Assessing Language Dominance through Self-reports on the Bilingual Language Profile

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coerll for an open world

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Bilingual Language Dominance

- **Need for guidelines on measurement of dominance**

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- **Academic settings**
  - divergent approaches in defining and selecting participants for bilingual research

Bilingual Language Dominance

- **Need for guidelines on measurement of dominance**

- **Center for Open Educational Resources and Language Learning (COERLL)**
  - http://www.coerll.utexas.edu/coerll/

Bilingual Language Dominance

- **Need for guidelines on measurement of dominance**

- **Non-academic settings**
  - need for descriptive linguistic profiles
  - education, private business, clinical research

What is language dominance?

Operationalizing Dominance

- Dominance in the literature:

Operationalizing Dominance

- **EXPERIENTIAL CRITERIA**

  Current L1 vs. L2 use, length of residence, age of acquisition, current country of residence (e.g. Chincotta & Underwood, 1998; Grosjean, 1982; Hazan & Boulakia, 1993)

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  Self-identification, 'comfort', family allegiance (e.g. Grosjean & Miller, 1994)

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  Lexical richness, picture naming times (BNT), sentence perception in noise, mean sentence length, reading speed (Treffers-Daller, 2011; Favreau & Segalowitz, 1982; Flege, MacKay, & Piske, 2002; Golato, 2002; Magiste, 1992)

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- **SELF-REPORTED PROFICIENCY/PREFERENCE**

  Language preference (e.g. Cutler et al., 1989; Marian & Neisser, 2000), **proficiency** (e.g. Vaid & Menon, 2000)

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- **SUBJECTIVE ASSESSMENT**

  Interviews, researcher assessment (e.g. Talamas, Kroll, & Dufour, 1999), **native speaker accent ratings** (Flege, MacKay, & Piske, 2002)

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Conceptualizing Dominance

- **Construct derives from the nature of bilingualism**
    - **Dominance is inherently relativistic (vs. proficiency)**

- **Describes the relationship between competencies in the two languages**

  e.g. relative proficiency, use, processing capacity, etc. in L1 vs. L2

- **Dominance is gradient**

Dominance Assessment

- **Not new**
  - Zirkel (1974) :"the use of parallel tests of aural ability to indicate initially the language dominance of children who, for example, are otherwise commonly classified as "Spanish-speaking" or "bilingual" based upon surname.
    - "...bilingualism should be thought of as a continuum"
- **Hot topic:**
  - Tremblay (2011); Gollan et al. (2010); Lim et al. (2008); Dunn & Fox Tree (2009); Marian et al. (2007); Special issue of *International Journal of Bilingualism* June 2011 Vol.15, L2 Proficiency Assessment Workshop!

Recent Assessment Tools

- **Bilingual Dominance Scale** (Dunn & Fox Tree, 2009)

- **LEAP-Q: Language Experience and Proficiency Questionnaire** (Marian, Blumenfeld, & Kaushanskaya, 2007)

Recent Assessment Tools

- **Bilingual Dominance Scale** (Dunn & Fox Tree, 2009)

Appendix. The twelve Bilingual Dominance Scale questions and the scoring procedure

Questions 1 and 2: At what age did you first learn Spanish _____ English _____?

Scoring: 0–5 yrs = +5, 6–9 yrs = +3, 10–15 yrs = +1, 16 and up = +0

Questions 3 and 4: At what age did you feel comfortable speaking this language? (If you still do not feel comfortable, please write "not yet.")

Spanish _____ English _____

Scoring: 0–5 yrs = +5, 6–9 yrs = +3, 10–15 yrs = +1, 16 and up = +0, "not yet" = +0

Recent Assessment Tools

- **Bilingual Dominance Scale** (Dunn & Fox Tree, 2009)
  - **Pros**:
    - Questions are understandable
    - Instrument is quick and easy to administer

Recent Assessment Tools

- **Bilingual Dominance Scale** (Dunn & Fox Tree, 2009)
  - **Cons**:
    - Open-ended questions lead to variability in responses
    - Weights assigned to individual answers seem arbitrary
      - 5 points to language score of language predominantly used at home
      - 4 points to predominant language of region where participant currently living
    - Scoring problems
      - Dominance (Lang. X - Lang. Y), but sometimes score for Lang. Y is a negative number, resulting in a higher dominance score than expected!

