pretoria, Gauteng

This paper reports on an observation made at one of South African University where transformation to recognize the use of indigenous languages is taking place. Although such positive response to the Language Policy of Higher Education (LPHE) is commendable, certain aspects of such transformation still lack the recognition of the need for indigenous languages to be included as sources of knowledge. At the university where this study took place, Setswana¹ is offered as an elective module to first year medicine students. The aim of the module is to teach Setswana for communicative purposes to non-speakers of Setswana. Besides this module being offered at first year level, there are no initiatives to use students' language practices as embedded in the language policy. This paper aims to bring to the fore scenarios where multilingualism through translanguaging is recognized and used to enhance students' understanding of academic material against non-speakers of Setswana being taught the language for communicative purposes. Results from a focus group discussion show that multilingual students possess funds of knowledge that need to be recognised for teaching and learning. The paper aims to maintain the need for multilingualism to be recognized for academic use and not solely for communicative purposes. A translanguaging approach to teaching and recognising students' language practices is recommended as a way to allow multilingual students to access social justice.

¹ Setswana is one of South African indigenous languages.

The Role of Language Dominance on the Source of Transfer to French L3

Caroline Mekhaeil

PhD student, University of Toronto

Using adjective placement, this study examines if individual language dominance in 2 L1s (English and Egyptian Arabic) determines the source of transfer to French L3 (beginner level).

Several hypotheses and models concerning transfer to the L3 have been developed. Hermas (2010) for example, proposes that transfer to an L3 always comes from the L1 because it is the most developed. The L2 Status Factor is a model that proposes that transfer comes only from the L2 due to the cognitive similarity between the way L2s and L3s are learned (Ghezlou, Kosha & Lotfi, 2018). Based on these 2 hypotheses, the source of transfer as solely L1 or L2 is difficult to maintain if the third language is acquired by simultaneous bilinguals, the case of a lot of L3 learners (including the learners in this study). The Typology Primacy Model shows that the source of transfer to an L3 can come from the L1 or the L2, but it is always the most typologically similar language that is the source of transfer (Rothman, 2011). However, this model doesn't explain the source of transfer if all previously acquired languages are typologically similar to the target language. Flynn, Foley & Vinnitskaya (2004) argue that the transfer to the L3 could also come from the L1 or the L2, but it is always facilitative (The Cumulative Enhancement model). This is not always the case considering the cases of negative transfer. The Linguistic Proximity Model (Westergaard & al., 2017) argues that transfer comes from the language having a similar structure to the structure tested in the target language. However, the cases of non-facilitative transfer in this model are not clear. Finally, the Scalpel Model (Slabakova, 2017) argues that a lot of factors come into play when it comes to the source of transfer to the L3. One of the factors mentioned is language dominance.

Since dominance seem to play an important role in the Scalpel Model. Moreover, some studies showed an effect from dominance on transfer. For example, Jabbari & al. (2016) tested the societal language dominance and concluded that it determined the source of transfer to the L3. We predict that the dominant language would determine the source of transfer in L3.

We tested 11 children aged 7 to 10 years (simultaneous bilinguals in English and Arabic). Language dominance was tested using measures like verbal density and Guiraud's index from oral productions and input and output from questionnaires. The source of transfer was tested by an eye-tracking task where an audio including a homophone (noun or adjective) was played. We predicted that the dominants in English would look at the adjective homophone more because they have the order Adj+N; and that the dominants in Arabic would look more at the noun homophones because they have the order N+Adj.

Preliminary results show there was no link between language dominance and where the participants looked. In other words, there was no evidence of an effect from language dominance on the source of transfer to an L3.

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Framing Power and Identity: A Cross-Cultural Pragmatic Analysis of Gendered Media Representations in Political Coverage

Eva Maria Mestre

Subdirectora d'Estudiantat i Innovació Educativa, Departament de Lingüística Aplicada Universitat Politècnica de València

Media portrayal plays an important role in creating social perceptions and stereotypes that can have negative effects (Courtney et al., 2020; Santoniccolo et al., 2023; Sinalo & Mandolini, 2023). Despite social and legal advances in civil rights, limiting gendered representations that portray unbalanced gender identities and roles are still very persistent in contexts such as online media. For women, this often takes the form of underrepresentation or negative representation through strategies ranging from infantilisation to misogyny (Baker, 2013; Santoniccolo et al., 2023).

In line with the long-studied ways in which language, power and violence are intertwined (Derrida, 2001; Fairclough, 1989; Foucault, 1980) or how language can cause violence in various forms (Van Dijk, 2008; Silva, 2017; Mestre-Mestre, 2023), journalistic language is consistently used to reinforce gender stereotypes and settle gender role norms, which can encourage sexism and violence (Santoniccolo et al., 2023; O'Neill, et al., 2016; Potter, 1985).

The stereotypes prevalent in the media about women in public life are diverse and complex (Fowler and Lawless, 2009; Pedersen, 2018), more so in Computer Mediated Communication contexts. Hegemonic media representations of women have been found to reproduce heteronormative male views (Mulvey 1975). In the case of women in the public sphere, such as politicians, strategies that can negatively impact political campaigns and outcomes include objectification and sexualisation (Splichal & Garrison, 2000), and gendered framing and bias (Toff and Palmer, 2019; Courtney et al., 2020).

In this context, Nussbaum (1999) lists seven types of objectification, including the denial of autonomy or subjectivity. Being exposed to these representations hinders women and undermines their professional ambitions (Santoniccolo et al., 2023; O'Neill et al., 2016; Vandenberghe, 2018).

Considering the Nussbaum premise, this study examines the representations of four leading female politicians in Spain and in the UK. The corpus pragmatics study compares two corpora consisting of media articles from for newspapers in each context. For each country, four women political leaders of different ideologies have been chosen. The results show that these newspapers use unequal strategies to misrepresent, limit and objectify the politicians, depending on several variables.

“If Russian Is Not Your Native Language, Then Russia Is Not Your Homeland”: The Politics of Multilingualism in Modern Russia

Valeriya Minakova

McMaster University

Modern Russia, with over one hundred Indigenous languages, is highly ethnically and linguistically diverse. However, recent official policies and discourses increasingly promote Russian ethnic identity and the Russian language. In 2024, Elena Iampolskaia, Advisor to the President, publicly stated that those who do not consider Russian their “native language” cannot regard Russia as their homeland. Such rhetoric can be highly divisive for many Indigenous groups, who consider their ancestral languages their “native”, even if they do not speak them fluently.

The presentation traces the development of modern public and political discourses in Russia regarding multilingualism. While Russian is treated as a “symbol of Russian statehood” (Ryazanova-Clarke, 2006), Indigenous languages are framed as relics of the past—associated with heritage and identity but lacking political, communicative, and economic value. Efforts by Indigenous groups to address the situation by creating tangible incentives for learning their languages are often undermined and dismissed as “discrimination” against the Russian-speaking population.

