HERITAGE LANGUAGE VARIATION AND CHANGE IN TORONTO

# Coding (social) attitudes in Toronto

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http://individual.utoronto.ca/ngn/re
search/heritage_lgs.htm

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What is the role of ***Ethnic Orientation*** in variable linguistic behavior (in Toronto) ?

Heritage Language Variation & Change

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Yoonjung Kang

Alexei Kochetov

James Walker

Michol Hoffman

Contact in the City

starting point:

*Chicano Ethnicity*
by Susan Keefe & Amado Padilla
(1987 Univ. of New Mexico Press)

Summarized for use by sociolinguists

Keefe & Padilla's endpoint
is our starting point

Goals of their 4-year funded study

"to determine fairly precise ways of measuring cultural knowledge and **ethnic identification**, which would describe the ethnic population and its **internal variation** as well as accurately plot **changes over time, especially from generation to generation**." (p. 2)

# Keefe & Padilla's questions

- "Over time, do Mexican Americans remain culturally distinctive in the U.S.?

- <u>Do they *perceive* themselves as different, regardless of any objective measures of difference?</u>

- <u>Do they remain socially set apart from other Americans?</u>

- <u>What kinds of variation in these patterns exist within the ethnic population?</u>

- What factors contribute to the separation or assimilation of Chicanos in American life?

- Why does ethnic persistence and/or change occur?"

(<u>underline</u> = questions most relevant to us)
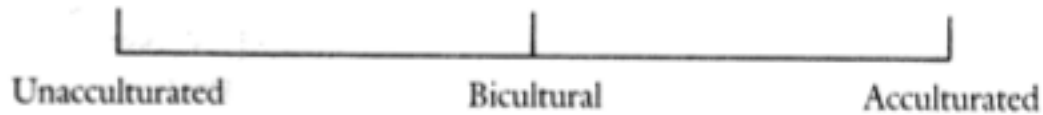
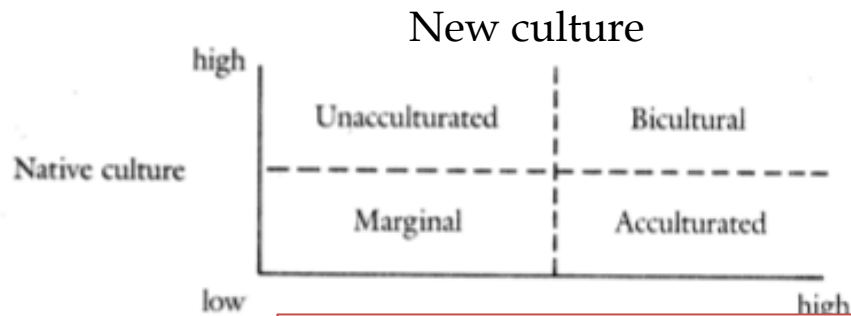# 2 approaches to defining ethnicity

- 2 approaches identified by Despres (1975)
  - subjective
    - self-identification or identification "forced" by others
  - objective
    - cultural traits (e.g., **language**, religion, national origin)
    - "accumulation of resources including wealth, social status, and political power"
- Keefe & Padilla's survey investigates both.  (p. 13)

# Fig. 1: 3 Models of Acculturation

**A. Single Continuum Model**

Unacculturated        Bicultural        Acculturated

**B. Two-Culture Matrix Model**

New culture

|  | | |
|---|---|---|
| high | Unacculturated | Bicultural |
| Native culture | Marginal | Acculturated |
| low | | high |

**C. Multidimensional Model**

absent       present
Trait A

absent       present
Trait B

absent       present
Trait C
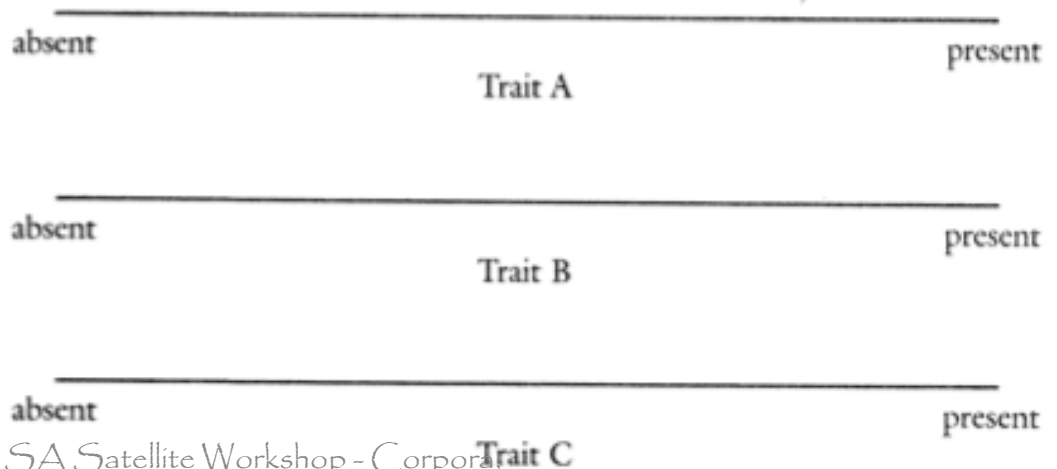
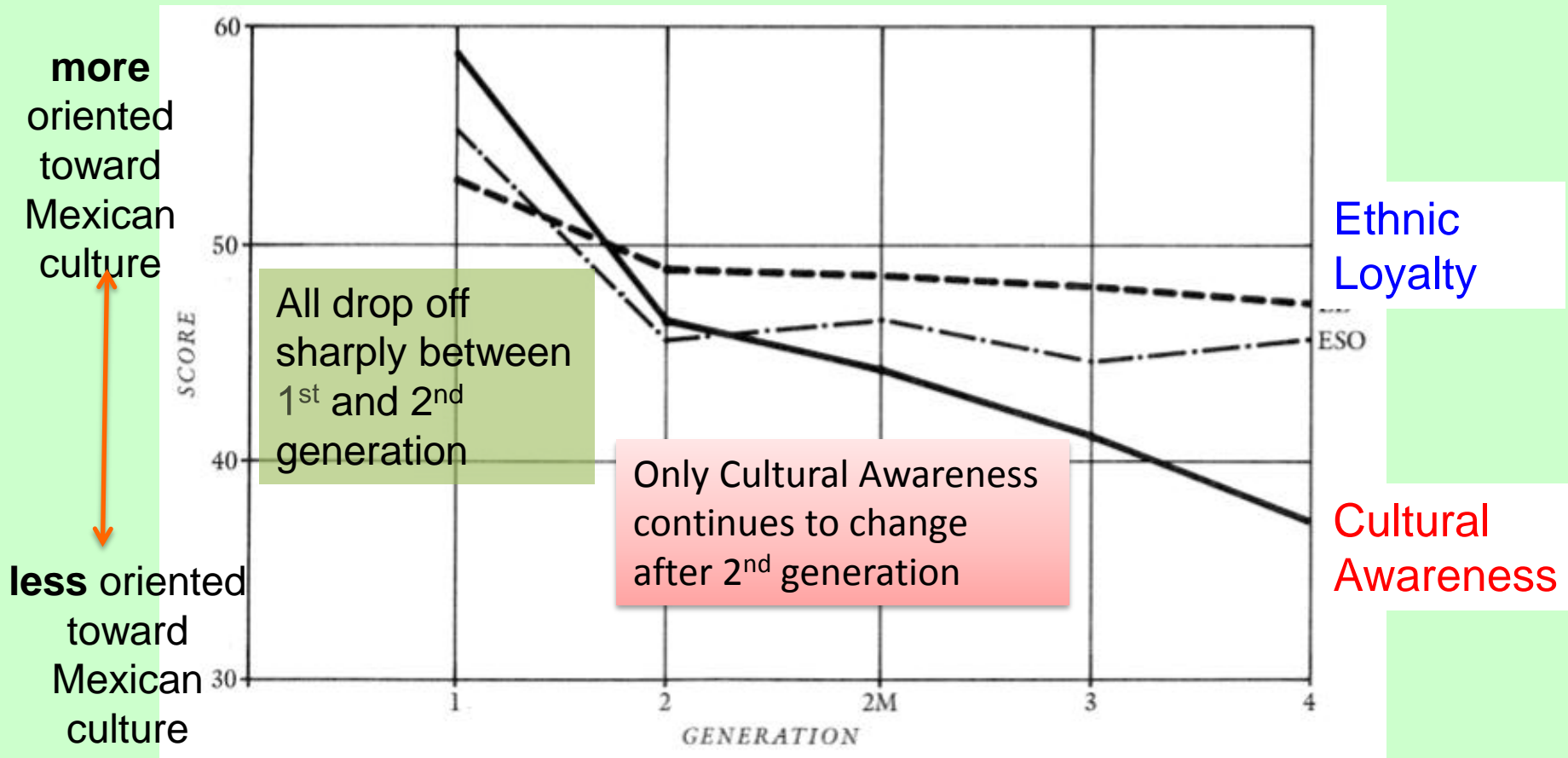This is what they develop (and sociolinguists assume)

