Coding (social) attitudes in Toronto

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http://individual.utoronto.ca/ngn/research/heritage_lgs.htm

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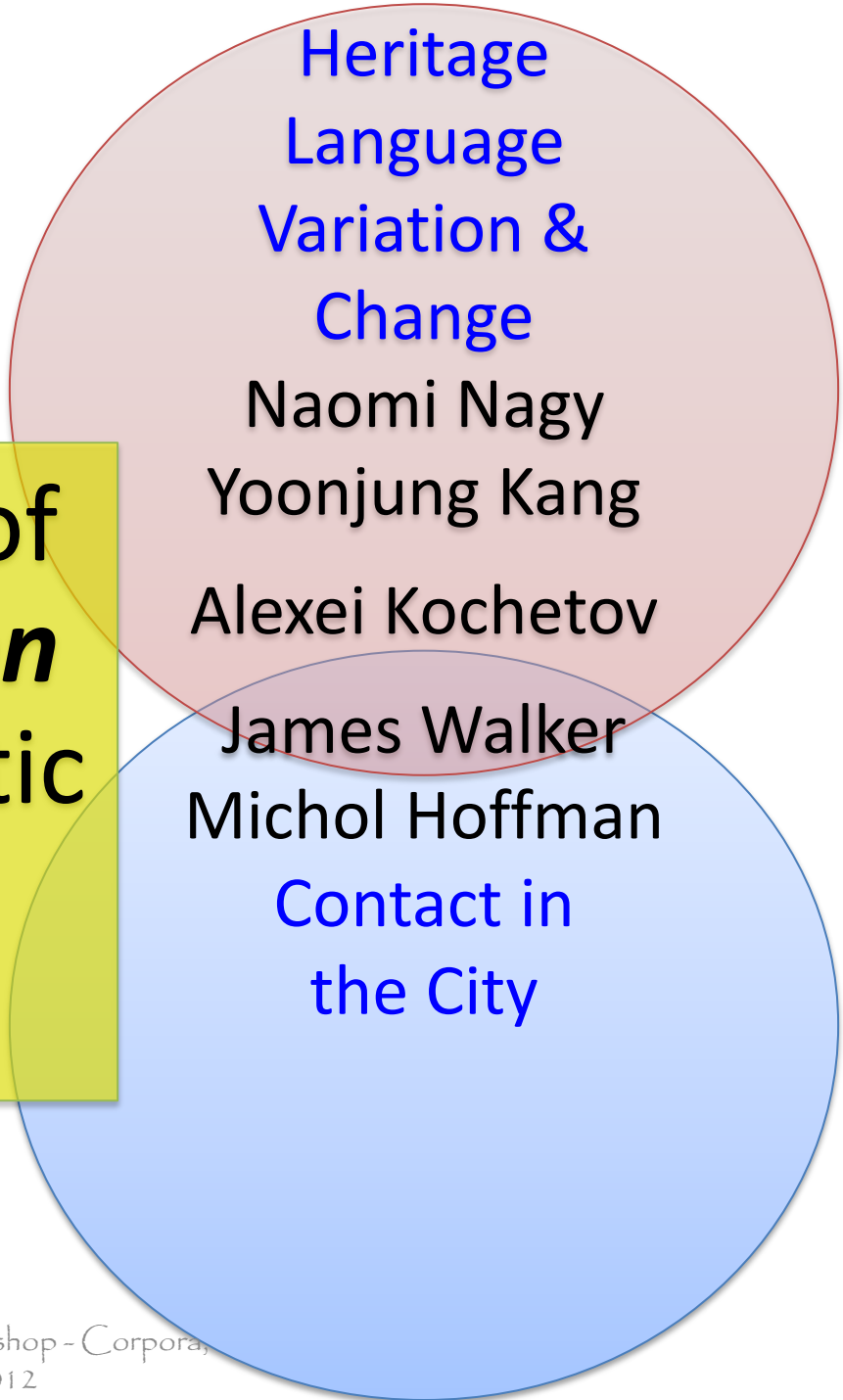
What is the role of ***Ethnic Orientation*** in variable linguistic behavior (in Toronto) ?