Within these discourses, the term “native language” is highly emotionally charged and politicized. For multiple ethnic groups, the term means their ancestral language, which they might not speak but still emotionally affiliate with. Federal authorities challenge this traditional understanding, seeking to promote its diverse population’s loyalty to Russian. For example, recent changes in education made the teaching of Indigenous languages optional in public schools, allowing children from any ethnic group to study Russian “as a native language” in addition to mandatory classes of Russian. As such, the reform encourages non-Russians “to abandon their vernacular language and to name Russian as their native language” (Arutyunova and Zamyatin, 2021)

This presentation highlights the tensions between federal policies and rhetoric promoting Russian as a unifying national language and the cultural and emotional significance of Indigenous languages, raising critical questions about the future of multilingualism and cultural identity in Russia’s diverse society.

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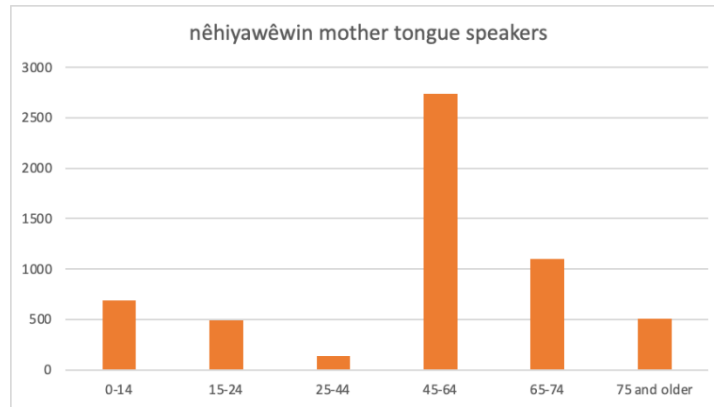


Figure 2: Mother tongue speakers of nêhiyawêwin per age group. Source: Statistics Canada, 2011

Figure 2 tells that this is a critical moment in the revitalization process of Plains Cree. The solid speakers' generation (45-64) is out of the child bearing age. The child bearing generation is overall the most affected of all age groups by language loss. This means that L1 transmission of Plains Cree is currently compromised. Policy makers and leaders should not rely in family language transmission alone because the numbers are not there. The members of the solid generation (45-64) should consistently, at this stage, act as mentors for young adults and adolescents to restore the transmission via second language acquisition, which is in line with the observations of Indigenous scholars for Cree and other North American languages (Richards & Maracle 2002; McIvor 2015; Souter 2018). There is a scarcity of studies on attitudes towards Plains Cree in local communities, but the rising numbers in the youngest generations (Figure 2) are indicative of a resurgent interest in the language. Systematic and effective programs should sustain this interest through second language teaching to youth and young adults, as the only way to restore a child bearing generation for Plains Cree able to pass on the language via family language transmission and teaching in immersion schools. In this presentation, we will use Census data to claim that an effective policy intervention should involve three levels:

- Programs for adult second language learners (age group 18-30) that combine language proficiency and teacher training;
- Immersion programs for children up to K12;
- Sociolinguistic survey and need analysis of the generation below 24 years old to survey their need and wishes, to be sure to engage them in reclamation.

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Home Language Shift among Ukrainian Immigrant Community in Canada: Qualitative Analysis

Alla Nedashkivska and Veronika Makarova

University of Alberta

This presentation focuses on the reported use of home languages among Ukrainian immigrants in Canada. The research aimed to identify changes in participants' home language practices and attitudes since the onset of the war. The qualitative study involved 26 online interviews, transcribed and analyzed for themes, subthemes, and thematic clusters. The qualitative analysis revealed three distinct groups of participants based on their relationship to home language(s): conventional L1 Ukrainian speakers, L1 Russian speakers, and (re)new Ukrainian speakers. The study highlights the complexities of participants' navigation of languages, as well as reports the linguistic shifts and transformations occurring both within and across these groups. By the discussion of the themes of consciousness, ownership, and responsibility, the study situates these findings within a broader discussion of identity positioning and belonging within an immigrant community, particularly in the context of war.

Dimensional Redeployment in Phonological Acquisition: Past Findings and Future Questions

Brett C. Nelson

Sessional Instructor, Mount Royal University

Avery & Idsardi (2001) presented a model of phonological representation in which phonological contrasts are made via specification of dimensions. Nelson (2023) showed that this model of phonological specification of contrasts was more adequate in accounting for the third language acquisition of the glottalization contrast in Kaqchikel, a Mayan language, by learners with language backgrounds in both Spanish and English, both Indo-European languages, specifically through Archibald's (2005) notion of redeployment. In Nelson et al. (2024), this analysis was expanded to account for the L2A of consonants in other Mayan languages: Yucatec Maya ejectives by L1 Spanish users (González Poot, 2011; 2014) and Q'eqchi' stops by L1 English users (Wagner & Baker-Smemoe, 2013). This paper presents this analysis and extrapolates it to other potential cases of adult language acquisition.

This analysis of glottalized sounds in Mayan languages works because the three possible Laryngeal dimensions in Avery & Idsardi's (2001) model each have a set of two possible phonetic gestures that phonetically complete the specified dimensions. By specifying a sound with the learner's known contrastive dimension, either Glottal Width or Glottal Tension, and then completing it with the less commonly used phonetic gesture of that dimension, [constricted glottis] for Glottal Width and [stiff] for Glottal Tension, the learner is able to provide an adequate underlying representation for the novel sounds of their target language.

However, this research broaches additional questions as to the redeployment and, conceived more broadly, the manipulation of linguistic knowledge in the adult acquisition of new languages. I conclude this paper by reviewing relevant literature to approach answers to these broad questions about multilingual language acquisition. First, it remains unclear whether knowledge can be redeployed across subdomains (e.g. from vocalic phonology to consonantal phonology, or vice-versa, see Martinez et al., 2023). Second, the privileged source of redeployment in multilingual acquisition of an additional language, e.g. in third or fourth language acquisition, is not certain (see, e.g., Flynn et al., 2004; Bardel & Falk, 2007; Rothman, 2010; 2011). Finally, this paper probes the timing of redeployment as occurring at the initial state of acquisition or possibly at later stages of acquisition, with the perception of additional input in the target language (Westergaard et al., 2017; Rothman et al., 2019).

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How to Tell a Story with Lots of Different Words when Your Vocabulary in the Target Language is Small

Elena Nicoladis,

University of British Columbia

Many studies have shown that, on average, bilingual children score lower on vocabulary tests than monolingual children in both of their languages. It seems likely, then, that bilingual children will use language in everyday contexts with a lower range of lexical diversity. To test that prediction, we asked French-English and Mandarin-English bilingual children and English, French, and Mandarin monolingual children to watch a cartoon and tell the story back. Surprisingly, the bilingual children used just as many different words as monolinguals in both languages to tell the stories, despite scoring lower on vocabulary tests. I discuss several possible explanations for why bilingual children can use a lot of different words when telling a story even though their vocabulary scores are low.