Recent Assessment Tools

- **LEAP-Q: Language Experience and Proficiency Questionnaire** (Marian, Blumenfeld, & Kaushanskaya, 2007)

Marian, Blumenfeld, & Kaushanskaya (2007)
Northwestern Bilingualism & Psycholinguistics Research Laboratory
Traduction par Bhatara, Michaud, et Gervain (2011)

Questionnaire sur l'Expérience et la Compétence en Langue, Version pour la France

Nom de Famille		Prénom		Date	
Age		Date de naissance		Homme ☐	Femme ☐
Nationalité					

(1) Veuillez énumérer toutes les langues que vous connaissez **par ordre de dominance**:

1		**2**		**3**		**4**		**5**	

(2) Veuillez énumérer toutes les langues que vous connaissez **par ordre d'acquisition** (votre langue maternelle en premier):

1		**2**		**3**		**4**		**5**	

(3) Veuillez inscrire, en pourcentage, la quantité de temps d'exposition *actuellement* à chacune de vos langues en moyenne.
(*Vos pourcentages devraient s'additionner à 100%*):

Langue:					
Pourcentage:					

Recent Assessment Tools

- **LEAP-Q: Language Experience and Proficiency Questionnaire** (Marian, Blumenfeld, & Kaushanskaya, 2007)
  - **Pros:**
    - Comprehensive questionnaire
    - Not limited to bilinguals

Recent Assessment Tools

- **LEAP-Q: Language Experience and Proficiency Questionnaire** (Marian, Blumenfeld, & Kaushanskaya, 2007)
  - **Cons:**
    - Lengthy and complex items
      - "When choosing to read a text available in all your languages, in what percentage of cases would you choose to read it in each of your languages? Assume that the original was written in another language, which is unknown to you."
  - 15-25 minutes to complete
  - No dominance score (descriptive, independent data for each language)

Bilingual Language Profile (BIp)

- **Goals:**

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  - Continuous measure (vs. dichotomous groups)

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  - Concise, quick, easy questionnaire (for participants and researchers)
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  - Equal weight given to each component
  - Continuous measure (vs. dichotomous groups)
  - Scaled (continuous) answers for each item
  - Online and open-source

Current Uses

- **Spanish-Catalan bilinguals (Mark Amengual)**

An experimental approach to phonetic transfer in the production and perception of early Spanish-Catalan bilinguals

  - Phonetic transfer between the L1 and L2 vowel systems of Spanish-Catalan bilinguals
  - Dominance is grouping factor (dichotomous and continuous)

- **Late learners of French (Libby M. Gertken)**

The Use of Structural and Lexical Information in Second Language Sentence Processing: Evidence from Syntactic Priming during Comprehension

  - Processing of syntactic ambiguities by advanced L2 users
  - How dominance is predictive of interpretation and reaction times

Bilingual Language Profile

- **Bilingual Language Profile website:**
  - https://sites.la.utexas.edu/bilingual/

- BLP Components
- BLP Scoring
- Google Docs

What do dominance scores on the BLP tell us?

- **Participants:**
  - 65 English-French bilinguals
  - living in Paris, France (*n*=21) or Austin, Texas (*n*=44)
  - All had completed high school or earned a more advanced degree

Summary of English-French bilinguals' biodata (*n*=65)

	Age	Age of Acquisition	Length of Residence in a Francophone Country
Mean	34.22 yrs	12.68 yrs	5.07 yrs
Range	18-68 yrs	6-20+ yrs	0-20 yrs
SD	10.76	3.88	5.66

Study: Comparison With Objective Proficiency Measure

- **Aim:** Determine whether self-reported proficiency in the BLP correlates with performance on a standardized proficiency exam.

Study: Comparison With Objective Proficiency Measure

- **Oxford Placement Test (OPT) in French**
  - 50-question multiple choice test of French grammar
  - -1 for each incorrect response; 50 points total

1-3	Complete Beginner
4-10	False Beginner
11-20	Lower Intermediate
21-30	Intermediate
31-40	Upper Intermediate
41-50	Advanced

- http://www.lang.ox.ac.uk/courses/tst_placement_french.html

Blp / Opt

- **BLP:**

Bilingual Language Profile Descriptive Statistics and Dominance Score (n=65)

BLP	English		French		Dominance Score[a]	
	Mean	*SD*	**Mean**	*SD*	**Mean**	*SD*
BLP History	50.00	3.70	12.96	8.28		
BLP Use	44.46	9.35	8.95	9.42		
BLP Proficiency	53.92	2.44	39.71	8.90		
BLP Attitudes	52.56	3.55	37.37	11.07		
BLP Global Scores	200.70	13.20	98.99	27.48	102.70	37.72

[a] Derived by subtracting global scores for French from global scores for English

min: 0
max: 54.48

Blp / Opt

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Bilingual Language Profile Descriptive Statistics and Dominance Score (n=65)

BLP	English		French		Dominance Score[a]	
	Mean	*SD*	**Mean**	*SD*	**Mean**	*SD*
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- **OPT**

