Education Graduate Symposium 2016  Presentation proposal: Gail Cormier

For the Education Graduate Symposium, I would like to present a condensed version of one of my candidacy exam papers. I am currently a PhD candidate and I am specializing in Second Language Education. I defended my dissertation proposal in November 2015. My current research is focused on French education in Manitoba. In the past, I have had experience teaching and conducting research with bilingual and multilingual individuals. Therefore, the concept of language choice, especially with regards to conducting interviews with multilinguals has always been important for me. Moreover, I believe it is an important topic to share with other researchers since they may be currently conducting research with bilingual or multilingual participants or may do so in the future.

In qualitative research, interviews are the most commonly used research technique (De Fina & Perrino, 2011). In the field of second language education interview participants are likely to be bilingual or multilingual. Yet, little is written on cross-language interview techniques or language choice (Brämberg & Dahlberg, 2013). Although conducting cross-language research can be challenging, it should not be avoided since this results in the exclusion of linguistic minorities from research (Kosny, MacEachen, Lifshen, & Smith, 2014). Researchers and students must pay particular attention to the language chosen for interviews since there are implications no matter which language is chosen that can impact the quality and validity of the data collected. This presentation will review some of the current literature on cross-language interviews, will offer suggestions on how to conduct such interviews in an ethical
manner and will also propose guiding principles for researchers and students who are
conducting research with bilingual or multilingual participants.

Selected References