How Can We Encourage Children to Learn Languages Other than English in the Middle of the Canadian Prairies?

Elena Nicoladis,

University of British Columbia

It is challenging to encourage children to learn and use a language other than English when English is the majority language, at least over the long term. I will first discuss some of the advantages in knowing a minority language, including connecting with relatives and other community members as well as a feeling of belonging to a continuity of a culture that spans generations. I will then review some of the challenges, including family dynamics, schooling, developmental changes, and the relative “coolness” of languages. Finally, I will present some practical ideas that could encourage children’s learning of minority languages, even in the middle of the Canadian Prairies.

Situated Ethnic Identity, Language Use, and Well-Being Among International Students in Canada

Isabel Ng Yek En, Kimberly A. Noels, and Anny Kwon

University of Alberta

There is a lack of research exploring the relationship between situated ethnic identity, language use, and well-being in international students. While studies have explored situated ethnic identity, also known as identity variability, and well-being in first-generation immigrants (Noels & Clément, 2015), few studies examine these variables alongside language use using the experience sampling methodology (ESM). Recent acculturation research on situated ethnic identity explored the situationally variable nature of identity, which shifts in response to different social contexts. Looking at situated ethnic identity is crucial for acculturation research, especially in relation to cross-cultural adaptation, which focuses on adjustment to a new culture. In this context, acculturation can refer to the process of assimilating into a different culture, usually a more dominant one. In their efforts to adapt to a new culture, international students could experience personality changes as changes in language use lead to differing attitudes and behaviour (Pellegrino Aveni, 2005). Existing research has explored identity variability through case studies (Yu & Xu, 2024; Zhang & Lütge, 2024), offering nuanced, context-specific insights but limiting generalizability. ESM, which collects data in real-time across various contexts, offers a promising approach. Researchers prompt participants through electronic notifications at predetermined intervals, gathering data multiple times throughout a specific period. This allows for a comprehensive representation of participants' daily lives. Our study explores the relationship between situated ethnic identity, language use, and well-being in international students using ESM. Data from 300 international students, collected three times a day for one week, will be analyzed with regards to situational variations in language use and feelings of identity. It is hypothesized that students who have lived in Canada longer, and who intend to remain in Canada after graduation will have stronger English skills and stronger Canadian relative to heritage identity at least in public domains. This research has implications for understanding the interplay between situated ethnic identity and language use. By capturing identity variability in real-time, our findings could inform programs supporting international students' cultural adjustment and psychological well-being.

Towards Bi/Multilingualism for All: Underpacking the Gender Gap in Language Education

Kimberly A. Noels, Katheryn E. Chaffee and Lauren Elcheson

University of Alberta

Across Canada, Britain, USA, Australia and many other countries, there is a significant gap in the number of women and men enrolled and succeeding in language courses. Although considerable effort has been directed to understanding the lower rates of enrollment and achievement of women in STEM areas, less attention has been focused on learning why men are unlikely to engage in female-dominated fields like language education. To this end, 147 men and women enrolled in a language course (i.e., language learners) and 197 men and women not enrolled in a language course (i.e., non-learners) were compared on several variables demonstrated to predict engagement and success in a language course (e.g., self-determination, mindsets, identity), as well as measures of gender ideology, stereotypes and identities. The results of means comparisons showed that there was little difference in the language and gender variables across men and women language learners and women non-learners. Male non-learners, however, scored significantly higher on traditional gender ideology measures. A second study compared 95 male learners and 257 male non-learners on a wider range of language and gender variables, and largely replicated the findings of the first study. A path analysis based on Expectancy-Value Theory showed that enrollment in language classes was directly associated with both expectancies for success at language learning and valuing of foreign language learning. These results suggest that gender ideologies play an important role in explaining men's lower engagement, and may point to possible interventions to improve gender equality in language education.

Generational Language Policy Retention

Leah Pagé and Kimberly Noels

Department of Psychology, University of Alberta, Canada

The retention of languages is a topic that is relevant to many bilingual or multilingual Canadian families. To navigate the retention of multiple languages, some parents may choose to enforce language rules to facilitate language acquisition and development. These language rules, termed family language policies (FLPs), can be articulated explicitly or demonstrated more implicitly through nonverbal behaviours. There is a lack of research examining the cross-generational retention of FLPs, and this study addresses this gap through the investigation of emerging adults' past and current language use experiences, as well as their plans for future language use. Multilingual Canadian adults between the ages of 17 and 25 participated in an online survey that focused on their experiences of being multilingual in childhood and adulthood, including opportunities, challenges, and anxieties, as well as their intentions to retain their language policies in their future homes one day. Using the Theory of Planned Behaviour as a theoretical lens, it is hypothesized that participants' attitudes towards language retention (i.e., language attitudes, opportunities, and challenges), the subjective norms they are exposed to (i.e., language norms, childhood FLPs, and school language policies), and their perceived behavioural control (i.e., language anxiety and language self-confidence) predict their intent to retain their heritage languages and FLPs. The data will be analyzed using structural equation modelling. The results of this study provide insights into how heritage language(s) and FLPs can be retained across generations.

Heritage Cantonese Learner Linguistic Identity: Navigating Language Ideologies and Under-Resource in Multilingual and Multicultural Canada

Raymond Pai

PhD Candidate in Language and Literacy Education; Lecturer of Cantonese, Department of Asian Studies, The University of British Columbia (Vancouver Campus, Musqueam Traditional Territory)

In Canada's multicultural linguistic landscape, Cantonese, a historically significant Chinese language variety, faces increasing pressures in an environment lacking learning resources and institutional support (Xiao, 1998; Yu, 2013; Yu & Chan, 2017). This study investigates how heritage Cantonese speakers negotiate their linguistic and cultural identities amid prevalent societal language ideologies and the challenges of navigating a predominantly English-speaking environment. Focusing on heritage Cantonese adult learners, the research explores the strategies they employ to foster linguistic continuity within their families, through academic institutions, and in various communities as well as how these efforts intersect with broader cultural and linguistic expectations.

Using qualitative data from a larger research project, this study explores the learning trajectories of adult Cantonese-speaking participants across Canada recruited from large-scale surveys followed by semi-structured interviews to gain comprehensive insights into language learning and maintenance practices. Surveys reveal general trends in language use, while in-depth interviews with ten students and self-learners illuminate personal perspectives on language identity and the nuances of cultural preservation.

Preliminary findings highlight the proactive strategies heritage Cantonese learners in Canada use to enable bilingualism, including enrollment in accredited university programs or heritage language schools, the self-establishment of Cantonese-speaking environments, and the integration of Cantonese media. However, their efforts face challenges, such as the dominance of English in schools, peer influences, and the societal devaluation of heritage languages, which can lead to internalized negative attitudes within the diasporic communities.