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

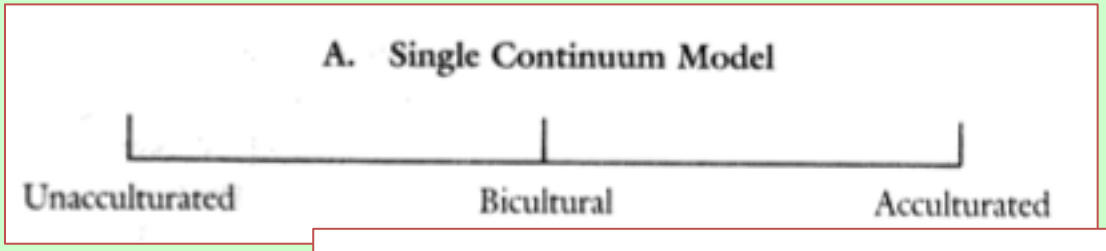
- "Over time, do Mexican Americans remain culturally distinctive in the U.S.?
- Do they *perceive* themselves as different, regardless of any objective measures of difference?
- Do they remain socially set apart from other Americans?
- What kinds of variation in these patterns exist within the ethnic population?
- What factors contribute to the separation or assimilation of Chicanos in American life?
- Why does ethnic persistence and/or change occur?"

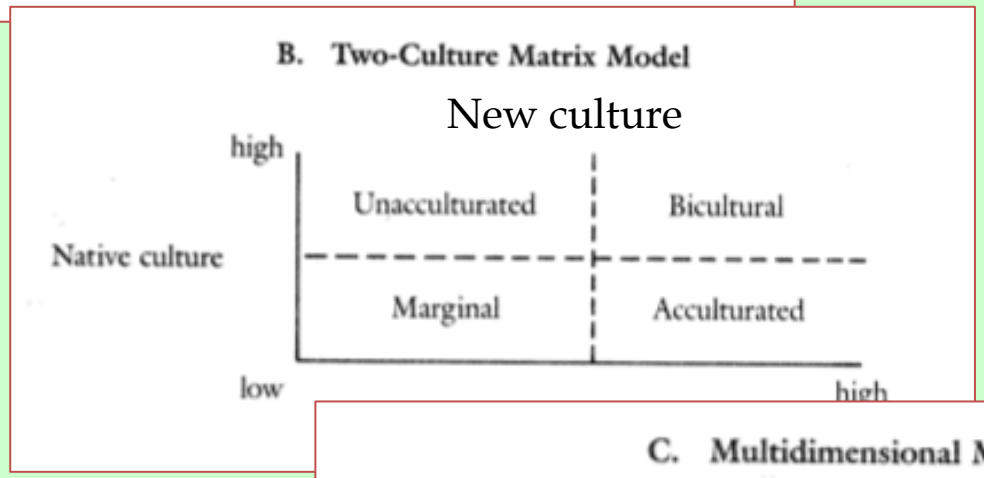
(underline = questions most relevant to us)