# Acculturation and Assimilation

- acculturation: "loss of traditional cultural traits & acceptance of new cultural traits" (p. 6)
- assimilation: "social, economic and political integration of an ethnic minority group into mainstream society" (p. 8)
- These cannot be considered 2 ends of a continuum (p. 6)
  - There is a lack of correlation between subsets of survey questions related to them
  - Some features are better preserved than others, motivating a multidimensional approach.
    - *e.g.*, Catholicism & "extended familism" are maintained; but knowledge of Mexican history and Spanish language are not. (p. 7)
    - Hypothetically, one might be more knowledgeable about one ethnic group, yet at the same time prefer another group." (p. 8)

# Analysis led to 2 main concepts (p. 48)
# or superfactors

- Cultural Awareness – "reflects familiarity with people/culture, preferences in language use, identification with group names, national orientation." These develop "from cultural background circumstances," not "emotionally laden choices."
- Ethnic Identity – perceptions & preferences about cultural groups and discrimination. "Not necessarily associated with cultural experience." "Symbolic reality"

- scales constructed in an iterative multidimensional fashion
- based on scores from surveying the Mexican American population (and some Anglo Americans).
- "variation ... demonstrates the inaccuracy of stereotypes emphasizing ethnic homogeneity" (p. 4)
- Still, there are some general trends (*structured heterogeneity*)

# K&P's Fig. 4:
# Cultural Awareness, Ethnic Loyalty and Ethnic Social Orientation by Generation



more oriented toward Mexican culture

less oriented toward Mexican culture

All drop off sharply between 1st and 2nd generation

Only Cultural Awareness continues to change after 2nd generation

Ethnic Loyalty

Cultural Awareness

ESO

SCORE

GENERATION

# Data collection methods

- **Phase I - large sample, stratified** (by ethnic density & SES) (pp. 26-31)
  - Mexican-Americans and Anglo-Americans in 3 California cities
  - 123 item questionnaire on ethnicity and family
  - 860 Chicano households contacted, 666 MAs participated (77%)
  - 776 "non-Spanish surname" households contacted, 425 accepted (55%) (white, Black, Asian American, Native American)
- **Phase II – re-interviewed subsample, more comprehensive survey**, same topics
  - recontact 3-7 months later  [mostly (85-91%) re-interviews from Phase I]
  - lengthy, open-ended conversations
  - 372 MAs, 163 AAs
- **Phase III –small subsample of 2nd survey re-interviewed as case studies**
  - 24 MAs  & 22 AAs (but only 2 AAs were analyzed?)
  - "intimate and informal relationship" was to be developed, but IV schedule closely followed
- **IVers**
  - (recent) university students, mostly female
  - Mexican Americans conducted MA IVs; Anglo Americans conducted the others

# 5 cultural spheres (p. 47)

investigated via 185
  questions, measuring
18 Cultural Awareness
  Concepts &
15 Ethnic Loyalty Concepts

Administered to:
**Immigrants to America**
144      Gen 1
**Native-born Americans**
85       Gen 2
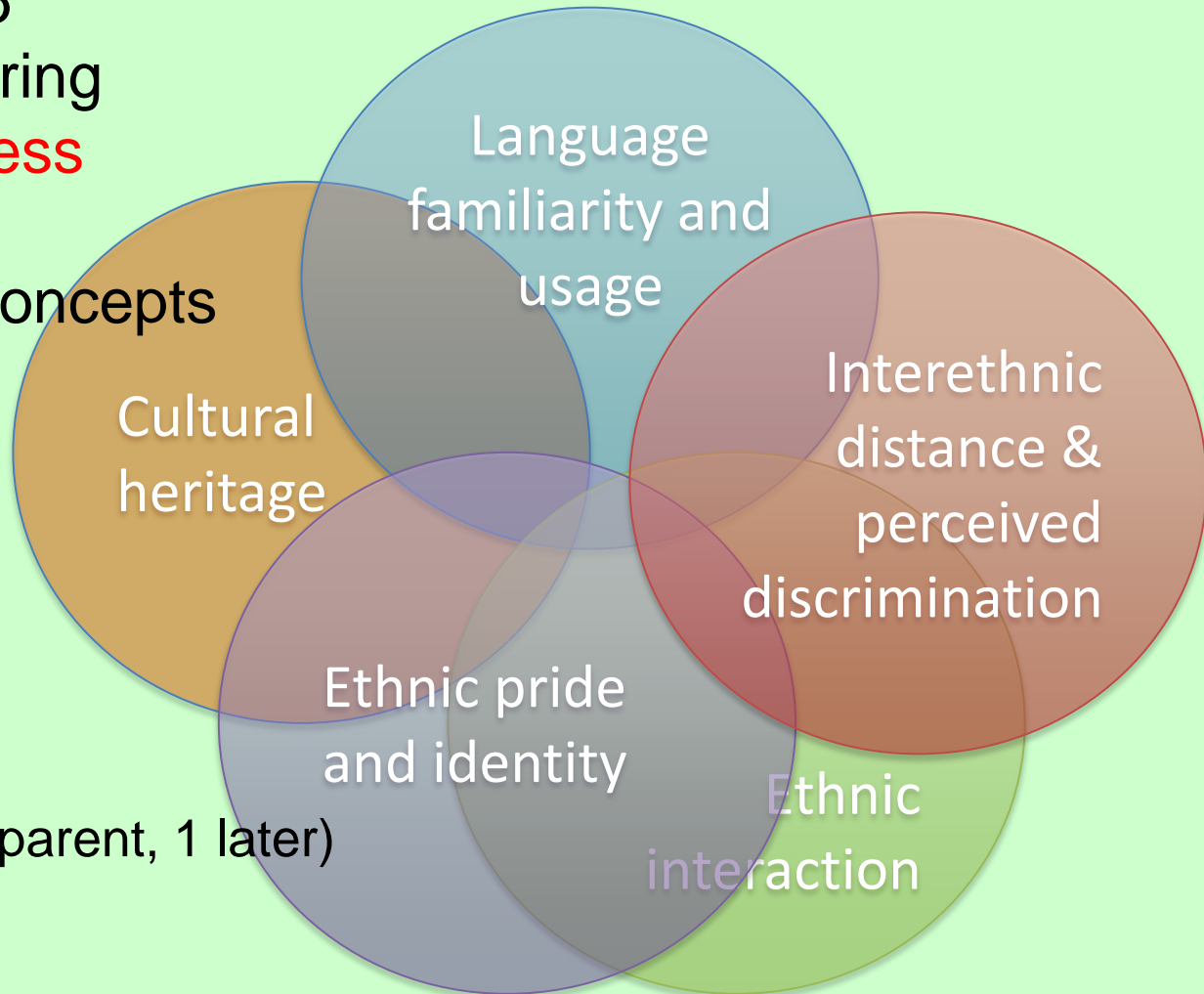45       Gen 2.5 (1 Gen 1 parent, 1 later)
27       Gen 3
20       Gen 4
381      Total Mexican-Americans

Language familiarity and usage

Interethnic distance & perceived discrimination

Cultural heritage

Ethnic pride and identity

Ethnic interaction

# Reduction Method

## 185 questions is too much

**Cultural Awareness**

18 concepts (108 items)

19 concepts (90 items)
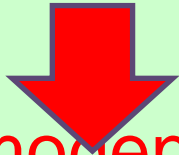
15 Homogenous Item Dimensions (HIDs)
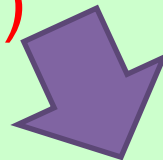
**Ethnic Loy...**
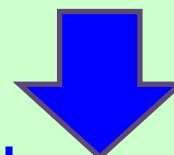
15 concep...

