

Biography:

Originally from St. Catharines, Jazmine Leduc graduated from her bachelors of Speech-Language Pathology at Laurentian University in 2020. She is now a first year Speech-Language Pathology Master's student at Laurentian University. Her research interests include bilingualism and languages in minority settings.

Research:

In 2010, Franco-Ontarian school boards decided to adopt a policy of openness towards students whose parents did not have French as their mother tongue, nor a previous francophone education (Villegas-Kerlinger, 2017). For this reason, French-language schools in Ontario have seen an increase in the enrollment of English-speaking students (Villegas-Kerlinger, 2017). Like most Canadian provinces, the community language in northeastern Ontario is English, which means that these Anglophone students must learn a new language in a linguistic minority context. On the other hand, reduced exposure to a minority language can make it very difficult to acquire it for typically developing children (Gathercole, 2014). Taking into account that the bilingual child needs at least 40% exposure to a language to become proficient (Thordardottir, 2011), we can state that the majority of English-French bilingual children of Ontario do not get the necessary exposure to the minority language, French. Moreover, children who learn two languages simultaneously are not able to devote as much time to each of their languages as they would if they were only learning one (Thordardottir, 2011). This can affect the rate of development of their languages as well as their level of acquisition (Mayer-Crittenden, Thordardottir, Robillard, Minor-Corriveau and Belanger, 2014) which, consequently, can adversely affect their academic performance. . Since a student's robust vocabulary in grade one is a predictor of his reading level in grade 12 (Cunningham and Stanovich, 1997), it is possible to underline the importance of the preventative role played by French-language schools in the life of a bilingual child. The objective of the present study is to verify whether training educators with strategies that promote the use of French in French-language schools increases the use of robust French vocabulary in bilingual school-age students.