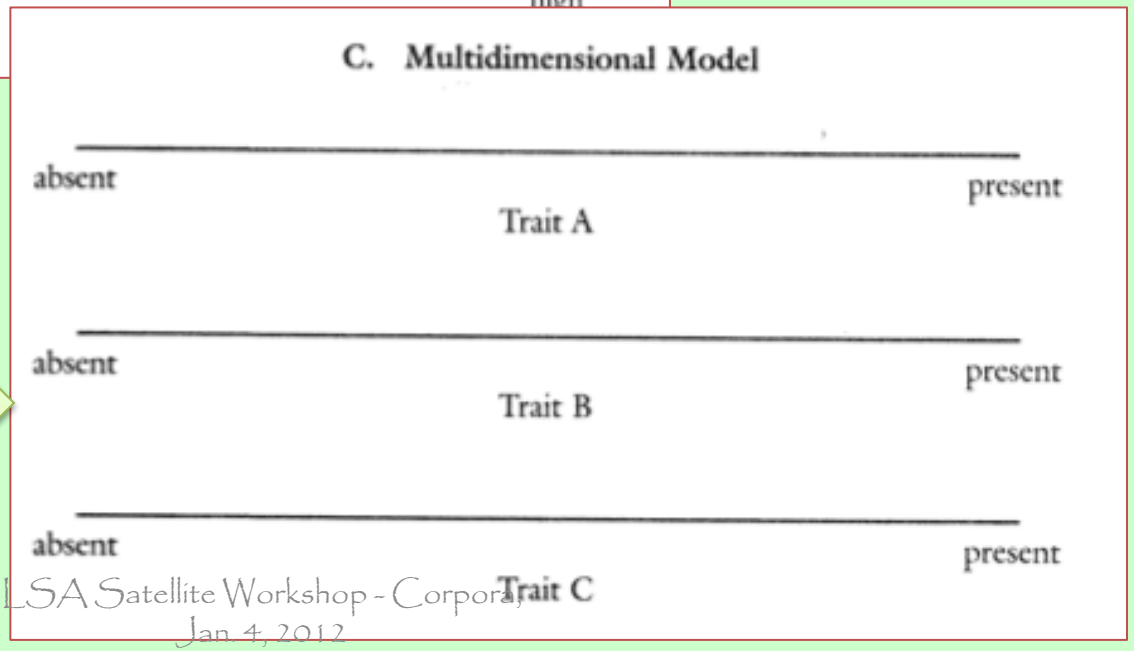
2 approaches to defining ethnicity

- 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







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

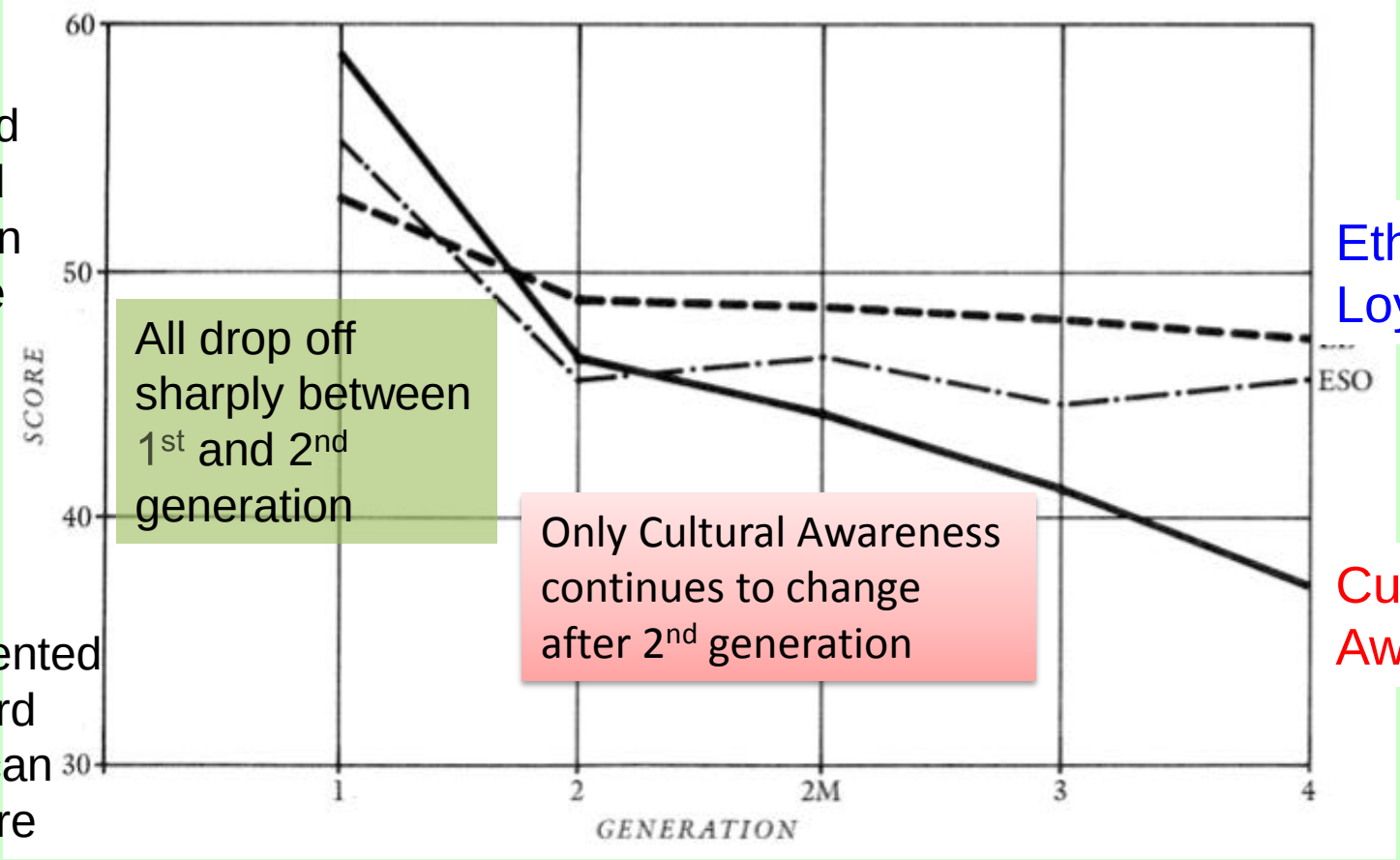
- Cultural Awareness – "reflects familiarity with people/culture, preferences in language use, identification with group names, national orientation." These develop "from cultural background circumstances," not "emotionally laden choices."
- Ethnic Identity – perceptions & preferences about cultural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