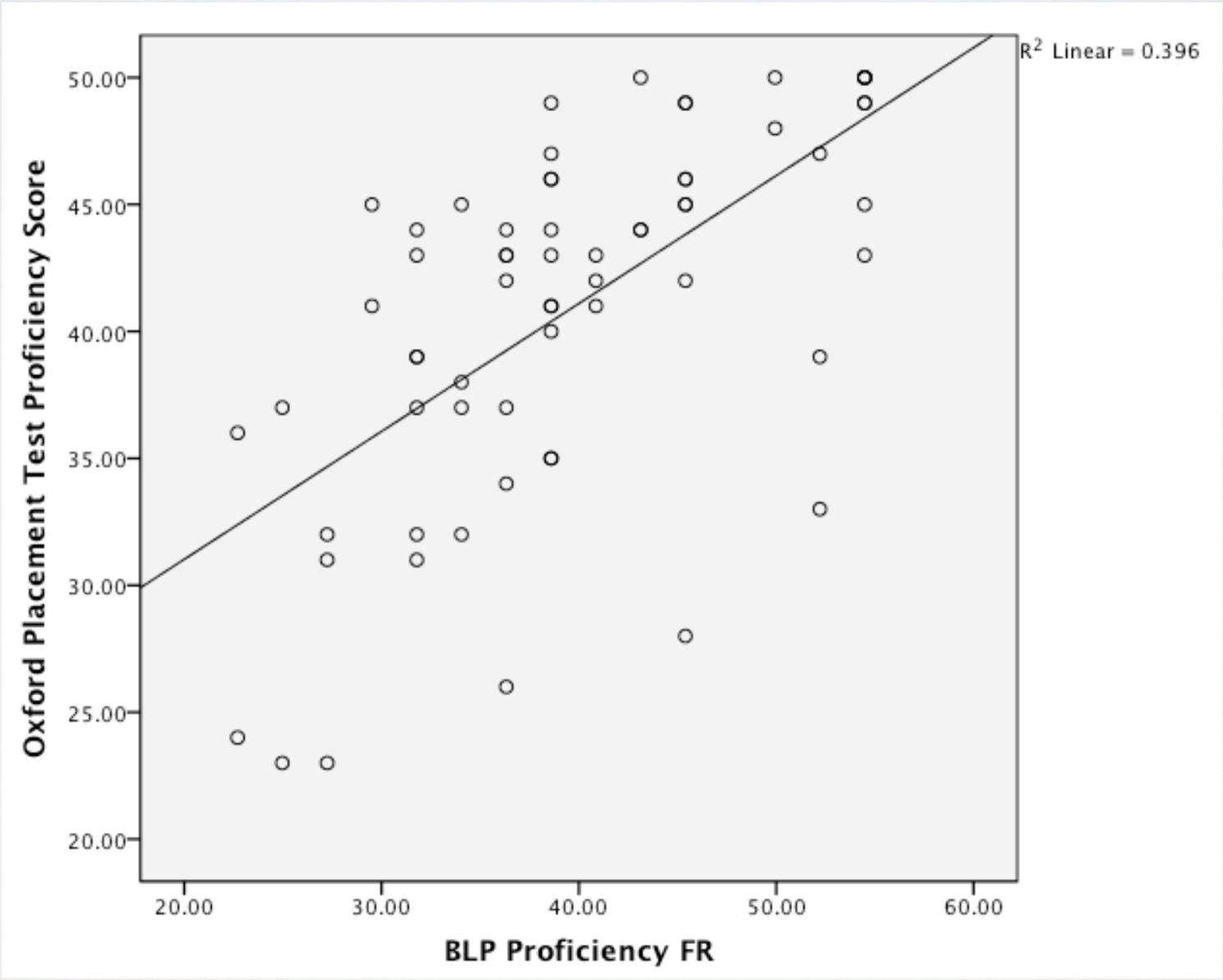
Oxford Placement Test Descriptive Statistics (n=65)

OPT French		
Mean	*SD*	**Range**
40.95	7.12	23-50

Advanced *n*=41
Upper Intermediate *n*=19
Intermediate *n*=5

Blp / Opt

- **Correlation Results:**



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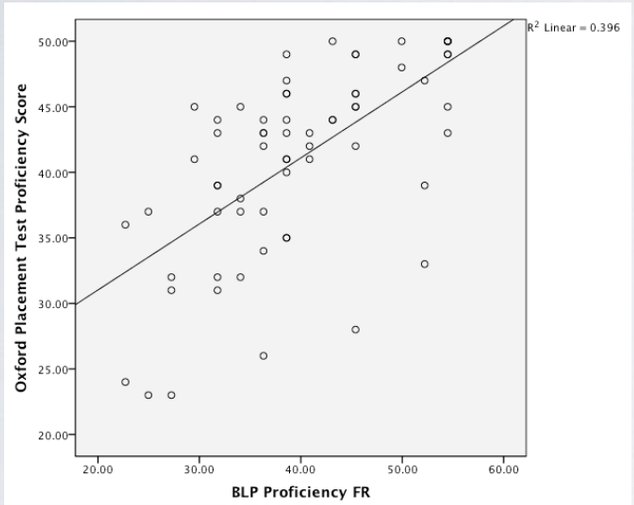