This research underscores the complex balancing act heritage Cantonese learners face between cultural preservation and assimilation. It emphasizes the importance of community support and targeted policy efforts to sustain multilingualism and cultural diversity. The findings contribute to discussions on language preservation, identity, and multiculturalism, providing valuable insights for educators, policymakers, and community organizations striving for a more inclusive linguistic landscape in Canada.

Perception of Accented Speech in Code-Switching By Bilinguals

Khushi Nilesh Patil

MA Student, University of Toronto, Department of Linguistics

Code-switching is the act of using multiple languages in a single utterance, and is practiced widely around the world in multilingual communities. For example, in an English-to-French switch, one might say “John forgot to bring le bicycle el jardin (the bicycle to the park)”. The existing body of literature demonstrates a well-established “switch cost”, with consistent negative impacts seen on speech production, perception, comprehension and recognition in code-switched speech as compared to monolingual speech across both behavioral (Soares & Grosjean, 1984; Thomas & Allport, 2000; Costa & Santesteban, 2004; Olson, 2017) and neural studies (Fernandez et. al, 2019; Yacovone et. al, 2021). There is some work that attempts to understand the mechanisms behind code-switching, and why we continue to code-switch despite the proven communicative inefficiency. Fricke, Kroll and Drussias (2016) and Shen, Gahl and Johnson (2020) find that switch cost can be alleviated by anticipatory phonetic cues. The current project seeks to investigate whether speaker accent (which includes both language-specific phonetic cues and speaker identity information) can serve to mitigate switch cost, and more generally, better understand the neural mechanisms underlying code-switching, using electroencephalography. Previous EEG work on code-switch perception in the auditory modality (Fernandez et. al, 2019; Yacovone et. al, 2021) finds an associated N400 effect, which is an automatic brain response sensitive to semantic violations in speech, and an LPC effect, which is a later brain response which indicates presence of input requiring re-analysis. There is also evidence that foreign accents can modulate neural responses to otherwise unexpected speech patterns in the syntactic domain (Hanulíková et. al, 2011). However, there is no current work in our knowledge relating accents and code-switching, and very limited work studying auditory code-switching processing using neural methods.

To address this gap, we ask whether bilingual listeners will respond differently to code-switched sentences produced in an accent matching the switch language, as opposed to the accent of the matrix language. Specifically, we ask if Mandarin-English bilingual listeners will show a different neural response when hearing English-to-Mandarin code-switched sentences produced by a Mandarin-accented speaker versus a locally accented speaker, and whether accent matching switch language will confer a processing benefit. There will be four versions of each item: locally accented unilingual, Mandarin accented unilingual, locally accented code-switched and Mandarin accented code switched. For example, “I bought a backpack for school”, vs. “I bought a shū bāo (backpack) for school”, in a local accent or a Mandarin accent. We expect N400 and LPC effects for code-switched stimuli, but not for locally accented stimuli, consistent with prior research. We anticipate that Mandarin accented stimuli will induce relatively smaller N400 and LPC effects than locally accented stimuli, since listeners will be able to use the speaker identity information and phonetic cues available in speaker accent to better anticipate the upcoming target switch.

The results from this research will further our study of mechanisms underlying code-switch processing, which provides a unique window into understanding phonetic variation and cross-linguistic interactions within the multilingual brain.

Multiple Grammars under Bilingualism

Maria Polinsky

University of Maryland

With the advent of a better understanding of grammatical architecture as well as the development of articulated models of language structure, it has become apparent that the same surface phenomenon may have different underlying representations. This realization undergirds the conception of multiple grammars within a given linguistic population. Researchers have noted instances of multiple grammars before, and in this talk I will review several such cases (Turkish relativization, Korean verb raising, and negation in Polynesian). However, the question has not been raised whether multiple grammars in the baseline also correspond to multiple grammars in bilinguals, heritage speakers in particular. This question constitutes the central theme of this presentation.

As representative cases, I will consider externally-headed relative clauses and the scope of negation. Relative clauses can in principle be derived in a number of ways, with different underlying syntax. I show that at least two analyses of relative clauses are available to English and Russian monolinguals. However, English-dominant heritage speakers of Russian do not rely on two grammars for their relativization; instead, they seem to limit the formation of relative clauses to only one analytical option (Polinsky, to appear). On the other hand, the examination of scope in Chinese-dominant Tibetan speakers points to multiple grammars within the heritage-speaker population. According to Chen & Huan (2023), some Tibetan speakers some allow only surface scope of negation; others accept scope ambiguity in Tibetan (as seems to be the case in the baseline), and still others show scope ambiguity in both languages (transfer from the home language to the dominant language).

These results have several broader implications. They add to the growing body of work on multiple grammars in linguistic populations and lead to new questions concerning the relationship between multiple grammars in the baseline vs heritage systems. As the Russian data suggest, heritage speakers narrow down the options available in the input, which indicates that they rely on internally-driven learning principles. No such narrowing (“simplification”) is observed in Chinese-Tibetan bilinguals though. We should be able to predict which, if any, of the options available under multiple grammars would be chosen by heritage speakers.

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Exploring Bilingual and Multilingual Adaptations among Uttar Pradesh and Bihar Migrant Communities in Chandigarh

Sagar Pumbak

Department of Anthropology, Panjab University, Chandigarh

The phenomenon of migration significantly influences bilingual and multilingual practices across various societies, including cities like Chandigarh. As people move across regions and borders, they bring diverse linguistic repertoires, leading to complex patterns of language contact, shift, and maintenance. This paper examines how migration from Uttar Pradesh (UP) and Bihar to Chandigarh shapes bilingual and multilingual practices, focusing on how migrants adapt to new linguistic environments, negotiate identity, and engage in language learning and transmission.

According to the 2011 Census of India, approximately 50,000 to 55,000 migrants from UP and 15,000 to 20,000 migrants from Bihar have settled in Chandigarh, contributing to the city's linguistic diversity. These migrants navigate multiple languages in different social, cultural, and professional settings, often blending Hindi, Bhojpuri, Maithili, and Punjabi in their daily interactions. As they adapt to Chandigarh's predominantly Punjabi-speaking environment, migrants from UP and Bihar engage in language learning and transmission, leading to the dynamic evolution of the city's linguistic landscape.

This study explores how these migration-driven interactions contribute to the rise of bilingual and multilingual practices, fostering new forms of language hybridization and the emergence of distinct linguistic norms in Chandigarh. Additionally, the paper addresses challenges faced by migrants, such as language attrition, discrimination, and integration, as they navigate between retaining their linguistic heritage and adapting to the local language. Through a multidisciplinary approach, this paper underscores migration's critical role in shaping linguistic diversity in Chandigarh, revealing the complexities and opportunities inherent in bilingual and multilingual practices. By highlighting the experiences of migrants from UP and Bihar, the study contributes to a deeper understanding of how migration influences the evolution of language and identity in an increasingly interconnected world.