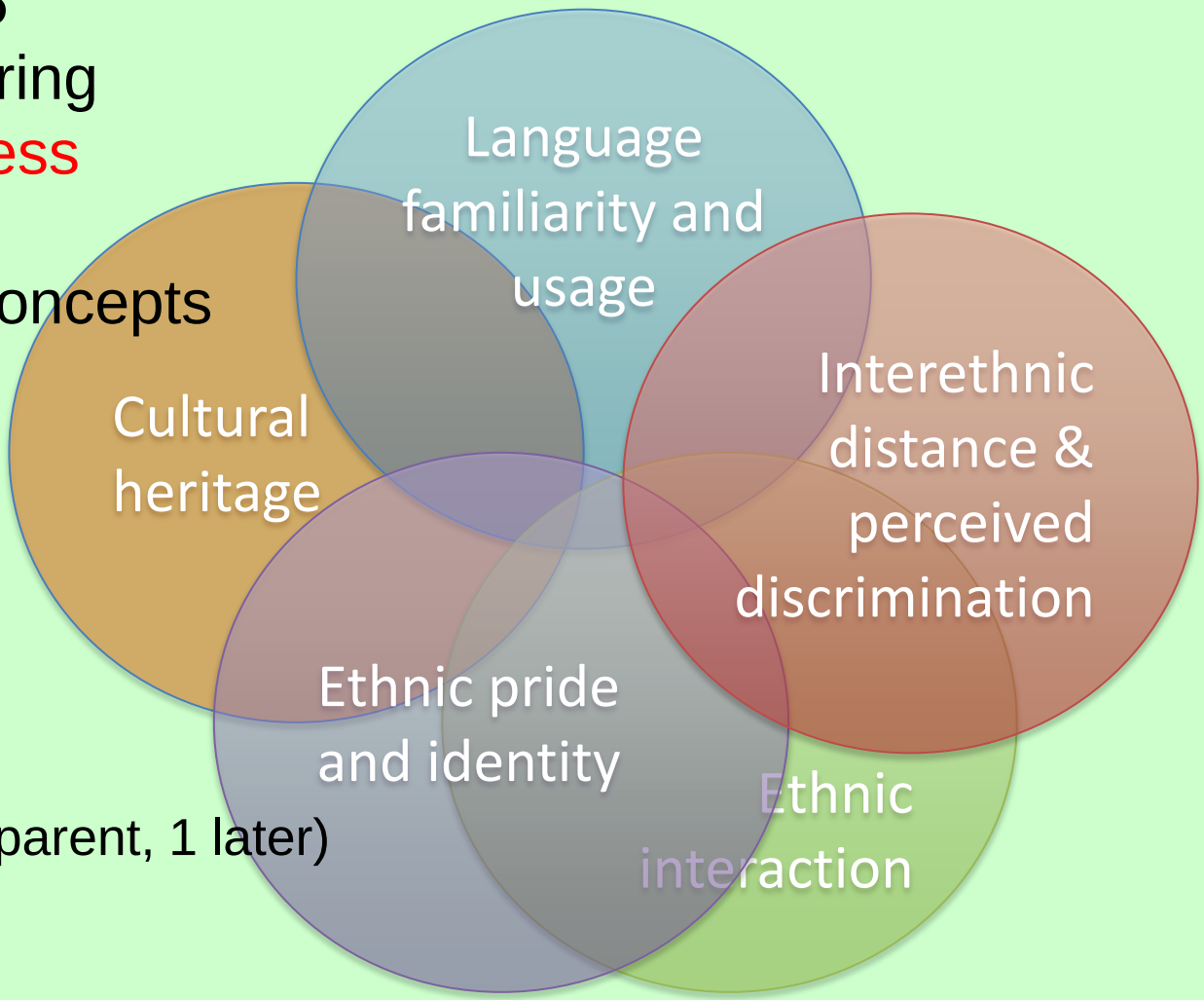
Data collection methods

MA=Mexican-American
AA=Anglo-American

- **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

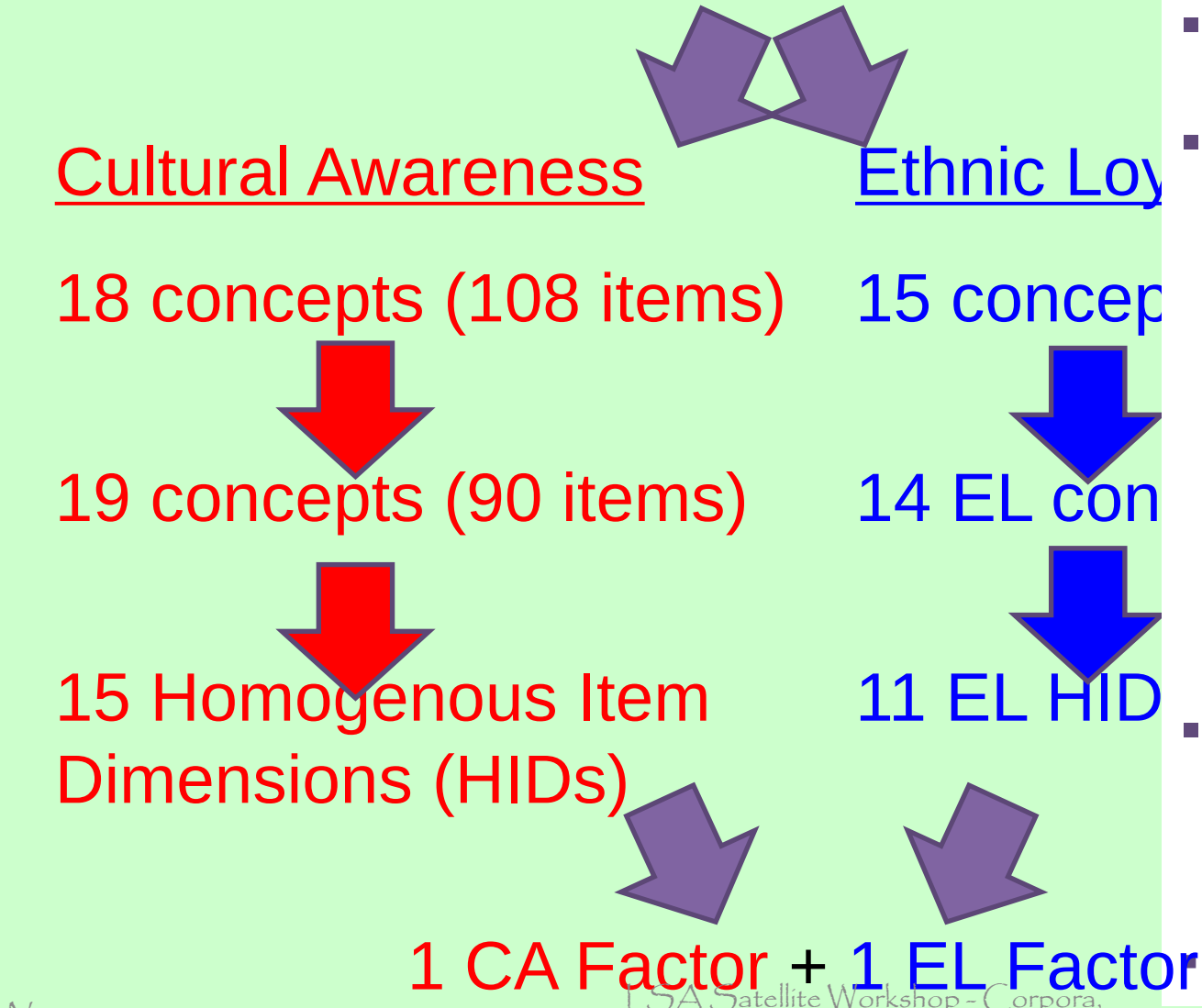
144 Gen 1

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

Reduction Method

185 questions is too much



- 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).

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)