14 EL con...

11 EL HID...

- Regroup by Factor Analysis
- Iteratively **exclude** low-response items, skewed, truncated, "highly disproportionate splits," [keep only normal distributions], low correl. to other items in same concept, high correl. to items in other concept.
- Concepts scores calculated by summing responses, then normalizing scales. (p. 199-207).

1 CA Factor + 1 EL Factor

# Goals of PCA

**(adapted from Wuensch 2009)**

- to reduce a set of *p* variables to *m* factors prior to further analyses

- to discover and summarize the pattern of correlations among variables

- Relevant example

  - p = 123 original survey questions

  - m = (eventually) 2 factors (Cultural Awareness & Ethnic Loyalty)

# Principal Components Analysis (PCA)
## (adapted from Wuensch 2009)

- extract from a set of *p* variables a reduced set of *m* factors that accounts for most of the variance in the *p* variables.

- In other words, we reduce a set of *p* variables to a set of *m* underlying superordinate dimensions.

- These underlying factors are inferred from the **correlations** among the *p* variables.

Each factor is estimated as a weighted sum of the *p* variables. The $i^{th}$ factor is thus

$$F_i = W_{i1}X_1 + W_{i2}X_2 + K + W_{ip}X_p$$

# Figure 3: Model of Cultural Orientation:
## The Dimensions of *Cultural Awareness* and *Ethnic Loyalty*
(p. 49)
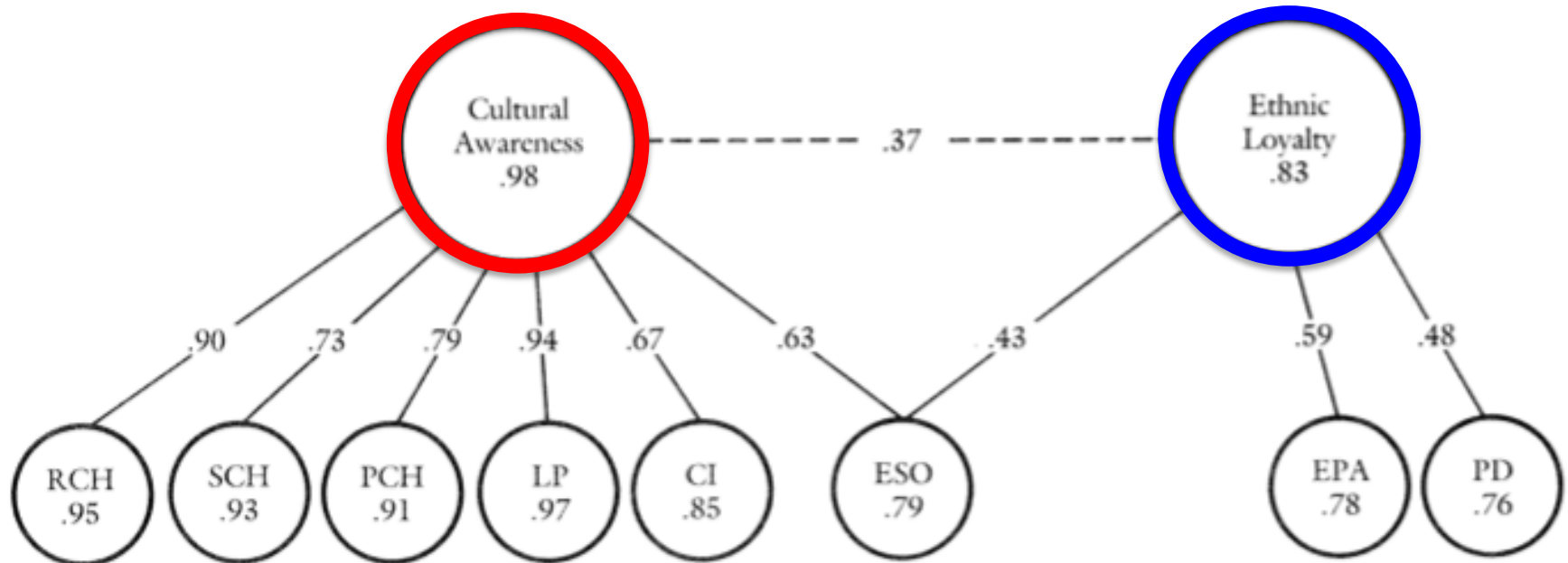


LP=Language Preference
RCH=Respondent's Cultural Heritage
PCH=Parents' Cultural Heritage
SCH=Spouse's Cultural Heritage
CI=Cultural Identification
*(in descending order of Factor Analysis coefficients)*

ESO=Ethnic Social Orientation

EPA=Ethnic Pride & Affiliation
PD=Perceived Discrimination

Factor Correlation Matrix Resulting from the Factor Analysis of one of the 15 Homogenous Item Dimensions, for RCH=Respondent's Cultural Heritage (p. 201)

K&P's Table 13

| Homogenous Item Dimensions | Factors | | | |
|---|---|---|---|---|
| | I | II | III | IV |
| 1. R's cultural inheritance and contact | .67 | .21 | .16 | −.08 |
| 2. R's language familiarity | .63 | .27 | .30 | −.05 |
| 3. R's knowledge of Mexican cultural symbols, historical events, and contemporary personalities | .57 | .00 | .19 | .05 |
| 4. Ethnicity of peers during childhood | .52 | −.01 | .11 | .12 |
| 5. R's legal first name | .41 | .06 | .21 | .04 |
| 6. Spouse's cultural inheritance and contact | .34 | .67 | −.02 | −.09 |
| 7. Spouse's ethnic identification | −.02 | .67 | .15 | .11 |
| 8. Spouse's language familiarity and preference | .36 | .62 | .02 | −.12 |
| 9. Spouse's legal and preferred first name | .29 | .53 | .15 | .03 |
| 10. Parent's ethnic identification | −.02 | .24 | .69 | .06 |
| 11. Father's legal and preferred first name | .17 | .03 | .63 | .00 |
| 12. Parent's language familiarity and preference | .39 | .07 | .61 | .10 |
| 13. Parent's cultural heritage and contact | .44 | .08 | .56 | −.07 |
| 14. Perceived personal discrimination | −.12 | −.05 | .07 | .63 |
| 15. Perceived group discrimination | .21 | .00 | −.02 | .57 |

Factor Correlation Matrix Resulting from the Factor Analysis of the Fifteen Ethnic Loyalty Homogenous Item Dimensions (p. 202)

K & P's Table 14

| Homogenous Item Dimensions | Factors | | | |
|---|---|---|---|---|
| | I | II | III | IV |
| 1. R's language choice in situations dealing with other people | .68 | −.08 | .23 | .37 |
| 2. R's language preference in personal situations | .65 | .08 | .34 | .13 |
| 3. R's preferred first name and children's first names | .65 | .11 | −.01 | .18 |
| 4. Number of children who speak Spanish | .62 | .07 | .00 | .10 |
| 5. Perception of Mexican culture | .01 | .71 | .09 | −.08 |
| 6. Preference for ethnicity of associates | .04 | .54 | .00 | .20 |
| 7. Perception of Mexico and U.S. | .06 | .09 | .51 | .00 |
| 8. R's identification with a group name | −.28 | −.02 | .47 | .11 |
| 9. Preference for traveling in Mexico | −.09 | .10 | .38 | .16 |
| 10. Ethnicity of associates at present | .08 | .00 | .06 | .72 |
| 11. Preference for and consumption of Mexican food | .14 | .19 | .06 | .48 |

# Keefe & Padilla's Findings (pp. 203-8)

- Respondent's cultural heritage contributes most to their CA (early enculturation, basic knowledge of lg. & culture).

