

PSYD20: Current Topics in Developmental Psychology

Variations in First Language Acquisition

0.5 credits

University of Toronto, Scarborough

Fall Term, 2018

Mondays, 11:10AM-1:00PM

LEC02 (SW316)

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Dr. Kyle Danielson is an Assistant Professor (Teaching Stream) in the Department of Psychology at the University of Toronto, Scarborough. He completed his PhD at the University of British Columbia in Vancouver, researching language development among 6- to 12-month-old infants. He is interested in linguistic and cognitive development among typically and atypically developing children. At UTSC, he teaches courses in introductory psychology, lifespan development, and the thesis course for Specialists.



I. Course Description, Prerequisites, and Learning Goals

- “By about 6 months of age, infants are typically babbling using many of the sounds of their native language.” (But what about deaf infants and infants learning sign language?)
- “As soon as they are born, infants recognize their mother’s native language.” (But what about their father’s language? And what if the mother speaks two languages?)
- “Infants use the feeling of their own articulators (tongue, lips, and teeth) to help them learn to speak AND perceive language.” (But what about infants with orofacial dysmorphologies?)
- “Typically developing children, surrounded by language-using adults, have no trouble learning and mastering their native languages in the first years of life.” (But what about children who move to a new country in the middle of their language development?)

The quotes above reflect just a few of the major findings in first language acquisition. These and many more findings and concepts are covered in courses focusing on language

acquisition in the first year of life and beyond. However, there are also major individual differences in the way that languages are acquired, and many groups of children do not follow the ‘typical’ patterns that we read about in our textbooks. This course explores variations in first language development among populations of infants and young children who follow a different course in their language acquisition: children with visual and/or hearing impairments, children with orofacial dysmorphologies, children with learning disabilities, and children who experience a major contextual shift in their early years (e.g., moving to a new country with a new language, right in the midst of language acquisition!). We will also spend two weeks exploring the linguistic differences in children who are growing up bilingual (with more than one language). Although there are now **more** bilinguals than monolinguals in the world, and although bilingual language acquisition likely actually confers more benefits than it does challenges, it is still not covered in depth in most courses on language acquisition.

In exploring these topics, the course will review major theories and concepts in language acquisition while focusing primarily on empirical research conducted with these special populations. Throughout the course, emphasis will be placed on critiquing current research, oral and written presentation of new ideas, as well as study design and implementation. The course is heavily participation-based, so attendance and thoughtful contributions are a requirement.

By the end of this course, you should be...

- ... proficient in your understanding of **major concepts and findings in first language acquisition**
- ...able to easily describe **divergent patterns of language acquisition in special populations**
- ...comfortable analyzing and critiquing **empirical studies on language acquisition**
- ... familiar with the major **behavioural, physiological, and neurological methods** used in conducting such empirical studies
- ...practiced in **finding and reading empirical journal articles and incorporating their findings into your own work**
- ...practiced in **expressing your own ideas, designs, and critiques both verbally and in writing**
- ... experienced in **proposing a major research design to probe language acquisition in a special population**

Prerequisites: [PSYB01 or PSYB04] and [PSYB07 or STAB22 or STAB23] and PSYB20 and 0.5 additional credits at the C-level in Psychology

Exclusions: PSY410H

II. **Course Readings**

There is no textbook for this course. Instead, the course readings will be comprised of **articles from scientific journals** and **chapters of scientific books**. Most readings can be found online using the University of Toronto library system. If a reading is unavailable from the UofT library, it will be posted on Quercus at least two weeks in advance of its due date.

Please note: as described above, one of the learning objectives for this course is to **find and read** scientific journal articles. Instead of finding prepared links to the articles on Quercus, you will need to use the Library's system to find the article. We will review how to do this in class.

III. Course website

All information for the course, including this syllabus, updates to the course schedule, assignment submission, and assignment marks will be posted on Quercus (q.utoronto.ca). **It is your responsibility to check Quercus frequently, at least once a week, for important announcements and to monitor your U of T official email address for any correspondence.**

IV. Course requirements (marks)

There are **5 assignments** that comprise your mark in this course.