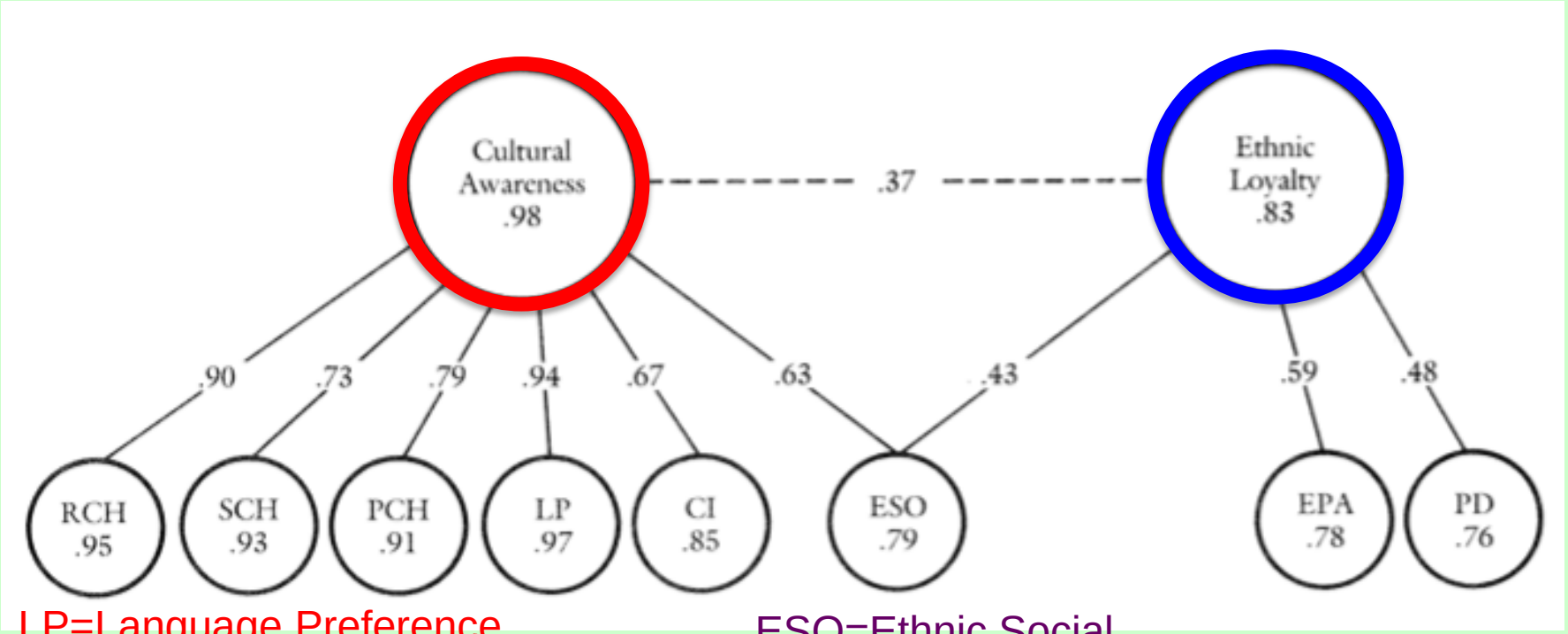
(adapted from Wuensch 2009)

- 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 not 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.**