- "an individual respondent's cultural heritage is distinct from that of parents and/or spouse."

- Lg. preference accounts for most of variance in EL… but **lg. familiarity is not independent, "but is intimately connected, early in life, with geographical residence** in Mexico or in the U.S."

- "The distinction between EL factors of Ethnic Pride and Affiliation and Cultural Identification is noteworthy. (An individual may identify as American and prefer life in the US to life in Mexico, and at the same time, have pride in possessing a Mexican heritage and prefer to interact with others of Mexican descent," or the opposite)

- **Lg. preference and cultural identification are important parts of CA and unimportant to EL**. "The language one uses, an identification with people of Mexican descent, and a positive orientation to Mexico are related to background circumstances, and not to current preference."

- "Perceived discrimination is important part of EL, but not of CA." i.e., it's <u>not</u> about one's background, but about one's feelings about one's background.

- Assimilation (measured as ESO) is related to BOTH acculturation (CA) and ethnic ID (EL).

- **Behavior and values are inextricably interconnected.**

# Keefe & Padilla on Variation

- Lots of inter-speaker variation

- 3 Los Angeles area census tracts were examined (Oxnard, Santa Paula, Santa Barbara) → 3 unique patterns were found (p. 10)

# Some factors relevant to <u>rate</u> of assimilation (p. 19)

- We need to consider these in comparing various communities

- for the (minority) group being studied:
  - size and density of population; presence of separate ethnic institutions; racial distinctiveness; group's ethnocentrism and its desire to assimilate; economic background and skill level of group members

- characteristics of mainstream society:
  - nature of power relations, relative presence of inequality, historical experience with minority groups, extent of prejudice, segregation, and discrimination

- (some are encompassed in Giles, Bourhis & Taylor's 1977 *Ethnolinguistic Vitality Model*), and are considered in describing the HLVC Project's communities

# from Santa Barbara to Toronto

# Heritage Language Variation and Change



Seoul, Korea 1967

Hong Kong 1972

TORONTO

St Petersburg, Russia 1916

Lviv, Ukraine 1913

Western Poland, 1911

The year indicates the founding of the first church in Toronto for each group, indicative of community establishment.

Budapest, Hungary, 1885

Faeto, Italy 1950

Calabria, Italy 1908
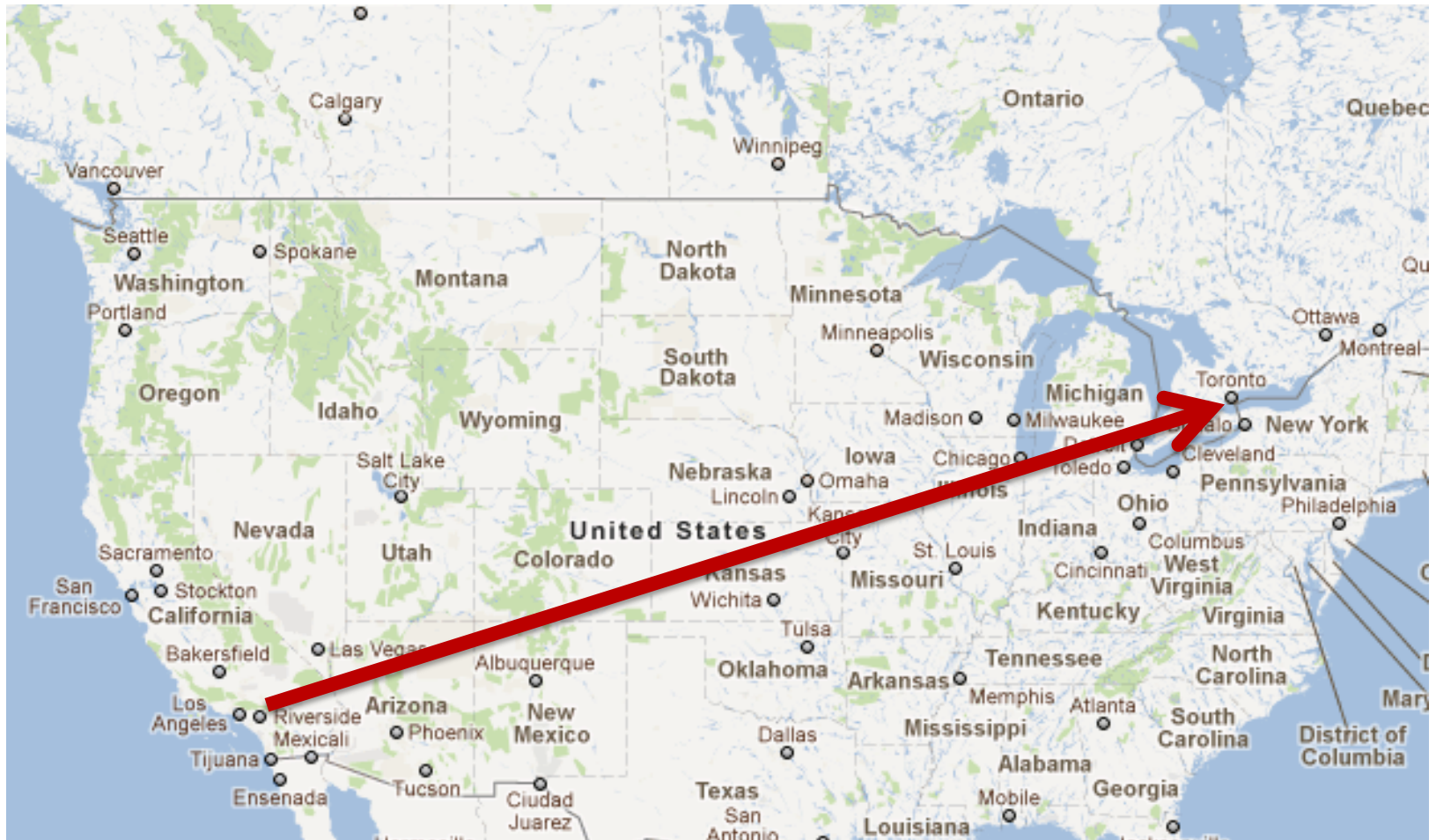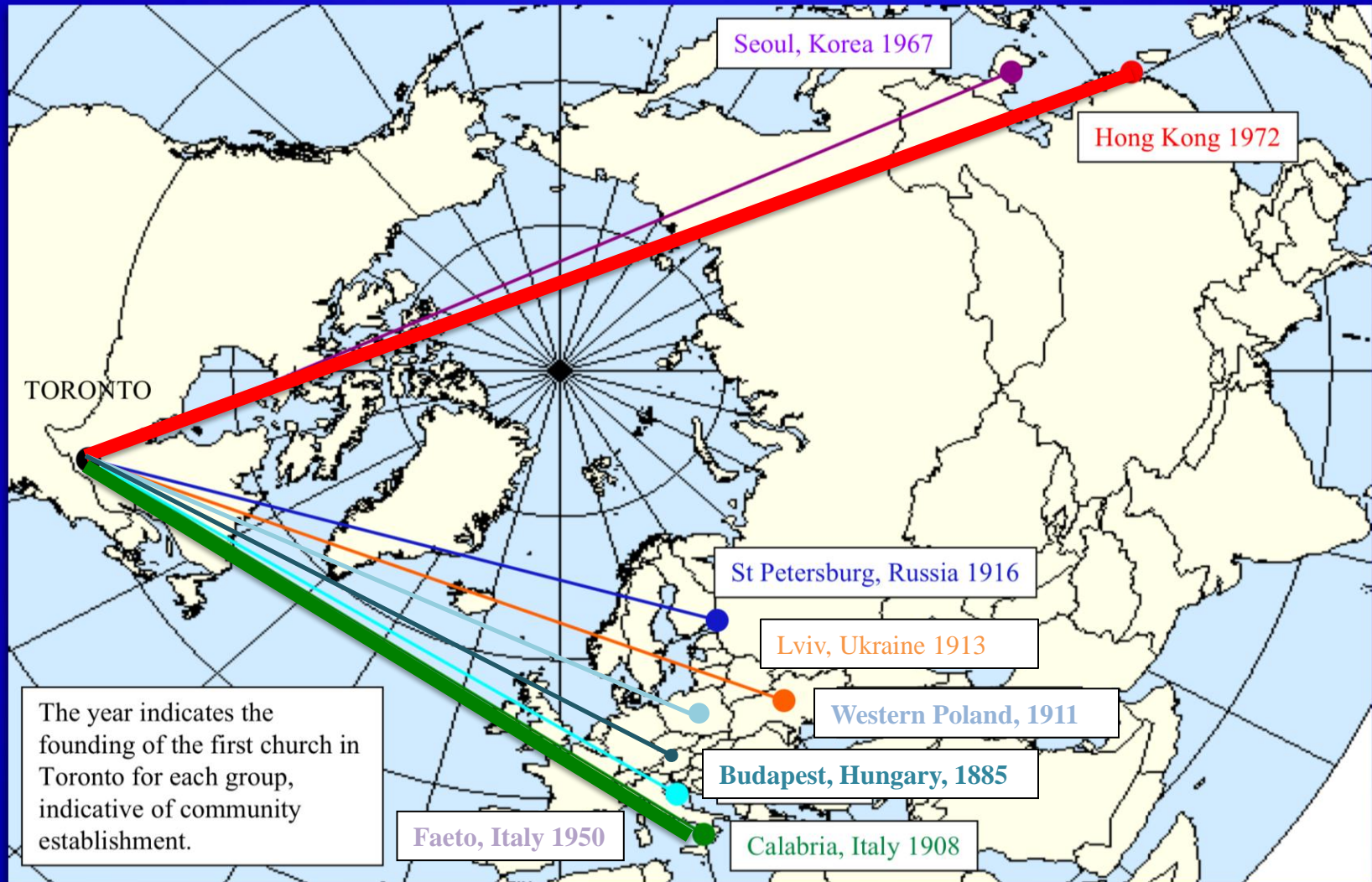
# § 4. How do we ask the questions
## Effects of community attitudes ( § 4.2)