1. Two journal article reflections (10% each for a total of 20%)

- You will compose a short, one-page maximum (single-spaced) reflection on two journal articles of your choice from the course reading list
 - These reflections will be due the **Friday before the journal article will be discussed in class, by 5:00pm Eastern time, on Quercus**
 - These reflections **will be shared with the presenters** responsible for each class so that they can incorporate your thoughts into their class preparation
 - There is no specific format requirement for these reflections. However, each should **briefly** summarize the journal article (1-2 sentences), raise additional questions that you have about the topic of the article, and—if possible—critique the article on one or more components.
 - You may choose any of the journal articles that you wish, with the following exceptions:
 - You may only write one reflection per week
 - You may **not** choose to reflect on an article that you are presenting yourself in class
 - You must complete **at least one of your two reflections** by the 5:00pm deadline on October 19. You may complete the other one by this date, too, or complete it in the second half of the term.
 - The journal article reflections will be marked on a 3-point scale:
 - 0: incomplete or does not adhere to the requirements described here; exceeds one page
 - 1: minimal effort exerted, missing one or more of the major components of the assignment (summary, questions, critique)
 - 2: good effort exerted, includes all of the major components of the assignment, may have some organizational errors or lack of clarity
 - 3: excellent, graduate level work with all of the major components addressed and few to no errors

2. Survey participation (2%)

- Throughout the course, multiple surveys will be deployed on Quercus. You are responsible for completing these surveys for this portion of your mark. Your mark will

be reduced proportionally for each survey that you fail to complete. For example, if we complete 12 surveys throughout the course, and you miss one, your mark for this component will be reduced by 1/12. **Surveys will always be deployed by Wednesday and will always be due on Sunday evenings by midnight.** There may be more than one survey to complete each week and there may not be a survey every week.

3. **Lead a discussion topic** (in pairs or groups of 3) (20%)
 - **With a partner of your choice**, you will lead the discussion for **half** of one class, focusing on **one** of the assigned readings for that week
 - These presentations will start during the third week of classes (September 24)
 - The presentations are not formal. You should not use Powerpoint as a vehicle for your presentation, but you may use slides to conduct in-class exercises, present brief summaries or findings, present multimedia, etc.
 - You should work with your partner(s) in advance of your chosen date to:
 - **Develop a set of questions and topics** to be discussed during the class, based your reading
 - **Summarize** the questions set out by your classmates in their journal discussions
 - **Supplement** the assigned reading with information from **at least one other scholarly source**. You must decide on this source by the preceding Friday at 5:00pm Eastern, in time for your classmates to take a look at it over the weekend.
 - Develop a **supplemental activity** for the class to participate in that relates to the week's topic. Ideas include (but are not limited to!) a video, a game, a writing assignment, or a hands-on activity. Multimedia is encouraged.
 - **Be prepared** for lulls in the conversation with additional questions and ideas for discussion.
 - Further expectations for this presentation will be discussed in class. Kyle will use a detailed rubric to mark these presentations, which will be provided in advance of the first presentation on Quercus. They will be assigned numeric grades consistent with UTSC's letter grade scheme.
4. **Write a short research proposal (48%)** on a topic of your choosing within the context of variations on first language developing, focusing *heavily* on the **existing holes in the literature, the research question, your hypotheses, and the method** that you think will best answer your question, and **present** your proposal in a formal, in-class presentation at the end of the term
 - **Independently**, propose a research question that you would like to explore and have that question approved by Kyle by the middle of the term (**due on Quercus at 11:59pm on Friday, 19 October**). The research question need only be a sentence or two long.
 - The research question itself is not marked, but rather simply approved. However, you must turn this question in on time or your mark on the **whole** research proposal will be reduced as per the course late policy (below).
 - **Write a proposal** to answer your research question, in three sections:

- **Introduction and Background** (worth 15%, first draft due in class for workshopping on Monday, 5 November [bring two hard copies to class]; second, marked draft **due on Quercus by 11:59pm on Friday, 9 November**)
 - What is the hole in the scientific literature that you are attempting to fill?
 - What previous work has been done on this topic?
 - What is your research question?
 - What are your hypotheses?
 - This portion of the assignment should be 750-1000 words in length.
 - You must use **at least four** scholarly sources from journal articles or scientific books in this section. If in doubt about the legitimacy of an article, check with Kyle!
 - Your citations and reference list must be in APA style
- **Methods** (worth 15%, first draft due in class for workshopping on Monday, 12 November [bring two hard copies to class]; second, marked draft **due on Quercus by 11:59pm on Friday, 16 November**)
 - What method(s) do you propose to use to answer your research question?
 - What population will you sample from? What will your sample size and sample characteristics be?
 - What is the independent variable that you will manipulate?
 - What is/are the dependent variable(s) that you will measure?
 - What other variables will you have to control to ensure that your manipulation is successful?
 - Why is this method the most appropriate? What are its strengths? What potential weaknesses does it have? Why is it the best method to use anyway?
 - This section should be 500-750 words in length
- **Application and conclusion** (worth 7%, due on Quercus by 11:59pm on Friday, 23 November)
 - Why is this one an important research question to ask?
 - If the findings are in your hypothesized direction, what will the implications be?
 - How will our understanding of infant development deepen? What will the effects on specific infant populations be?
 - What are the potential weaknesses of your proposal? What other options might there be to control these weaknesses, and why did you not choose them?
 - This section should be 350-750 words in length
- **Present your research question, hypotheses, methods, and application in a 6- to 7-minute PowerPoint presentation in class** (worth 11%, these individual presentations will be on November 26 and December 3 in class)
 - Summarize your research question, methods, and application sections
 - Try to use **as many graphics** as possible and **as few words** as possible in your slides