Using a Dimensional Measure of Bilingualism to Investigate Cognitive Effects in Adolescents in Montréal

Maya Reingold¹, Gigi Luk, and Aparna Nadig

M.Sc. Candidate¹, Integrated Program in Neuroscience (IPN), Psychology of Pragmatics (PoP) Lab, School of Communication Sciences and Disorders (SCSD), Faculty of Medicine and Health Sciences, McGill University¹

Bilingualism impacts executive functioning, but the nature of this impact is still under investigation. Two key issues that can elucidate divergent findings are how bilingualism is characterized, and which specific executive functions bilingualism should strengthen. Adequate characterization of bilingualism has often been lacking; a dimensional definition can capture diverse experiences such as those present in Montreal. Our study on adolescents uses a dimensional measure of bilingualism: how often two or more languages are used (0% – 50% use of two or more languages).

Executive functions (EFs) are control processes involved in behavior regulation. They develop rapidly during adolescence, a critical period to explore in relation to bilingualism (Crone, 2009). Bialystok (2024) proposes a framework that can better account for prior mixed findings: bilingualism requires selective attention and enhances cognition by adaptation, improving global attentional efficiency. We will examine performance on the Wisconsin Card Sorting Task (WCST) that draws on selective attention by asking participants to sort cards according to a category that changes, and compare it to performance on a test of visual reasoning that does not require selective attention (Form Completion (FC) subtest of the Leiter-3).

We currently have 50 multilingual participants (age 14-18 years) in our sample, with an expected goal of 100. Participants speak French in addition to other languages; the study is conducted in French. Participants complete the Language and Social Background Questionnaire (LSBQ; Anderson et al., 2018), adapted to Montréal's linguistic landscape.

We predict that enhanced attentional efficiency will result in enhanced performance on the WCST, but not on the FC, for participants who use two or more languages more often (i.e. greater bilingual experience). Our study will be one of the first investigating the cognitive effects of bilingualism in adolescents that uses a dimensional measure that captures bilingual experience. Understanding cognitive differences from diverse bilingual experiences, and how to best measure them, can provide a more accurate picture of youth development in our multilingual society.

Supporting Bi/Multilingualism. Victoria Russian Community School for Children: Goals, Challenges, Achievements

Julia Rochtchina

Associate Teaching Professor, University of Victoria

Founded in 2014, the Victoria Russian School (VRS) is a growing community school with 90 participants in the current 2024-25 academic year. The students' age ranges from 3 to 16 but most of the students (75.5% of the total number) are 3-8 years old followed by a smaller group of 9-11-year-olds (15.5%) with only 7-9% of all students being 12 years and older.

In this presentation we'll discuss the goals and tasks that the VRS sets for itself, challenges related to students' varied demographic and family contexts, including goals (often contradictory goals) pursued by the parents who sign up their children to classes in a language community school.

This study uses interviews with parents, students and teachers in the VRS as well as the VRS participants' data analysis within the methodological framework of Variationists Sociolinguistics.

We will look into factors that contribute to Heritage Language maintenance in bi/multilingual children and discuss the role of language community schools in supporting bi/multilingualism. We will also identify various reasons why children discontinue heritage language classes at a certain age.

In conclusion, we will present successful stories of those who maintained Russian as their heritage language at a near native level in teenage and adulthood in the form of case-studies of community school graduates and those attending classes in their teens. And finally, we will talk about how community schools can support families for whom bi/multilingualism is an important part of their identity.

Can Social Context Trigger Language Choice? Examining the Role of Social Context on Spanish-Valencian Bilingual Language Processing

Maria Rodrigo-Tamarit¹, Verónica Loureiro-Rodríguez, and Sunyoung Ahn

PhD Student¹, Department of Linguistics, University of Manitoba

Research on bilingual language processing shows that linguistic and contextual factors affect the activation and retrieval of bilinguals' languages (Altarriba, 2003; Pallier et al., 2001). However, the impact of social factors on bilingual lexical retrieval remains underexplored. We investigate whether the social context 'family/home' triggers the activation of the language associated with it among bilinguals in the Valencian Community (Spain).

Sixty-one Spanish-Valencian bilinguals (27F, 34M, ages 15-17) completed a picture-word verification task in the language not used with their family. After reading a priming text describing a family-related event, they were shown 28 images (7 family-associated, 7 control [not family-associated], and 14 filler words), each accompanied by a label. After which, they decided whether the label matched the picture, and their response time was measured.

Results from the linear mixed-effects model (Bates et al., 2015) indicate that participants responded faster to family-associated than to control words. This indicates that the social context evoked by the priming text could influence retrieval of items related to this context, even when completing the task in the language not used with their families. The influence of proficiency and language family will also be discussed. Other factors, however, (i.e. participants' gender and family language) did not yield significant results. Our results will be discussed within the complex sociolinguistic and cultural context of the Valencian Community, including recent language policy and planning changes.

Our study contributes to our understanding of bilingual memory and language processing, and it underscores the importance of incorporating social factors in psycholinguistic research, as well as the importance of interdisciplinary research.

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Length of Exposure Effects on Sentence Repetition as Measured by Verbatim and Target Structure Scoring

Maureen Scheidnes

Associate Professor, Department of Linguistics, Department of Modern Languages, Literatures and Cultures, Memorial University

Research on sentence repetition (SR) in bilingual children has highlighted the influence of length of exposure (LoE). Moreover, various schemas for SR scoring have been reported, including verbatim (i.e., identical repetition of the sentence) and target structure (i.e., accurate repetition of specific properties) as these schemas may capture different abilities. In bilingual children, it is possible that LoE effects on SR might be stronger when using a verbatim than a target score. In other words, a target structure score may more accurately reflect emerging abilities in bilinguals with limited exposure to the target language.

This paper seeks to compare the sensitivity of SR performance to LoE when that performance is measured by verbatim versus target structure scoring. Participants included 54 typically-developing first-graders acquiring French and English in a majority English-speaking community in Canada. In one group, children (n=21) were exposed to French at home and at a French first language school (FFL). In the other (n=33), they were only exposed to French through instruction (via early French immersion, EFI). While the groups were matched on age and non-word repetition scores, the FFL had more exposure to French (FFL group: mean LoE = 62 months; EFI: mean LoE = 18 months).

Analyses of sentences from the LITMUS-SR-French task revealed significant group effects (FFL > EFI, $p < .001$) whether the verbatim or target structure score was used, suggesting that both methods are similarly sensitive to LoE. However, target structure scores did not lead to significant group effects when the analysis was limited to sentences with relative clauses, which may suggest that underlying language knowledge of this structure type may be better analyzed with a target structure score in children with limited exposure to the target language.