| Language | MT speakers | Ethnic Origin | Est. | City/region of Origin |
|---|---|---|---|---|
| | (2006 Census) | (2006 Census) | in Toronto | |
| Italian | 194,000 | 466,000 | 1908 | Calabria |
| Ukrainian | 27,000 | 122,000 | 1913 | Lviv |
| Russian | 66,000 | 58,505 | 1916 | St. Petersburg, Moscow |
| Faetar | <100? | <500? | 1950 | Faeto, Celle di St. Vito |
| Cantonese | 170,000 | 537,000 | 1951 | Hong Kong |
| Korean | 49,000 | 55,000 | 1967 | Seoul |
| Polish | 80,095 | 207,495 | 1911 | Eastern Poland |
| Hungarian | 20,190 | 53,210 | 1880 | Budapest |

Mother tongue: http://www40.statcan.ca/l01/cst01/demo12c-eng.htm
Ethnic origin: http://www40.statcan.ca/l01/cst01/demo27g-eng.htm

# Types of (linguistic and sociolinguistic) comparisons

**KEY**

- ☐ HLVC data
- ☐ English data

<--> Stage 1: inter-generational comparison

⬌ Stage 2: cross-community comparison

⬌ Stage 3:  diatopic comparison

⟷ Stage 4: comparison between HL and English
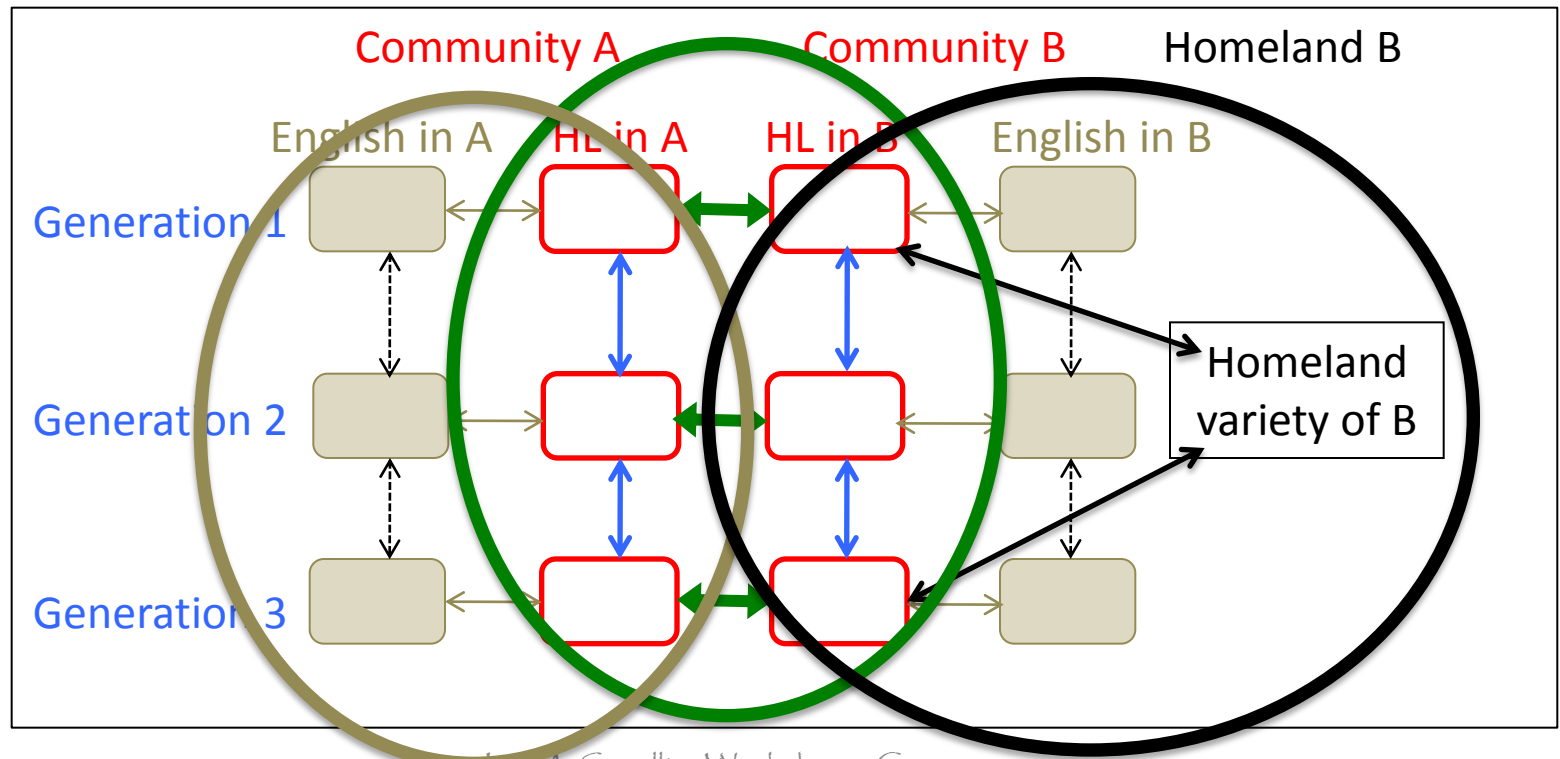
# Pre-determined Participant distribution (generation, age)

| Generation | Age |
|---|---|
| **1st**: born in homeland; moved to GTA after age 18; in GTA 20+ years | 60+ |
| | 39-59 |
| **2nd**: born in GTA (or came from homeland < age 6); parents qualify as 1st generation | 60+ |
| | 40-59 |
| | 21-39 |
| | <21 |
| **3rd**: born in GTA; parents qualify as 2nd generation | 60+ |
| | 40-59 |
| | 21-39 |
| | <21 |

# Pre-determined Participant distribution (sex)

| Language | Generation | Age | Sex |
|---|---|---|---|
| **Cantonese** | **1st**: born in homeland; moved to GTA after age 18 | 60+ | 2 females |
| | | | 2 males |
| | | 39-59 | 2 females |
| | | | 2 males |
| **Italian** | "        " | | |
| **Russian** | "      " | | |
| **Korean** | "      " | | |
| **Ukrainian** | "      " | | |
| **Faetar** | "      " | | |

Other factors will be considered in analysis, but can't be pre-determined – and it would be impossible to collect a fully-balanced sample for all of them.