- Field questions from classmates and be prepared to answer them
- Each component of the research proposal will be marked using a detailed rubric, available in advance, using numeric grades consistent with UTSC's letter grade scale.

5. **Class participation (10%)**

- Participation in class is essential for you to meet the learning objectives for this course. It also makes class time pass more quickly and is more fun for everyone involved. Throughout the term, you are encouraged to speak up often and whenever you have something valuable to contribute. There are no silly contributions!
- To help you along, your participation mark will be structured as follows:
 - You **should** participate **daily** during your classmates' topic presentations throughout the term
 - You **may** also participate by sending discussion questions for each group by email, which Kyle will forward to the presenters to help them facilitate their discussion. These **must be sent by Friday at 5:00pm at the latest to be included**. These are separate from any questions you may raise in your journal article reflections.
 - You **must** contribute to **at least two** classmates' final research proposal presentations by asking questions in class. More frequent and thoughtful participation will be rewarded.
 - You **must** evaluate each peer's final presentation by filling out peer evaluations for **every** presenter.
- After fall reading week, Kyle will write a brief email to **each student** to give some feedback on your participation in the course so far. This will help you figure out what to change in order to boost your participation mark.

V. **Course policies**

On respect in the classroom

It is expected that we all treat each other respectfully and courteously throughout this term. It can be challenging to feel comfortable speaking in front of a large group, and we should all work hard to make each other feel comfortable doing so. As part of that respect, it is expected that we all will use appropriate, professional language in our interactions with one another, that we will participate fully and genuinely in classroom discussions, and that we will arrive to class on time so as to not interrupt the presenters.

On email

The best way to reach Kyle is via his U of T email address. Please compose emails as follows:

- Include PSYD20 in the subject line of the email
- Include your full name and student ID number in your email
- Check the syllabus before sending an email to make sure that your question isn't already answered there
- Use professional language and adhere to our guidelines on respect in the classroom when composing emails

Kyle will respond to all emails within 2 business days, not including weekends or statutory holidays. For example, if you email on Friday at 12:00pm and Monday is not a holiday, you can

expect a response by Tuesday at 12:00pm. Please avoid sending last-minute emails immediately before assignments are due, as these may not be answered in time.

On office hours

Office hours are held on Mondays from 1:00pm to 2:00pm. You may also make an appointment by email to see Kyle in his office outside these office hours.

On changes to the course schedule or marking scheme

If there are changes to the course schedule, these will be posted on the Quercus. If there are required changes to the marking scheme or assignment due dates, these will be discussed in class and agreed upon by a majority vote.

On tardiness

Please try to be on time to every class. If you do happen to be late, please try to enter the classroom quietly without disturbing whomever is speaking. Failure to attend classes or to arrive on time consistently will negatively affect your participation mark, and may indirectly negatively affect your marks on other course components.

On late work

Most assignments in this course are due on Thursdays and Fridays. This allows you the entire week to complete assignments, and attempts to keep your weekends free for leisure! You are always encouraged to turn in assignments early. However, there is an automatic 12-hour grace period on all assignments, meaning that if an assignment is due at 5:00pm on a Friday, you actually have until 5:00am on Saturday morning to turn it in on Quercus and have it be counted as on time. After the grace period expires, you will lose 10% of your mark on an assignment for each 24-hour period (or portion thereof) that it is late.

Examples: You have an assignment due at 5:00pm on Friday. You turn it in on Saturday at 4:00am. You lose 0%. (However, I encourage everyone to spend their Friday nights doing something more fun than cramming to finish a paper!)

You have an assignment due at 5:00pm on Friday. You turn it in on Saturday at 10:00am. You lose 10%.

On group work

Group work is a valuable exercise in learning to cooperate and share ideas with others. It is an essential part of this course. It is expected that group members will contribute equally to the topical presentation. If you have concerns about your partner's level of commitment to your presentation, please contact Kyle as soon as possible. Otherwise, it is expected that groupmates will each earn the same marks on their in-class presentations.