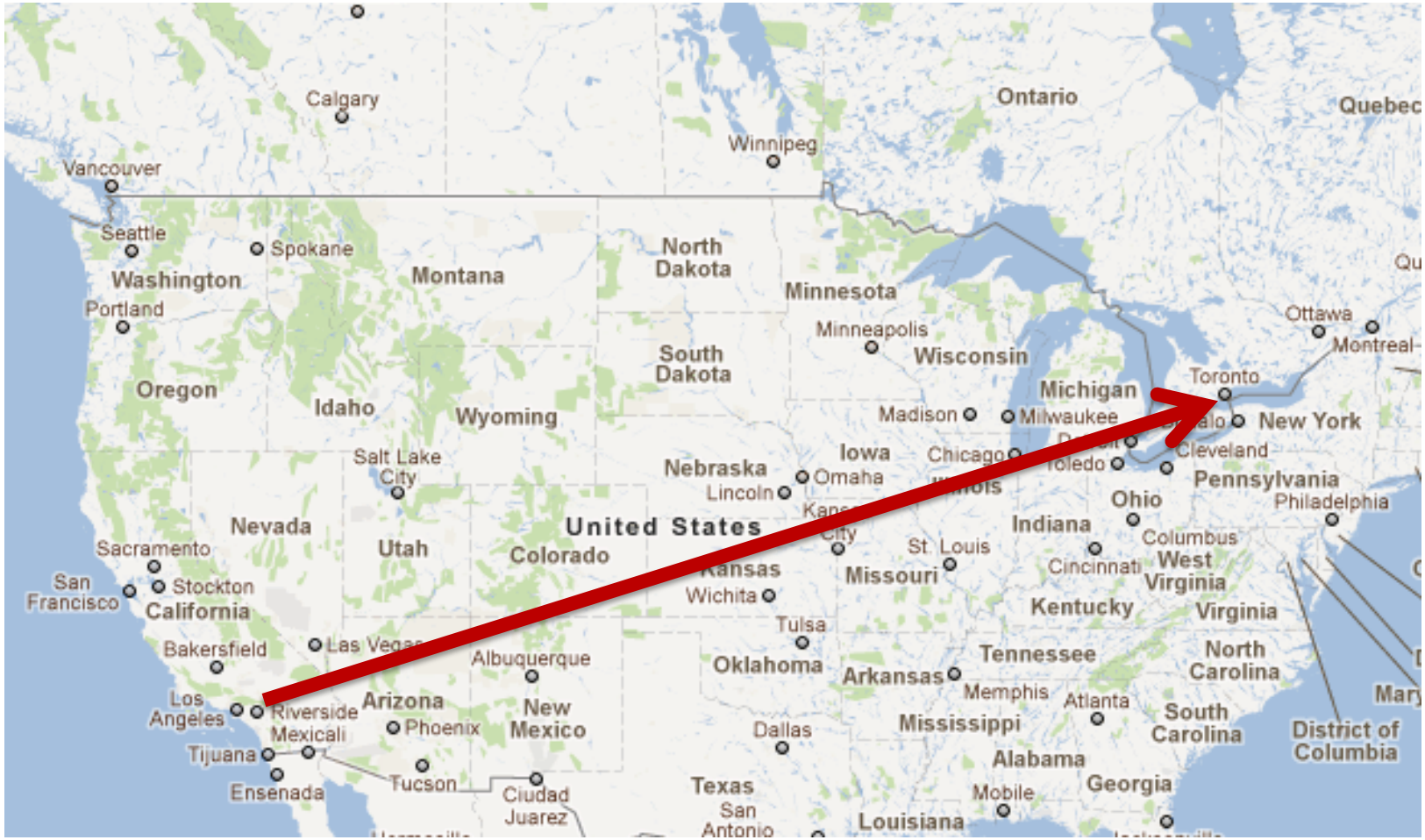
Keefe & Padilla on Variation

- 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)

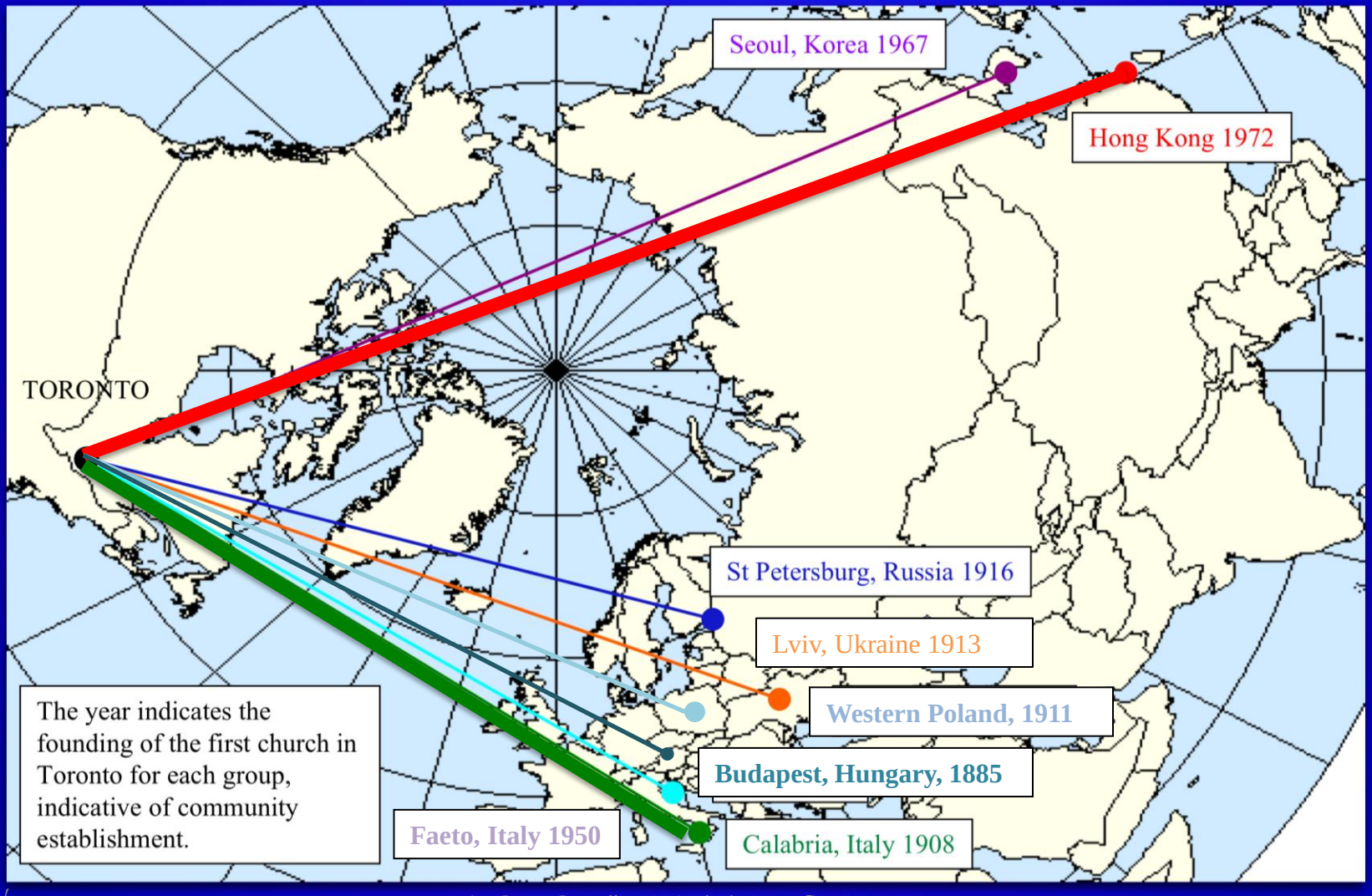
Some factors relevant to rate of assimilation (p. 19)

