

Biography:

Céline St-Onge is from North-Bay, Ontario. She is currently a first-year student in the Master's program of Speech-Language Pathology at Laurentian University. Her research interests include developmental language disorder, bilingualism and language acquisition in a minority context.

Research:

Bilingual children tend to have more difficulty with minority language acquisition compared to majority language acquisition (Gathercole, 2014). It's difficult to support a child learning a minority language (French) when the areas of difficulty are not determined. It is also difficult to support a child when the majority language (English) impact is unknown. In addition, children with DLD (developmental language disorder) can have even more difficulty with their minority language acquisition compared to TD (typically developing) children. Laasonen, M., et al. (2018) reveals that typical linguistic features for children with DLD vary by language. For this reason, it is important to explore the areas of language which could be hindered for bilingual children with DLD in a minority setting. To add, approximately two children in every class of 30 students will experience DLD severe enough to hinder academic progress (Norbury, 2016). This could have an enormous effect on the child's future ability to contribute effectively in society, since education plays a big role in employment opportunities. There is missing knowledge concerning the acquisition of French and English in a French minority context for TD children and children with DLD. Therefore, there is a need for increased knowledge in this area in order to support minority language learners. Not knowing this critical information could potentially hinder a child's language development, since we are not able to sufficiently support that child. Thus, with knowledge regarding their specific language development, their needs can be supported effectively. The goal of this research is to determine if there is a shift in language dominance for TD children and children with DLD from JK to grade 3, and if so, which language domains are most affected. This will be done by analyzing previously collected data of bilingual TD children and bilingual children with DLD in Ontario. The areas of language that will be analyzed are; expressive language, receptive language, semantic memory, information processing, pre-reading abilities and written language.