On missed term work due to medical illness or other emergency

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:

- (1.) A completed Request for Missed Term Work form (<http://uoft.me/PSY-MTW>), and
- (2.) Appropriate documentation to verify your illness or emergency, as described below.

Appropriate Documentation:

For missed **ASSIGNMENTS** due to ILLNESS:

- Submit **both** (1.) a **hardcopy** of the Self-Declaration of Student Illness Form (<http://uoft.me/PSY-self-declare-form>), **and** (2.) the **web-based** departmental declaration form (<http://uoft.me/PSY-self-declare-web>).

For assignments in OTHER CIRCUMSTANCES:

- In the case of a **death of a family member**, a copy of a death certificate should be provided.
- In the case of a **disability-related concern**, an email from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) and your instructor, detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca), detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, personal travel, weddings, or personal/work commitments.

Missed Term Work Procedure:

Submit your (1.) request form and (2.) medical/self-declaration/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

Submit to: Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM

If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email (psychology-undergraduate@utsc.utoronto.ca) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. **Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

On diverse learning styles and needs

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach Kyle and/or AccessAbility Services as soon as possible.

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. You may phone them at 416-287-7560 or email them at ability@utsc.utoronto.ca.

On academic integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note that you may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the Code of Behaviour on Academic Matters. It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust.

Students for whom English is not their first language should go to the English Language Development Centre (<http://www.utsc.utoronto.ca/eld/>).

On grade changes

Under **no circumstances** will the instructor of this course change a grade for an assignment or for the course mark. There is **no circumstance** (not a health issue, or death in the family, or impending graduation prevented by failing this course) that is compelling enough for the instructor to do so. Every semester Kyle has to tell students "no", even when they present compelling and often heart-wrenching excuses. Please do not put Kyle in the awkward position of telling you "no" when you ask for a grade change. It will absolutely, under no circumstances, ever happen. You may, as always, petition the Registrar's Office if you believe that your mark has been calculated incorrectly.

VI. Helpful links and resources

UTSC Dates and Deadlines	https://www.utsc.utoronto.ca/registrar/dates-and-deadlines
Conducting research	https://utsc.library.utoronto.ca/ https://www.ncbi.nlm.nih.gov/pubmed/ https://scholar.google.ca/
Academic Advising	http://www.utsc.utoronto.ca/aacc/
Writing Services	http://www.utsc.utoronto.ca/twc/
Presentation Skills	http://www.utsc.utoronto.ca/ctl/presentation-skills
Co-op Program	http://www.utsc.utoronto.ca/askcoop/
AccessAbility	http://www.utsc.utoronto.ca/~ability/
Health and Wellness	http://www.utsc.utoronto.ca/hwc/
Test anxiety	https://www.anxietybc.com/sites/default/files/Test_Anxiety_Booklet.pdf
Department of Psychology	http://www.utsc.utoronto.ca/psych/
UTSC Psychology courses	http://www.utsc.utoronto.ca/psych/courses
UTSC Experiential Learning	http://www.utsc.utoronto.ca/psych/experiential-learning
Psychology lab positions	http://tinyurl.com/jjq25t7
The PDNA	http://www.thepnda.org/

VII. Course schedule and reading list

Week	Meeting Date	Topic and Readings	Agenda items for this week
1	10 September	Introduction, Syllabus <i>No readings</i>	<ul style="list-style-type: none"> • Choose partner(s) for presentation (in class 10 September) • No journal reflections available this week
2	17 September	Review of major concepts in first language acquisition Maurer & Werker, 2014; Hoff, 2014 (pp. 1-56 only)	<ul style="list-style-type: none"> • No journal reflections available this week • Presenter(s): Kyle • In-class lottery for leading classes (in class 17 September)
3	24 September	Hearing-impaired children Yoshinaga-Itano et al., 1998; Bergeson et al., 2006	
4	1 October	Sign language acquisition Petitto et al., 2004; Mayberry, 1993	
5	8 October	NO CLASS READING WEEK	<ul style="list-style-type: none"> • Kyle will send individual participation feedback this week
6	15 October	Visually impaired children Bigelow, 1987; Bedny, Richardson, & Saxe, 2015	<ul style="list-style-type: none"> • One- to two-sentence research proposal due on Quercus Friday, October 19 by 11:59pm • One journal reflection must be completed by Friday, October 19 at 5:00pm

7	22 October	<p>Motor system influences on speech perception; children with orofacial dysmorphologies</p> <p>Bruderer et al., 2015; Wild et al., 2018</p>	
8	29 October	<p>Language-related learning disabilities</p> <p>Guttorm et al., 2010; Hambly & Fombonne, 2012</p>	<ul style="list-style-type: none"> • Lottery for individual presentation dates (in class 29 October)