Translanguaging and Arts-Based Methods as Vital Approaches to Celtic Language Revitalization

Erin Scott

PhD Student, The University of British Columbia (Okanagan)

Within Celtic languages, the majority (if not all) speakers are bilingual (Edwards, 2017; McEwan-Fujita, 2020). This is due to the state of Celtic languages as many of them experience pressures from the majority languages and adjust to ongoing processes of language shift. Within the contexts of Irish and Scottish Gaelic in Ireland and Scotland are nation-wide approaches to resisting English language shift, with hopes for linguistic and cultural revitalization. The primary approach here has been Medium Education schooling (Dunmore, 2019; Ezeji, 2021). While effective in creating new contexts for learning and speaking Irish and Gaelic, Medium Education (otherwise known as immersion schooling) proposes forced parallel monolingualism wherein the classroom environment demands a commitment to only speaking in Irish or Gaelic. Translanguaging, in contrast, is a pedagogical approach to bilingual and multilingual language learning contexts that promotes the use of the multiple languages available in a specific learning environment as a way of enhancing the acquisition of the L2. Arts-based methods are used transdisciplinarily by artists, scholars, and educators as vital resources that open subjectivities, narratives, and complex ideas beyond the logical and rhetorical (Loveless, 2019). These methods are often under used in language revitalization efforts.

In this paper, I will argue that using translanguaging through arts-based methods as a teaching tool is both productive for extending domain usage for Celtic language revitalization, as well as an inclusive approach for language learning that encourages the use of the multitudes of languages present in each classroom. With specific examples from the Irish and Scottish Gaelic contexts (Moriarty 2017), I argue that using arts-based methods such as rap and poetry to undertake translanguaging reveals how autonomy, self-realization, and creativity inspire new ways of using languages that are interdisciplinary, multilingual, and plural. In turn, these methods honour the globalized and diverse language realities for adults and children alike, while promoting new linguistic domains and language use patterns.

The Value of Bilingualism Under Neoliberal Immigration Policy: The Case of International Students and Skilled Workers in Canada

Hyunjung Shin

Assistant Professor, Department of Curriculum Studies, University of Saskatchewan

With the global competition for talent in late capitalism, recruiting international students in Canada is increasingly framed as part of a broad strategy to manage highly skilled migration. Yet, international student's transition to quality employment in Canada is not widely successful.

Adopting an understanding of bilingualism as sociolinguistic practices related to the construction of social difference and inequality within the context of contemporary capitalism and post-colonialism (Heller & McElhinny, 2017), this paper examines how the value of bi/multilingualism is appropriated by capital for profit in mobility trajectories of the international students in their transition to work. Data are drawn from sociolinguistic ethnographic research on international university students at a Canadian prairie province with particularly high levels of English monolingualism.

Critical sociolinguistic analysis of the data highlights tensions and struggles that characterize bilingual lives of the students, and the implications of the influence of a neoliberal immigration policy on ways in which students navigate shifting material conditions of their lives. The paper concludes with a discussion of how the contemporary condition of globalized mobility in late capitalism renders the question of bilingualism at the forefront of economic, political, social, and educational concerns.

Multilingualism and Multilingual-Based Education in Nigeria: Where Have We Faulted?

Fatima Muhammad Shitu

Faculty of Language Education, Federal University of Education, Kano, Nigeria

Nigeria's diverse linguistic landscape presents a complex scenario for language policy and educational practices. This paper explores multilingualism and its influence on education in Nigeria. Using a qualitative research design which employs the use of semi-structured interviews, focus group discussions and document analysis for data collection, the paper critically analyses the challenges and shortcomings in multilingual - based education in Nigeria from its inception to date. In addition, the paper discusses the 'disconnect' between policy intentions and on-the-ground implementation thereby highlighting the key areas where the multilingual-based education system may have faulted. By critically evaluating these fault lines, the paper provides recommendations for improving multilingual-based education not only in Nigeria but also across the globe.

What Immigrants Can Gain from Libraries: The Case of Ukrainian Immigrants in SK

Lana Soglasnova¹ and Veronika Makarova²

University of Toronto¹, University of Saskatchewan²

This presentation addresses the use of libraries by Ukrainian immigrants in Canada based on a mixed-methods study conducted primarily in Saskatchewan and Alberta, Canada. The objectives are to investigate the frequency and purpose of library use by the participants, and their preference for library type and services. Following the research study results, the presentation specifically addresses the Ukrainian newcomers' needs. However, it is of interest to the general public since it discusses the resources that immigrants can utilize through the libraries. In particular, the presentation demonstrates that the participants went to libraries primarily to borrow books to read for pleasure (25%) or for study/work (11%). They also brought their children to the libraries (21%), accessed computers or printers (10%), and participated in adult programs (4%). It should be noted that 22.5% of respondents never used libraries. Of those who did attend libraries, 47% were patrons of local public libraries. Different purposes of libraries are summarized along with some suggestions on how to utilize libraries for home language maintenance and English language learning.

Exploring the Impact of the Growing Immersion of Francophone Children in the Anglophone Sub-System of Education on the Anglophone/Francophone Divide in Multilingual Cameroon

Alain Takam

University of Lethbridge

The growing trend of Francophone children attending Anglophone schools right from the nursery level in Cameroon to achieve effective English/French bilingualism has been under-researched. Very few authors have so far investigated this phenomenon from the language policy and language representation standpoint. For example, Anchimbe (2005) analyses the impact of this educational trend on the usual Francophone/Anglophone divide of Cameroonians and termed “Anglo-Cameroonians” Francophones who go through Anglophone schools. Though Simo Bobda and Fassé (2015)’s work shows that the Anglophone/Francophone divide is largely considered beyond the sole mastery of English or French to include ethnic origins, the sociopolitical crisis which emerged in 2016 in the Anglophone regions fuelled the Anglophone/Francophone divide even more and indicated the need to further dig into language identity in Cameroon. This study probes into the case of a six-member family based in Yaoundé where the Francophone father married an Anglo-Cameroonian and the four children under their care are immersed in Anglophone schools. The family language policy orientations, the functional allocation of the three languages spoken at home (English, French, and Eton), and the (self-)identification patterns of children and parents across the Anglophone/Francophone divide are very telling. The data for the study was collected through the interview of the six family members and analysed through the thematic content method. The study contends that the fast-growing number of Anglo-Cameroonians is yielding unexpected sociolinguistic impact that deeply challenges the usual Anglophone/Francophone divide and faces Anglo-Cameroonians with serious identity issues worth considering in language and educational policy definition and orientation in Cameroon.