Correlations

		BLP Proficiency FR	Oxford Placement Test Proficiency Score
BLP Proficiency FR	Pearson Correlation	1	.629**
	Sig. (2-tailed)		.000
	N	65	65
Oxford Placement Test Proficiency Score	Pearson Correlation	.629**	1
	Sig. (2-tailed)	.000	
	N	65	65

**. Correlation is significant at the 0.01 level (2-tailed).

- Self-reported proficiency on the BLP correlates significantly with performance on standardized proficiency test ($r = .63, p < .01$)

Study: Establishing Criterion-Based Validity (Part 1)

- **Aim:** establish criterion-based validity by comparing BLP self-reports to performance on a psycholinguistic task.

Study: Establishing Criterion-Based Validity (Part 1)

- **A Quick Test of Cognitive Speed (AQT)** (Wiig et al., 2002)
  - psycholinguistic picture-naming task; originally developed as a tool for early diagnosis of dementia
  - Addresses working memory capacity, executive attention, cognitive speed (Langdon et al., 2005)
  - Has been used as a way to classify Spanish-English bilinguals into language-dominance groups (Langdon et al., 2005)

Aqt Procedure

Color-Object

On this page the different colors and objects are combined. Name each combination as fast and accurately as you can. Name the color first and then the object. Start here (point) **and end here** (point). **Are you ready?** (Pause for response.) **Begin now.**

Aqt Procedure

- **3 timed naming tasks:**
  - Color-Shape
  - Color-Animal
  - Color-Object

- **Alternating languages (counterbalanced)**

- **Timed with stopwatch by researcher**

Aqt Procedure

- **Global score of dominance:**

  Total French score - Total English score

- Score of 0 indicates balanced bilingualism, negative is more French dominant, positive is more English dominant

- **Participants:**
  - subset of 65 English-French bilinguals (*n*=47)

Summary of English-French bilinguals' biodata (*n*=47)

	Age	Age of Acquisition	Length of Residence in a Francophone Country
Mean	35.85 yrs	13.17 yrs	6.53 yrs
Range	22-68 yrs	6-20+ yrs	0-20 yrs
SD	9.95	4.07	6.16

Blp / Aqt

- **BLP:**

Bilingual Language Profile Descriptive Statistics and Dominance Score (n=47)

BLP	English		French		Dominance Score[a]	
	Mean	*SD*	**Mean**	*SD*	**Mean**	*SD*
BLP History	49.59	3.69	14.27	8.98		
BLP Use	42.72	9.97	11.20	10.03		
BLP Proficiency	53.80	2.84	41.68	8.39		
BLP Attitudes	52.45	3.61	38.83	10.60		
BLP Global Scores	198.57	13.11	105.98	25.94	92.59	36.80

[a] Derived by subtracting global scores for French from global scores for English

Blp / Aqt

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[a] Derived by subtracting global scores for French from global scores for English

min: -218
max: 218

Blp / Aqt

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- **AQT:**

A Quick Test of Cognitive Speed Descriptive Statistics and Dominance Scores (n=47)

AQT	English		French		Dominance Score[b]	
	Mean	*SD*	**Mean**	*SD*	**Mean**	*SD*
Color-Form	48.68[a]	11.01	52.71	12.08		
Color-Object	49.86	11.06	56.23	12.40		
Color-Animal	50.58	11.42	55.46	11.37		
AQT Global Scores	149.11	30.56	164.40	34.39	24.21	20.36