9	5 November	<p>Bilingualism 1</p> <p>Byers-Heinlein, Burns, & Werker, 2010;</p>	<ul style="list-style-type: none"> • First draft of research introduction due in class on Monday, 5 November (bring two hard copies to class) • Second (marked) draft of research introduction due on Quercus Friday, 9 November by 11:59pm
10	12 November	<p>Bilingualism 2</p> <p>Sebastián-Gallés et al., 2012</p>	<ul style="list-style-type: none"> • First draft of methods section due in class on Monday, 12 November (bring two hard copies to class) • Second (marked) draft of methods section due on Quercus Friday, 16 November by 11:59pm
11	19 November	<p>Heritage language users</p> <p>Swain & Lapkin, 1991; Park & Sarkar, 2008; Bougie, Wright, & Taylor, 2010</p>	<ul style="list-style-type: none"> • Application/conclusion section due on Quercus Friday, 23 November by 11:59pm

12	26 November	Individual research proposal presentations <i>No readings</i>	
13	3 December	Individual research proposal presentations <i>No readings</i>	

Bibliography (in order of assignment)

Maurer, D. & Werker, J. F. (2014). Perceptual narrowing during infancy: a comparison of languages and faces. *Developmental Psychobiology*, 56, 154-178.

Hoff, E. (2014). *Language Development* (5th edition). Belmont, CA: Wadsworth. pp. 1-56. [Will be made available on Quercus.]

Yoshinaga-Itano, C., Sedey, A., Coulter, D., & Mehl, A. (1998). Language of early- and later-identified children with hearing loss. *Pediatrics*, 102(5), 1161–1171.

Bergeson T. R., Miller R. J., & McCune K. (2006). Mothers' speech to hearing-impaired infants and children with cochlear implants. *Infancy*, 10(3), 221–240.

Petitto, L.A., Holowka, S., Sergio, L.E., Levy, B., & Ostry, D.J. (2004). Baby hands that move to the rhythm of language: hearing babies acquiring sign languages babble silently on the hands. *Cognition*. 93(1), 43-73.

Mayberry, R.I. (1993). First-language acquisition after childhood differs from second-language acquisition: the case of American Sign Language. *Journal of Speech, Language, and Hearing Research*, 36, 1258-1270.

Bigelow, A. (1987). Early words of blind children. *Journal of Child Language*, 14(1), 47-56.

Bedny, M., Richardson, H., & Saxe, R. (2015). “Visual” cortex responds to spoken language in blind children. *Journal of Neuroscience*, 35(33), 11674-11681.

Bruderer, A.G., Danielson, D.K., Kandhadai, P., & Werker, J.F. (2015). Sensorimotor influences on speech perception in infancy. *Proceedings of the National Academy of Sciences of the United States of America*, 112(44), 13531-13536.

Wild, A., Vorperian, H.K., Kent, R.D., Bolt, D.M., & Austin, D. (2018). Single-word speech intelligibility in children and adults with Down syndrome. *American Journal of Speech Language Pathology*, 27(1), 222-236.

Guttorm, T., Leppänen, P.H.T., Hämäläinen, J.A., Eklund, K.M., & Lyytinen, H.J. (2010). Newborn event-related potentials predict poorer pre-reading skills in children at risk for dyslexia. *Journal of Learning Disabilities*, 43(5), 391-401.

Hambly, C. & Fombonne, E. (2012). The impact of bilingual environments on language development in children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 42(7), 1342-1352.

Byers-Heinlein, K., Burns, T.C., & Werker, J.F. (2010). The roots of bilingualism in newborns. *Psychological Science*, 21(3), 343-348.

Sebastián-Gallés, N., Albareda-Castellot, B., Weikum, W., & Werker, J.F. (2012). A bilingual advantage in visual language discrimination in infancy. *Psychological Science, 23*(9), 994-999.

Swain, M. & Lapkin, S. (1991). Heritage language children in an English-French bilingual program. *Canadian Modern Language Review, 47*(4), 635-641.

Park, S.M. & Sarkar, M. (2008). Parents' attitudes toward heritage language maintenance for their children and their efforts to help their children maintain the heritage language: A case study of Korean-Canadian immigrants. *Language, Culture, and Curriculum, 20*(3), 223-235.

Bougie, E., Wright, S.C., & Taylor, D.M. (2010). Early heritage-language education and the abrupt shift to a dominant-language classroom: Impact on the personal and collective esteem of Inuit children in arctic Québec. *International Journal of Bilingual Education and Bilingualism, 6*(5), 349-373.