Navigating Through Multiple Languages: A Study of Multilingual Students’ Use of their Language Repertoire Within a French Canadian Minority Education Context

Description

Title: Navigating Through Multiple Languages: A Study of Multilingual Students’ Use of their Language Repertoire Within a French Canadian Minority Education Context

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Abstract: The presence of Allophone students in French-language secondary schools in Ottawa is gradually increasing. While the politique d’aménagement linguistique (PAL) insists on the use of French within the school, one may begin to wonder which language Allophone students are speaking. French? English? Their native language(s)? This qualitative case study of four multilingual Allophone students explores their language repertoire use in relation to their desired linguistic representation, their linguistic proficiency in French, English, and their native language(s), and their perceptions of language prestige. The results indicate that students spoke a significant amount of English, some French (particularly with their teacher or Francophone classmates), and minimal amounts of their native language. Recommendations are suggested to increase the effectiveness of PAL within a Francophone minority context and to ensure that the policy’s objects are attained.
By language contact, we mean where groups, or individuals, are using different languages and their use of language is modified as a result. This can occur in several different ways. A French-based one is Tay Boi, spoken in Vietnam. It is characterized by reduced syntax and vocabulary, no fixed order of words and used purely as a language of communication. Schooling and Language Minority Students: A Theoretical Framework. Los Angeles, CA: Evaluation, Dissemination, and Assessment Center, California State University, 3-49. De Keere, Kobe, Mark Elchardus & Olivier Servais. A person who speaks multiple languages has at least dual others – a stereoscopic vision of the world from two or more perspectives. As we know from many studies of young children, this indeed has an effect on their cognitive development, enabling them to be more flexible in their thinking, learn reading more easily. In a study of German secondary-school learners of French, Legenhausen (1991) demonstrated that the frequency of code-switching failed to correlate with their proficiency level, but that it did with turn length and utterance complexity in—interestingly—both languages. Schooling and Language Minority Students: A Theoretical Framework. Los Angeles, CA: Evaluation, Dissemination, and Assessment Center, California State University, 3-49. Multilingual speakers have acquired at least one language during childhood, the so-called L1. If language learning is a cognitive process, rather than a language module, as the school led by Stephen Krashen suggests, there would only be relative, not categorical, differences between the two types of language learning. Even if someone is a highly proficient bilingual at the performance or output level, his so-called bilingual competence may not be as balanced. Compound bilingualism: speakers of this type attach most of their linguistic elements to the same concepts. For them, a ‘chien’ and a ‘dog’ are two words for the same concept. Those speakers are reported to have less extreme differences in their pronunciations.