# Interviewers (§ 3)

- Who? (§ 2.4)
  - HL community members
  - students
  - research assistants / students for course credit / volunteers
- How? (§ 2.5)
  - personal networks ( = friends and family)
  - community networks
  - targeted flyers and emails to community organizations

# Two formats for asking questions

1.  ## Sociolinguistic interview ( § 5)
    - format & modules from Labov's 1984 Phila. study
    - conversational, open-ended
    - primary goal is linguistic data
    - look for topics of interest to speakers

2.  ## Ethnic Orientation Questionnaire ( § 6)
    - still conversational, but less open-ended
    - primary goal is comparable information
    - everyone is asked the same questions (but not everyone answers every question)
    - based on Keefe & Padilla's work

# Ethnic Orientation Questionnaire (§6)

A. Ethnic identity
    1. Do you think of yourself as Italian, Canadian or Italian-Canadian?
    2. Are most of your friends Italian?
    3. Are people in your neighbourhood Italian?...

B. Language use
    1. Do you speak Italian?  How well?  How often?
    2. Where did you learn Italian? At home? In school?
    3. Do you prefer to speak Italian or English?
    4. Do you prefer to read and write in Italian or English? …

C. Family language choice
    1. What language does your family speak when you get together?
    2. What language do your parents prefer to speak? ...

D. Cultural heritage…
E. Parents…
F. Partner…
G. Culture…
H. Discrimination experience…

Adapted from Keefe & Padilla's 1987 study of California Chicanos, used 1st in Hoffman & Walker's 2010 Toronto English study
on HLVC website

35 Questions about:

o **Participant's**

o **Their family's**

o **Their network's**

"reference group"

o **Language use**

o **Language preference**

o **Language learning**

o **Cultural attitude**

o **Discrimination**

"topic"

# How to see the big picture? (§8)

(1) All 35 questions individually

- too much for multivariate analysis
- problematic –not everyone answers all questions

(2) Average of all 35 questions

- NEVER comes out significant for any variables we checked

Subsets of questions

(3) by Reference Group (Boyd, Walker & Hoffman 2011)

(4) by Topic (Keefe & Padilla 1987)

(5) by Language Use (Chociej 2010)

# How much Heritage Language data do we have? (§ 7.7)

| | CAN | KOR | ITA | RUS | UKR |
|---|---|---|---|---|---|
| Participants | 38 (89%) | 38 (39%) | 23 (100%) | 30 (33%) | 32 (100%) |
| Useable participants | 34 | 15 | 23 | 10 | 32 |

criterion: responses for ≥ 50% of questions

| Q'aire items | across 5 languages |
|---|---|
| Possible responses | 37 |
| Useable responses | 26 (70% of questions) |

criterion: responses from ≥ 60% of useable participants

- Can we just start with fewer questions?
  - No. (Lack of) correlation across EOQ answers (as intentionally designed by Keefe & Padilla).

- Are some questions or groups of questions more indicative of (certain aspects of) EO than others?
  - Sum or average?
  - Averages can be weighted or not
  - Principal Components Analysis (PCA) & regression analysis provide weights

In principal components analysis (**PCA**) […] one wishes to extract from a set of $p$ variables a reduced set of $m$ components or factors that accounts for most of the variance in the $p$ variables. (Wuench 2009)

# Correlations: Topic method

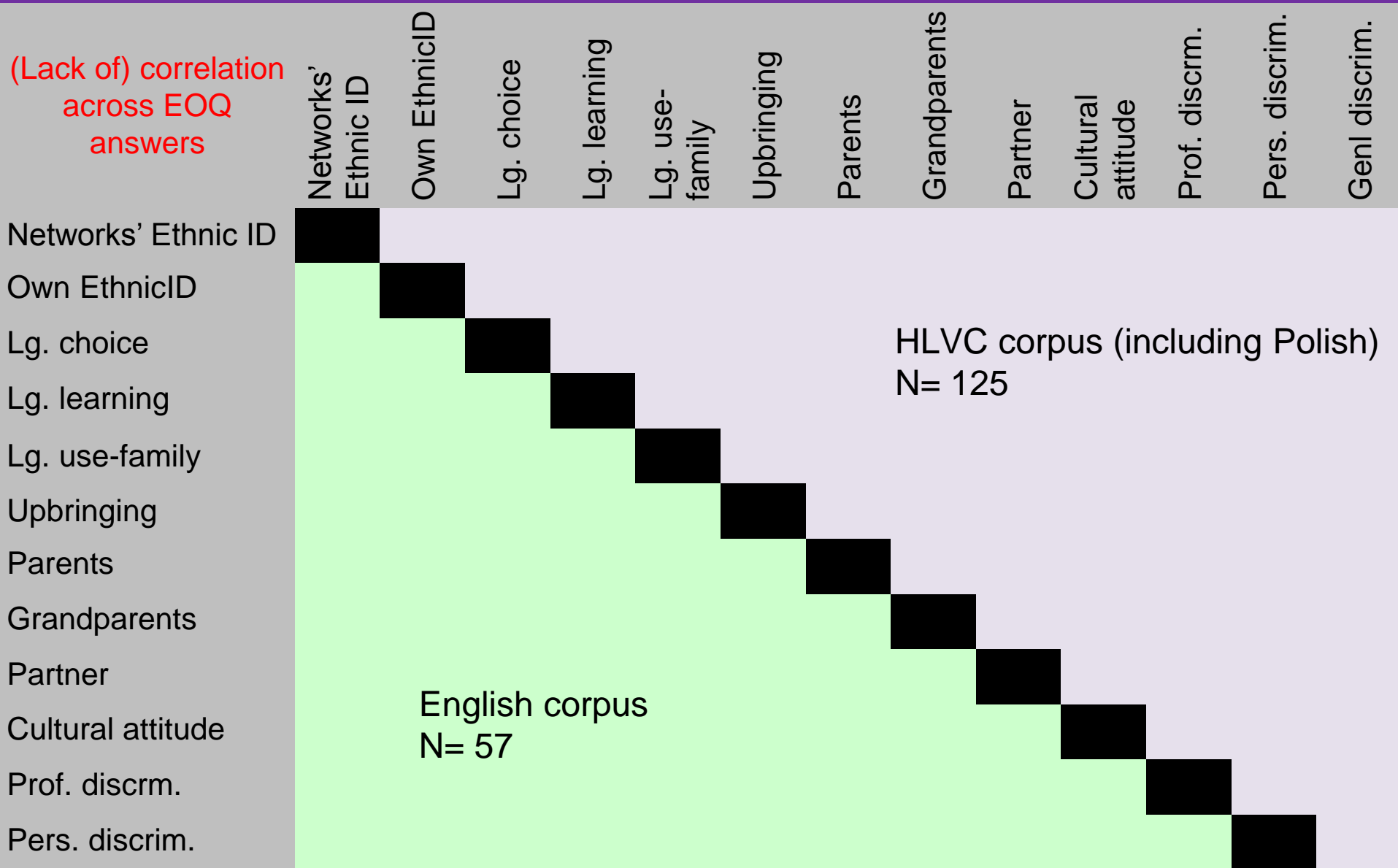| | Friends | Work discrim. | Lg. choice & preference | Lg. use | Birthplace | Parents | Grandparents | Partner | Cultural Attitudes | Attitudes & Genl. Discrim. | Housing discrim. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Friends** | | | | | | | | | | | |
| **Work discrim.** | | | | | | | | | | | |
| **Lg. choice & preference** | | | | | | | | | | | |
| **Lg. use** | | | .87 | | | | | | | | |
| **Birthplace** | | | .61 | .65 | | | | | | | |
| **Parents** | | | | .64 | | | | | | | |
| **Grandparents** | | | | | | | | | | | |
| **Partner** | | | .67 | .63 | | | | | | | |
| **Cultural** | | | | | | | | | | | |
| **Attitudes & Genl. Discrim.** | | | | | | | | | | | |
| **Housing discrim.** | | | | | | | | | | | |