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Variations in Narrative Abilities of Child Heritage Speakers of Persian across Migration Generations

Ali Talebi¹, Johanne Paradis, Evangelia Daskalaki, and ShimaSadat Mousavi

University of Alberta

Studies examining the effects of language environment factors on heritage language (HL) outcomes have rarely considered the migration generation of child heritage speakers (HSs) as a macro-factor encapsulating cumulative and current factors. Moreover, studies comparing generations of HSs often focus on first versus second or third-generation HSs (Montrul, 2022) rather than closer generations such as second-generation (born in the host country) and generation 1.5 (immigrated in childhood). This study asked whether generation could be considered as a macro-factor that indexes the differences in language background of closer generations of HSs. Further, we explored children's narrative abilities, asking whether generation (as a potential macro-factor), narrative task mode (telling vs. retelling), chronological age (indexing longer exposure to the HL), and their interactions modulated narrative abilities in HSs.

Participants were thirty-two Persian-English bilingual children (6;3-11;10), divided equally into two age-matched generation groups (GEN1.5 and GEN2.0). The MAIN (Gagarina et al., 2019) was used to elicit children's narratives, and the ALEQ-4 (Paradis et al., 2020) was used to collect language environment data. Narrative abilities were examined at two levels: story macrostructure (story grammar) and microstructure (linguistic features such as story length and lexical diversity). Data were analyzed using group comparison tests and linear mixed modeling.

Results from group-comparison tests showed that GEN1.5 children received more Persian input at home, and their parents had lower English fluency than GEN2.0 children. Models showed that GEN1.5 children produced longer stories with higher lexical diversity. The between-group difference in narrative length was more pronounced on the retelling task, suggesting that GEN1.5 children benefited more from the verbal story model provided in the retelling task. Narrative task mode significantly influenced performance, with retelling yielding better results across both narrative levels and groups. Additionally, chronological age positively influenced microstructure measures for both groups but did not affect macrostructure.

Teachers' Attitudes Towards Integrating the Different Linguistic Varieties of French into the Classroom

Cléa Thibeault and Kristan A. Marchak

Campus Saint-Jean, University of Alberta

As communities become increasingly diverse, it is essential to foster inclusivity among children. Interventions to prevent racism and sexism in the classroom are growing; however, attempts to integrate different linguistic varieties are less common. Existing studies on accents and dialects focused on the listeners' attitudes (e.g., Kinzler, 2021), but limited research has examined integration of linguistic varieties in schools.

This exploratory study aims to identify teachers' attitudes towards including different varieties of French in their classrooms and to analyse the current use or potential needs for educational resources. We focused on Francophone and French Immersion teachers in Alberta because, while English is the dominant language in the province, 6.2% of the population speaks French (Statistics Canada, 2021). Further, many French-speaking Albertans are bi- or multilingual, which can lead to linguistic insecurity due to the way that they speak.

We plan to collect data from twenty K-6 teachers. Teachers will participate in individual semi-structured interviews that assess their 1) observations of student behaviour, 2) current practices for integration of linguistic varieties, and 3) challenges in raising awareness of language diversity in the classroom.

Four interviews have been conducted and data collection will continue over the coming months. The results will be analysed by grouping participants' responses into teachers from grades K-3 and 4-6 and summarising main themes from the three sections of the interview.

First, this study aims to determine whether teachers have positive or negative views on the integration of French varieties in the classroom. Second, we attempt to discover the best ways to support teachers in overcoming challenges related to inclusion of different accents and dialects. By gaining insight into teachers' attitudes and their resource needs, we can develop approaches to improve linguistic diversity and ensure linguistic security among children.

Transcending Cultural Boundaries: The Practice of Simultaneity on Social Media

Minnie Tsai

Faculty of Arts and Social Sciences, University of British Columbia, Okanagan Campus

Given the recent popularity of social media as well as its effect on youths, many social scientists' appeal for more attention to the impact of social media on community and identity building (Hall & Nilep, 2015; Jacquemet, 2005; Lam, 2009; Qi & Li, 2022). To address such appeal, this research explores the multiple relationships between social media platforms and UBC Okanagan Chinese migrant students in developing multiliteracies, building communities, and constructing a translocal identity. By adopting the framework of simultaneity and translocality, this research serves as a counter narrative against the common notion that host and home culture are conflicting dichotomies. Translocality refers to one's affiliations which "extend beyond" the political borders of one's home community (Tenhunen, 2011). This concept goes hand in hand with simultaneity, which is defined as the preservation of a migrant's daily activities and identity from their original community aside from their developing affiliations in the host community (Levitt & Schiller, 2004). In other words, this research intends to demonstrate the possibility for both the migrant's host and home identity to thrive together through the digital medium. By approaching digital literacy as a social practice, I consider the fluidity of languages alongside identity. To counter simplistic dichotomies between host and home societies through the analysis of digital literacy practices, I ask:

- 1) Given the prevalence of social media, how do Chinese migrant students negotiate their literacy practices to establish translocal and transcultural connections in UBC Okanagan's campus?
- 2) How can insights of language use on social media within translocal Chinese communities be applied to encourage the development of transcultural connections on the UBC Okanagan campus?

Through a survey, interviews, and discourse analysis of Wechat group chats, I examine the co-development of a linguistic repertoire and translocal identity within Chinese International students in UBC Okanagan. This study discovers WeChat as an index of Chinese identity, which is related to how Wechat stickers contribute as a resource for Chinese International students to recreate Chinese genre of talk, to build translocal communities, and to enhance cultural sensitivity. In turn, I argue that social media enhances cultural sensitivity and reflexivity of translocal individuals in foreign settings. Such discovery offers various future applications for university administrators in shaping a more welcoming environment for diasporic students and staff, such as adopting cultural-specific digital practices or expanding outreach networks to local platforms. That said, this research contributes to the field of linguistic anthropology in reframing transcultural communities as thriving agents

with the support of social media while also offering practical applications to reinforce such phenomena.

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Stealth Endangerment: Shifting Bilingualism in Innu-aimun

Nicholas Welch¹ and Jennifer Thorburn

Ph.D., Canada Research Chair (Tier II) in Change, Adaptation and Revitalization of Indigenous Languages, Associate Professor, Department of Linguistics, Memorial University¹

Innu-aimun, an Algonquian language of eastern Canada, has gone from a position of comparative vitality to one of endangerment in recent years. We present longitudinal data from two surveys twenty years apart (2004 and 2024) illustrating how bilingualism in Innu-aimun and English has shifted among the young adult demographic.

Compared to twenty years ago, young Innu adults in 2024 are notably less confident about their ability in Innu-aimun, as self-assessed in questionnaires and interviews. Furthermore, they perceive generational differences in other people's abilities in both Innu-aimun and English (both speaking and comprehension). The 2024 participants view older speakers as significantly better than their peers, who are in turn better than children. Unsurprisingly, we see the inverse trend in English ability.

We also present qualitative data from 2024 to show this shift results from family language policy decisions (King et al., 2008) made by participants' parents, who are fluent speakers. Among possible drivers of change, we suggest a combination of bilingualism myths, a discouraging environment for learners, and the overwhelming media presence of English.