[a] All scores in seconds

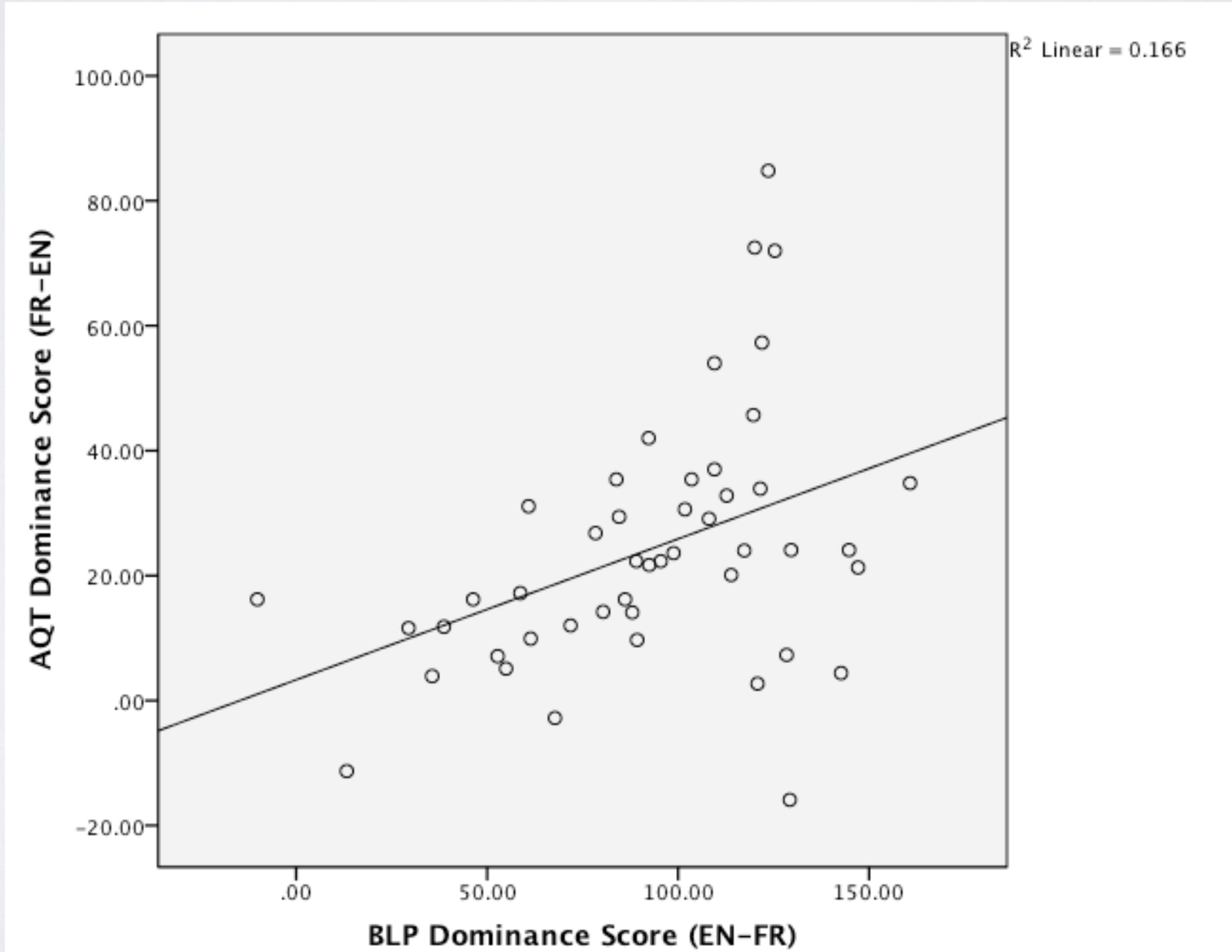
[b] Derived by subtracting global scores for English from global scores for French

range: 106 - 282

min: -176
max: 176

Blp / Aqt

- **Correlation Results:**



Blp / Aqt

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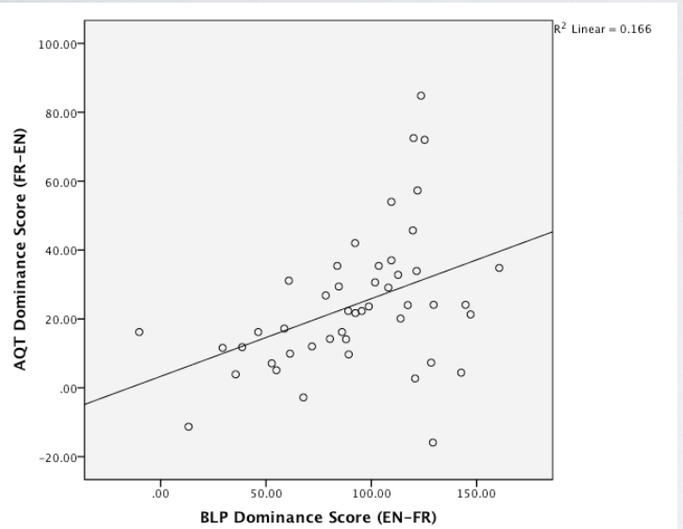