(Lack of) correlation across EOQ answers

HLVC corpus (including Polish)
N= 125

English corpus
N= 57

# Correlations: Reference group method

(Lack of) correlation across EOQ answers

|  | Networks' Ethnic ID | Own EthnicID | Lg. choice | Lg. learning | Lg. use-family | Upbringing | Parents | Grandparents | Partner | Cultural attitude | Prof. discrm. | Pers. discrim. | Genl discrim. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Networks' Ethnic ID | ■ | | | | | | | | | | | | |
| Own EthnicID | | ■ | | | | | | | | | | | |
| Lg. choice | | | ■ | | | | | | | | | | |
| Lg. learning | | | | ■ | | | | | | | | | |
| Lg. use-family | | | | | ■ | | | | | | | | |
| Upbringing | | | | | | ■ | | | | | | | |
| Parents | | | | | | | ■ | | | | | | |
| Grandparents | | | | | | | | ■ | | | | | |
| Partner | | | | | | | | | ■ | | | | |
| Cultural attitude | | | | | | | | | | ■ | | | |
| Prof. discrm. | | | | | | | | | | | ■ | | |
| Pers. discrim. | | | | | | | | | | | | ■ | |

HLVC corpus (including Polish)
N= 125

English corpus
N= 57

# Contributions to Principal Components: Topic method

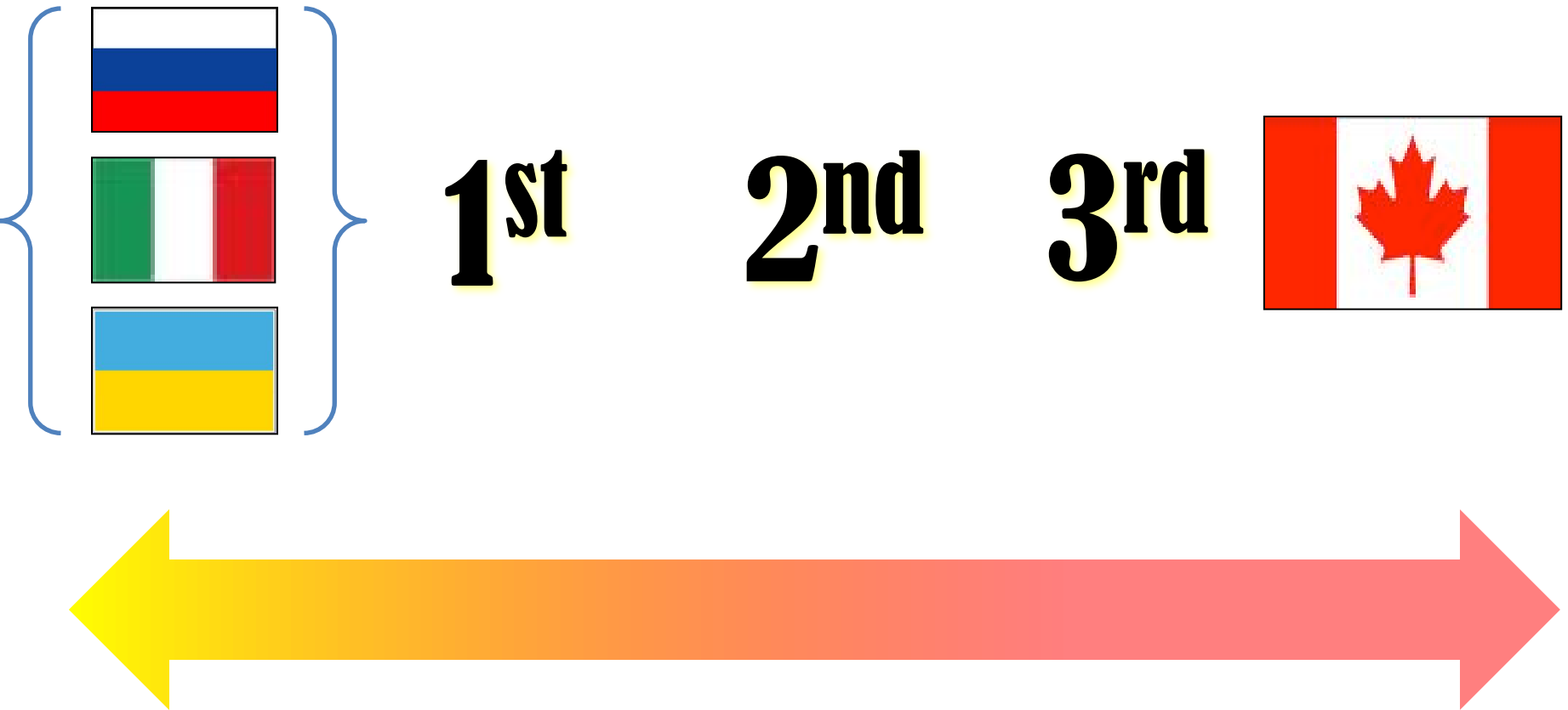| Component | Heritage Language (7 lgs., 3 gens.) | English (2 comms., 2 gens.) |
|---|---|---|
| 1 | Birthplace | Birthplace |
| | Language choice | Language choice |
| | Language preference | Language use & preference |
| | | Partner's EO and lg. |
| | | Parents EO and lg. |
| | | Ethnicity of social network |
| 2 | Parents' EO and lg. | Grandparents' age of arrival |
| | General discrimination (-) | |
| 3 | School and personal discrimination | General discrimination |
| | Cultural attitudes | |
| 4 | Economic discrimination | Economic discrimination |
| 5 | Grandparents lg. use and age of arrival | |

| Legend |
|---|
| Same questions relevant in both studies, in same component |
| Same questions relevant, but in a different component |

# Contributions to Principal Components: Reference group method

| Component | Heritage Language (7 lgs., 3 gens.) | English (2 comms., 2 gens.) |
|---|---|---|
| 1 | Grandparents | Family lg. use incl. parents, grandparents |
| | Lg. choice friends (neg. corr.) | Speaker's ethnic identity |
| | Birthplace | Cultural attitudes |
| | | General discrim. |
| | | Social network ethnicity |
| 2 | Cultural attitudes | Grandparents' age of arrival (-) |
| | Personal discrimination | Partner, lg. choice |
| | | Birthplace, contact with country of origin |
| | | Speaker lg. use & preference |
| 3 | Social network ethnicity | Housing discrim. |
| | School and personal discrimination | |
| | Family lg. use | |
| 4 | Econ. discrim. | |
| 5 | Parents | Legend |
| | General discrimination (-) | Same questions relevant in both studies, in same component |
| 6 | Co-workers' ethnicity | Same questions relevant, but in a different |

# 1st    2nd    3rd

# What math?

We want to be able to compare across communities, varieties, generations…  (§7.3)