Although attitudes toward Innu-aimun are generally positive today, there is a mismatch between attitudes and usage, primarily, according to respondents, because of a perceived lack of resources for learners. All respondents agreed that the preservation and use of the language are important and state that they would like to raise their children in both languages, if possible.

Finally, we address the question of how to reverse this shift while the language still has a base of fluent speakers, including some of this study's participants. We propose that the success of Adult Language Learning in Indigenous communities across Canada (Chew et al., 2021; deCaire, 2023; McIvor & McCarty, 2017) may be effectively deployed given adequate commitment of resources.

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Bilinguals' Selection of Subtitles and the Relationship to Their Learning

Yujie Xu¹ and Deanna Friesen²

MA Student¹; Associate Professor, Applied Psychology Program Chair², Faculty of Education, The University of Western Ontario^{1,2}

University students are often expected to learn through textbooks and videos in addition to attending lectures. Ideally, students come to class with an initial understanding that is then reinforced by in-class experiences. For second language learners, accessing content from videos in their second language can be challenging and reliance on first language knowledge can be helpful when subtitles are provided. Although there has been research demonstrating the benefits of requiring bilingual students to use subtitles on subject matter knowledge and vocabulary acquisition (Baranowska, 2020), there is less work examining how participants choose to use subtitles or captions in their learning. The current study investigated participants' knowledge acquisition based on their learning choices (i.e., subtitle selection). Additionally, it examined how their English vocabulary proficiency, prior content knowledge, and perceptions during the learning process were related to the quiz outcomes. Sixty-two English as a second language students from the University of Western Ontario watched one 4-minute video on introductory psychology concepts as many times as they liked with their choice of English captions, first language subtitles or no subtitles. They subsequently completed a multiple-choice and short-answer quiz on the video, an English vocabulary measure (i.e., selected words that matched definitions) and a questionnaire on their learning process, prior content knowledge about the video content and their typical subtitle use. The results revealed that subtitle choice, number of views, English vocabulary proficiency, perceived content difficulty, and prior content knowledge were also significantly associated with quiz performance. Prior content knowledge, English vocabulary proficiency and perceived video difficulty all accounted for unique variance in quiz performance. Additionally, there were a range of approaches that participants reported preferring when using subtitles in their daily lives (e.g., choosing to use them when content was unfamiliar or when second language vocabulary was new). Results will be discussed in terms of how factors related to quiz performance may be leveraged to support bilingual participants' choice of subtitle use in educational settings.

The Study of the Maintenance and Use of ba- and bei- Constructions in Bilingual Children

Jessy Xue

Honours Student, University of Saskatchewan

This paper proposes to discuss the results of my linguistics honours project, which aims to examine whether there is a difference in preference for the usage of ba and bei constructions in elementary school children according to their school exposure to Chinese Mandarin. It shows the relationship between the schools' languages of instruction and children's language abilities regarding their use of ba and bei constructions; it may provide insight into their code-switching and translation skills and their usage of both constructions.

In Mandarin, bei is a passive construction. Ba occurs in transitive active sentences (how an object is disposed of; an action is carried), with no construction equivalent in English (Xu, 2012). Ba constructions are already a challenge in L1 Mandarin acquisition for children's speakers of Mandarin (Tsung & Gong, 2021); Bei is also a less frequent construction, and it has been found that it is around three years old that L1 children have typically acquired the construction (Hsu, 2018). Both constructions can be related to causative expression from a linguistic perspective. In English, as ba has no equivalent structure and bei is often understood by L1 speakers as a more formal speech construction (Hsu, 2018), this study would aim to explore whether the use of these constructions is maintained in Mandarin-speaking children here in Canada.

This study is significant because it tries to show the language potential skills in children's usage of ba and bei construction sentences in a Mandarin-only context. It also addresses the potential role Mandarin-English bilingual schooling plays in reinforcing productivity skills, increasing confidence, and decreasing translation errors in ba and bei construction in the Mandarin-English context.

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Bilingualism in Chinese Immigrant Couples: Spousal English Gaps and Adaptation

Jingyi Zhang and Kimberly A. Noels

PhD Student, University of Alberta

Prior research in family acculturation has predominantly focused on psychological adjustment and sociocultural adaptation within parent-child dyads, overlooking couple dyads and how immigrant spouses mutually influence each other's acculturation process and outcomes. Considering the crucial role of second language proficiency in mainstream acculturation, the present study examined the relationships among immigrants and their perceived partners' English competence, English gaps within couples, life satisfaction, and sociocultural adaptation. The sample consisted of 212 first-generation Chinese immigrants residing in Canada, who completed a series of questions in a laboratory setting. Employing the Actor-Partner Interdependence Model (APIM), the results showed that both the participants' and their partner's English levels positively predicted the participants' sociocultural adaptation, though not life satisfaction. Furthermore, the interaction term, reflecting the English gaps within couples, was significant, such that the associations between actor's English proficiency and both life satisfaction and sociocultural adaptation tend to be more positive when they perceived their partners' English levels as high compared to low. In other words, English competence was related to greater satisfaction with life in Canada when one's spouse was perceived as being relatively competent in English, but this relation was nonexistent if the spouse was perceived as lacking competence. These findings highlight the importance of examining English gaps within couples and underscore the necessity to better understand how couple dynamics impact individual acculturation outcomes. This study also discusses the implications of whether bilingualism and biculturalism within couple dyads benefit both partners.

The Relation among Language Mindsets, Effort Beliefs, Perceived Efforts and Language Learning Achievement

Xijia Zhang and Kimberly A. Noels

University of Alberta

Mindsets are individuals' beliefs about whether human characteristics like intelligence and personality can be developed. Holding a growth mindset means one believes that intelligence can be improved, whereas holding a fixed mindset means one believes that intelligence cannot be changed. Language mindsets refer to individuals' beliefs about the role of intelligence/ability in language learning. There are three components of language mindsets: general language intelligence beliefs (i.e., whether one can change one's ability to use spoken and/or written language to express oneself and/or understand others), second language (L2) aptitude beliefs (i.e., whether ability to learn new languages is changeable), and age sensitivity beliefs (i.e., whether one's ability to learn new languages is in any way related to one's age). Researchers in education generally believe that having a growth mindset (versus a fixed mindset) can positively predict learners' academic achievement. However, this connection between mindset and achievement is not consistent across the literature. Studies have shown that if intelligence is less central to learners' learning beliefs, these learners will think that it is possible to achieve success at school even if their intelligence cannot be improved. In this case, language learners may hold a fixed language mindset regarding intelligence while still seeing effort as useful for achievement. Canadian undergraduate learners (N = 61) who identify English as their first language and are learning an L2 will fill out a questionnaire. We will use regression analysis to test the relation amongst language mindsets, effort beliefs, perceived efforts and language learning achievement. We hope the results will provide useful insights for the role of language mindsets in language learning and teaching.