Correlations

		BLP Dominance Score (EN-FR)	AQT Dominance Score (FR-EN)
BLP Dominance Score (EN-FR)	Pearson Correlation	1	.408**
	Sig. (2-tailed)		.004
	N	65	47
AQT Dominance Score (FR-EN)	Pearson Correlation	.408**	1
	Sig. (2-tailed)	.004	
	N	47	47

**. Correlation is significant at the 0.01 level (2-tailed).

- BLP Dominance scores correlate significantly with AQT Dominance scores ($r = .41, p < .01$)

Study: Establishing Criterion-Based Validity (Part 2)

- **Dominance measures should "reflect performance on a range of tasks"** (Flege et al., 2002)

Study: Establishing Criterion-Based Validity (Part 2)

- **Processing of Canonical and Non-canonical sentences in French**

- Gertken, L. M. & Ambrosetti, L. B. (2012). "Good Enough Processing in French as a First and Second Language." GURT 2012 Georgetown University Round Table on Languages and Linguistics, Washington D.C., March 8-11, 2012.

Study: Establishing Criterion-Based Validity (Part 2)

- **Stimuli**

Agent-first	**Patient-first**
Active Plausible	**Passive Plausible**
Active Implausible	**Passive Implausible**
Subject Cleft Plausible	**Object Cleft Plausible**
Subject Cleft Implausible	**Object Cleft Implausible**

- **Aural presentation**

Study: Establishing Criterion-Based Validity (Part 2)

"C'est le bébé que l'oncle a embrassé."

- **Decision: who is doing what to whom?**

AGENT = l'oncle?	
OUI	NON

Study: Establishing Criterion-Based Validity (Part 2)

- **Dependent variable:**
  - Reaction Time to decision task
- **Independent Variable:**
  - BLP Dominance

- **Participants:**
  - subset of 65 English-French bilinguals (*n*=18)

Summary of English-French bilinguals' biodata
Current Residence: US (*n*=18)

	Age	Age of Acquisition	Length of Residence in a Francophone Country
Mean	30.72 yrs	11.39 yrs	1.67 yrs
Range	18-63 yrs	6-15 yrs	0-9 yrs
SD	12.08	3.07	2.33

Blp Dominance / Rts

- **BLP:**

Bilingual Language Profile Descriptive Statistics and Dominance Score (n=18)

BLP	English		French		Dominance Score[a]	
	Mean	*SD*	**Mean**	*SD*	**Mean**	*SD*
BLP History	51.07	3.61	9.56	4.74		
BLP Use	48.99	5.48	3.09	3.45		
BLP Proficiency	54.22	0.73	34.55	8.30		
BLP Attitudes	52.84	3.47	33.55	11.67		
BLP Global Scores	206.27	12.03	80.75	23.13	129.12	25.90

min: -218
max: 218

Blp Dominance / Rts

- **BLP:**

Bilingual Language Profile Descriptive Statistics and Dominance Score (n=18)

BLP	English		French		Dominance Score[a]	
	Mean	*SD*	**Mean**	*SD*	**Mean**	*SD*
BLP History	51.07	3.61	9.56	4.74		
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BLP Global Scores	206.27	12.03	80.75	23.13	129.12	25.90