1.  Correlations

2.  Multivariate regression analyses

    – Goldvarb for binary variables

    – Mixed Effects Model for continuous variables

| Significant components | Voice Onset Time /p,t,k/ | | | | | Null-subject / pro-drop | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All | UKR | ITA | 1st | 2nd | All | CAN | 1st | 2nd | ITA | 1st | 2nd |
| Average of all 35 Qs | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns |
| **Topic method** | | | | | | | | | | | | |
| **Birthplace; LgUse; LgChoice** | 0.91 | ns | ns | ns | ns | ns | ns | 0.88 | ns | ns | ns | ns |
| Parents' Ethnicity&LgUse; Genl Discrim | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns |
| Culture; Personal Discrim | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns |
| Econ Discrim | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns |
| **Grandparents' lg. use** | ns | ns | 1 | ns | ns | ns | ns | ns | ns | ns | ns | ns |
| **Reference group method** | | | | | | | | | | | | |
| Grandparents&Lg.w/Friends; Birthplace | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns |
| Culture; Personal Discrim | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns |
| **Ethnicity of Personal Network; Family Lg** | *0.75* | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns |
| **EconDiscrim** | ns | ns | ns | ns | ns | 0.49 | *0.63* | ns | ns | ns | ns | ns |
| Parents' Lg & Imm; Genl. Discrim | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns |
| Ethnicity of Work Network | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns |
| **Language use method** | | | | | | | | | | | | |
| **Language Mixing** | ns | ns | ns | ns | ns | ns | -0.74 | ns | ns | ns | ns | ns |
| Ethnic Continuum | | | | | | | | | | | | |

# Linguistic Variables and EO: Correlations in English

| Significant components | Consonant-cluster simplification | | | | | Canadian Shift (E) | | | | | Canadian Shift (æ) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All | CAN | ITA | 2nd | 2nd | All | C. | I. | 2nd | 2nd | All | C. | I. | 2nd | 2nd |
| Average of all 35 Qs | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns |
| Topic method | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns |
| Reference group meth. | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns |
| Network ethnicity, Grandparents' AoA | ns | ns | ns | ns | - | ns | ns | ns | ns | ns | ns | ns | ns | ns | + |
| Family language choice | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | + |
| Language use meth. | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | - | ns | ns | ns | ns |
| Language Mixing | ns | ns | +* | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns |
| Ethnic Continuum | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | ns | - | + |

# VOT and EOQ: Regression by Mixed Effects Model: Significant Components

| VOT in HLs | 3 lgs. combined | UKR | ITA | RUS |
|---|---|---|---|---|
| **Reference Group Method** | Parents'Lg&Imm; Genl.Discrim | ParentsEthnicity&LgUse; GenlDiscrim | (no sig. effects) | (not enough data) |
| | Grandparents' language; Lg. w/Friends; Birthplace | | | |
| **Topic Method** | ParentsEthnicity&LgUse; Genl.Discrim | Parents'Ethnicity&LgUse; Genl.Discrim | | |
| | Econ.Discrim | | | |
| **Indiv. Qs** | Birthplace, School location, parents' lg., language preference | | | |

Method
1. Mixed Effects Model
   a) lx. factors as fixed effects
   b) speaker, word as random effects
   c) try each Topic and Reference Group factor, represented by regression coefficient from PCA (of all HL data), individually
   d) final run with lx. factors, random effects, and any Topic & Reference Group factors that came out significant.
2. The listed EO factors are significant (though with TINY effects).

# Language Use : Language Mixing Method ( § 7.4-5)

| Language | Gen. | childhood & ethnicID | childhood home & lg. pref. | home & work | lg. w/friends | # sig. effects |
|---|---|---|---|---|---|---|
| Italian | 1 | | | | X | 1 |
| | 2 | | X | √ | X | 3 |
| Cantonese | 1 | √ | | | √ | 2 |
| | 2 | | | | X | 1 |
| Polish | 1 | √ | √ | | √ | 3 |
| | 2 | | √ | √ | X | 3 |
| # sig. effects | | 2 | 3 | 2 | 6 | 13 |

## Language Use Method: Ethnic Continuum (§ 7.4-5)

| Language | Gen. | past social network & ethnicID | past & present home lg. & school loc. | current lg. w/friends & lg. pref. | work | # sig. effects |
|---|---|---|---|---|---|---|
| Italian | 1 | | | √ | √ | 2 |
| | 2 | U | X | U | X | 4 |
| Cantonese | 1 | | | √ | √ | 2 |
| | 2 | √ | U | X | X | 4 |
| Polish | 1 | √ | | √ | | 2 |
| | 2 | √ | U | X | √ | 4 |
| # sig. effects | | 4 | 3 | 6 | 5 | 18 |

- Ethnic Orientation (EO) plays a small role in determining linguistic variation.

- Different questions get at different (uncorrelated) aspects of speakers' behavior and identity.

- Overall EO averages *never* correlate to linguistic effects (except where strictly tied to generation).

- Different aspects of EO are significant in different groups and for different variables.
  - No one size fits all.
  - Multivariate analyses do better than individual correlations.

감사합니다 Дякую Grazie molto Спасибо 谢谢 gratsiə namuor:ə

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Name: _____

E-mail: _____

Telephone: _____

**Yes! I would like to help you with the following language(s):**

| | | | |
|---|---|---|---|
| Cantonese ☐ | | Korean ☐ |
| Faetar ☐ | | Russian ☐ |
| Greek ☐ | | Ukrainian ☐ |
| Italian ☐ | | Punjabi ☐ |
| Portuguese ☐ | | Polish ☐ |

**I can help you with:**

Speaking/understanding ☐

Recruiting informants ☐

Conducting interviews ☐

Transcribing interviews ☐

Quantitative sociolinguistics ☐

**Before the interview:**

Oral consent to talk for an hour and be part of our research project

**After the interview:**

☐ Please check this box if you allow us to include anonymous excerpts from your recording in a corpus to be shared with other researchers interested in Italian.

☐ Please check this box if you wish to be recognized by name as a participant.

☐ Please check this box if you wish to contribute parts of your recorded interview to a **public** website that gives samples of how Italian is spoken in Toronto.

Please note any parts of the interview that you are willing to share, or check this box if we may use all of it: ☐.

_____

_____

Would you like your name associated with the above contributions?    ☐yes ☐no

# (Non-public) online database of transcription and audio files (§ 11)

## Corpora in the Classroom

### Heritage Language Documentation Corpus

- This table can be sorted by any field by clicking on the corresponding header.
- It is also possible to sort by multiple columns simultaneously by holding down the `Shift` key and clicking a second, third or more column headers.
- The second header row can be used to filter the results.

There is a total of **1** records that match your criteria.

| Interview id | Speaker id | Sex | Age | Language | Date | Community | Recording file(s) | Transcript files(s) |
|---|---|---|---|---|---|---|---|---|
| | | | 40 | | | | | |
| herld-133 | K2F40A | Female | 40 | Korean | Nov 1 2009 | | K2F40A_EOQ1.zip K2F40A_EOQ2.zip K2F40A_FW.zip K2F40A_IV1.zip K2F40A_IV2.zip | K2F40A_FW.eaf K2F40A_IV1.eaf K2F40A_IV2.eaf |

https://corpora.chass.utoronto.ca

# Gateway to access CinC

1. Owner puts corpus online (password protected and secured)
2. Anyone with a UTorID & password can browse list of files
3. Instructor enrolls students to have access to a particular corpus
4. Student completes Corpus Use (Ethics) Form
5. Owner approves use and specific files/corpora become available to specific students

## Ethics Forms

| Corpus | Course | Signed |
|---|---|---|
| Heritage Language Documentation Corpus | TBB199H1F | |
| Ontario English Corpus | LIN1156H1F | |
| Ontario English Corpus | LIN351H1S | |
| Ontario English Corpus | LIN456H1F | |
| York English Corpus | LIN1156H1F | |
| York English Corpus | LIN456H1F | |