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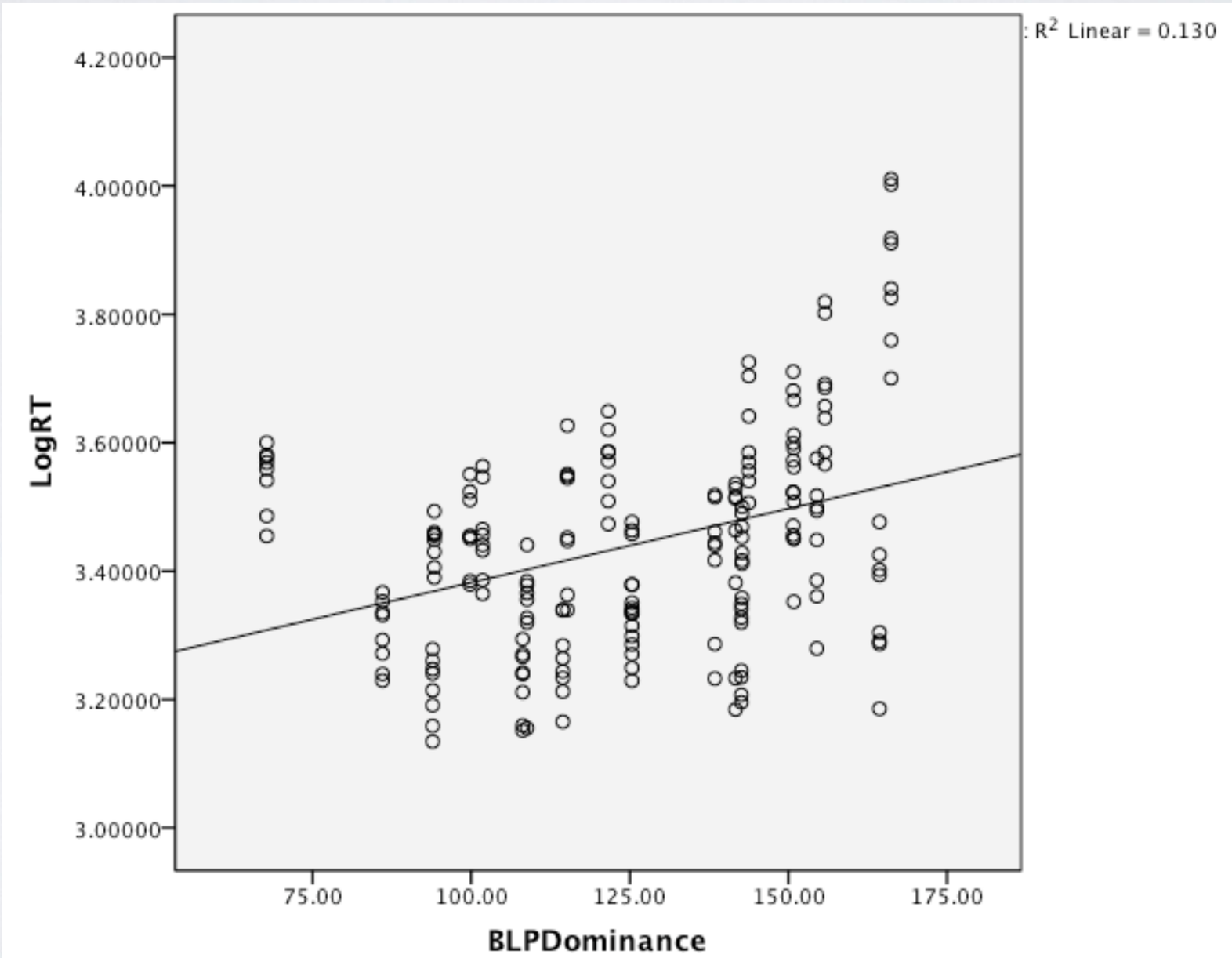
- **RTs**

Reaction Time Descriptive Statistics (n=18)

RT (ms)	
Mean	*SD*
2994.3	1394.9

Blp Dominance / Logrts

- **Correlation Results:**



Blp Dominance / Rts

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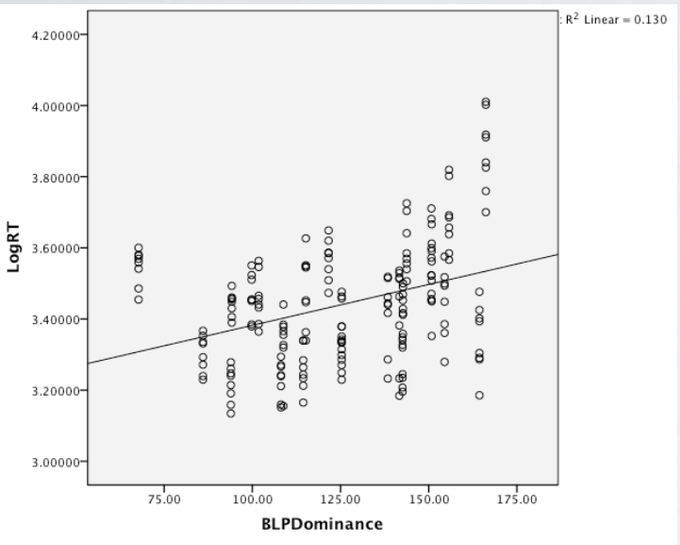

Correlations

		BLPDominance	LogRT
BLPDominance	Pearson Correlation	1	.360**
	Sig. (2-tailed)		.000
	N	192	192
LogRT	Pearson Correlation	.360**	1
	Sig. (2-tailed)	.000	
	N	192	384

**. Correlation is significant at the 0.01 level (2-tailed).

- BLP Dominance scores correlate significantly with Reaction Times to Agent/Patient decisions after processing Implausible/ Plausible, Canonical/Non-canonical sentences in French ($r = .37$, $p < .01$)

Blp Dominance / Rts

- Stronger correlations with Implausible vs. Plausible sentences
- Stronger correlations with Patient-first vs. Agent-first sentences

Plausibility = Implausible

Correlations[a]

		BLPDominance	LogRT
BLPDominance	Pearson Correlation	1	.392**
	Sig. (2-tailed)		.000
	N	96	96
LogRT	Pearson Correlation	.392**	1
	Sig. (2-tailed)	.000	
	N	96	192

**. Correlation is significant at the 0.01 level (2-tailed).
a. Plausibility = Implausible

Plausibility = Plausible

Correlations[a]

		BLPDominance	LogRT
BLPDominance	Pearson Correlation	1	.339**
	Sig. (2-tailed)		.001
	N	96	96
LogRT	Pearson Correlation	.339**	1
	Sig. (2-tailed)	.001	
	N	96	192

**. Correlation is significant at the 0.01 level (2-tailed).
a. Plausibility = Plausible

Blp Dominance / Rts

- Stronger correlations with Implausible vs. Plausible sentences
- Stronger correlations with Patient-first vs. Agent-first sentences

Argument Order = Patient1st

Correlations[a]

		BLPDominance	LogRT
BLPDominance	Pearson Correlation	1	.405**
	Sig. (2-tailed)		.000
	N	96	96
LogRT	Pearson Correlation	.405**	1
	Sig. (2-tailed)	.000	
	N	96	192

**. Correlation is significant at the 0.01 level (2-tailed).
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Correlations[a]

		BLPDominance	LogRT
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Conclusions

- **Study : BLP / OPT**
  - Strong correlation between BLP proficiency scores and OPT proficiency scores suggests accurate self-reporting
- **Study : BLP / AQT**
  - Criterion-based validity established by comparing dominance scores on BLP and performance on AQT
  - Can we use it as a proxy for psycholinguistic dominance?
- **Study : BLP / Reaction Times**
  - Dominance may be a more important predictor when processing complex vs. simple constructions

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Use Of The Blp

- **Current uses:**
- Intended for healthy adult and adolescent bilinguals, school levels of literacy
- Variety of language pairs: Catalan-Spanish, English-Spanish, English-French, English-Arabic...
- Contexts of use: immigrant, L2A, simultaneous/early bilinguals
- **Future uses:**
- More language pairs
- More bilingual contexts: heritage learners, attrition

How To Use The Blp

- **How to access:**

- **Center for Open Educational Resources and Language Learning (COERLL)**
  - http://www.coerll.utexas.edu/coerll/

- **Bilingual Language Profile website:**
  - https://sites.la.utexas.edu/bilingual/

Feedback

- **We appreciate your feedback!**
  - **Click the "Give us feedback" link on the BLP website**

- **Bilingual Language Profile website:**
  - https://sites.la.utexas.edu/bilingual/

Thank you

Assessing Language Dominance through Self-Reports on the Bilingual Language Profile

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Notes slides

SCORING EXAMPLE

II. Lang. History

English	French
48.124	13.166

III. Lang. Use

English	French
44.69	8.72

IV. Lang. Proficiency

English	French
54.48	43.13

V. Lang. Attitudes

English	French
54.48	27.24

Total Score

English	French
201.774	92.256

Dominance 109.518

Blp Design

- 4 modules:
  - **Language History**
    - Age of acquisition, Age of comfort, # years of schooling, # years in LX/Y-speaking country/family/work environment
  - **Language Use**
    - % use average week with friends/family/at school or work, talking to yourself, counting

Blp Design

- 4 modules:
  - **Language Proficiency**
    - Speaking/understanding/reading/writing
  - **Language Attitudes**
    - Feel like yourself, identify with LX/Y-speaking culture, importance of using like a native speaker, importance of being mistaken for a native speaker

INTERNAL VALIDITY

- checks the relation between the individual measures included in the scale, and the composite scale itself.

Correlations

		BLP Use FR	BLP Proficiency FR	BLP Attitudes FR	BLP Total FR	BLP Dominance Score (EN-FR)
BLP Use FR	Pearson Correlation	1	.427**	.244	.727**	-.810**
	Sig. (2-tailed)		.000	.050	.000	.000
	N	65	65	65	65	65
BLP Proficiency FR	Pearson Correlation	.427**	1	.409**	.806**	-.704**
	Sig. (2-tailed)	.000		.001	.000	.000
	N	65	65	65	65	65
BLP Attitudes FR	Pearson Correlation	.244	.409**	1	.673**	-.509**
	Sig. (2-tailed)	.050	.001		.000	.000
	N	65	65	65	65	65
BLP Total FR	Pearson Correlation	.727**	.806**	.673**	1	-.902**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	65	65	65	65	65
BLP Dominance Score (EN-FR)	Pearson Correlation	-.810**	-.704**	-.509**	-.902**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	65	65	65	65	65

**. Correlation is significant at the 0.01 level (2-tailed).