- 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



§ 4. How do we ask the questions
Effects of community attitudes (§ 4.2)

Language	MT speakers (2006 Census)	Ethnic Origin (2006 Census)	Est. in Toronto	City/region of Origin
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

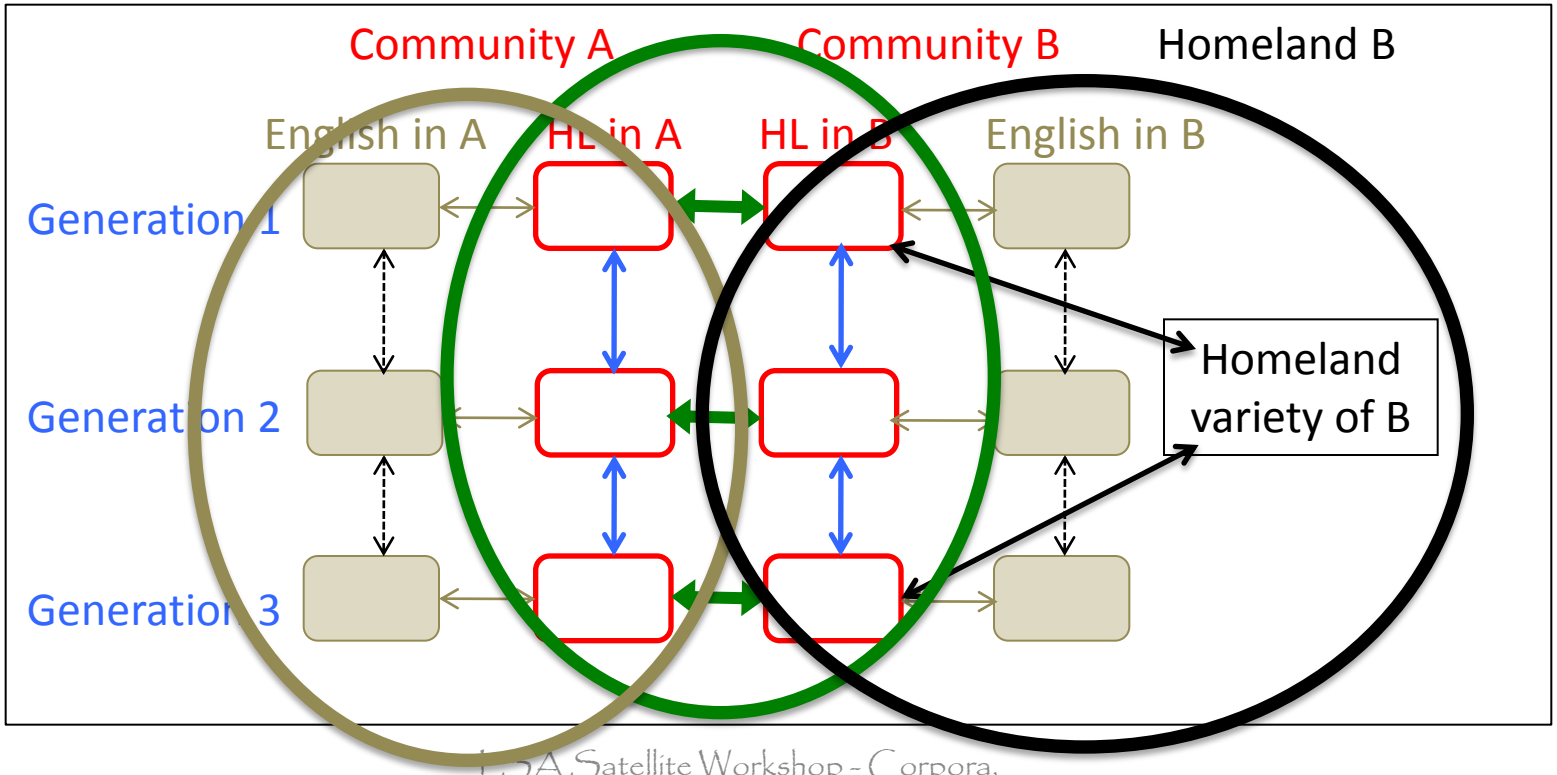
- HLVC data
- English data

<--->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

Ethnic Orientation: Question types

35 Questions about:

- Participant's
- Their family's
- Their network's

"reference group"

- **Language use**
- **Language preference**
- **Language learning**
- **Cultural attitude**
- **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)

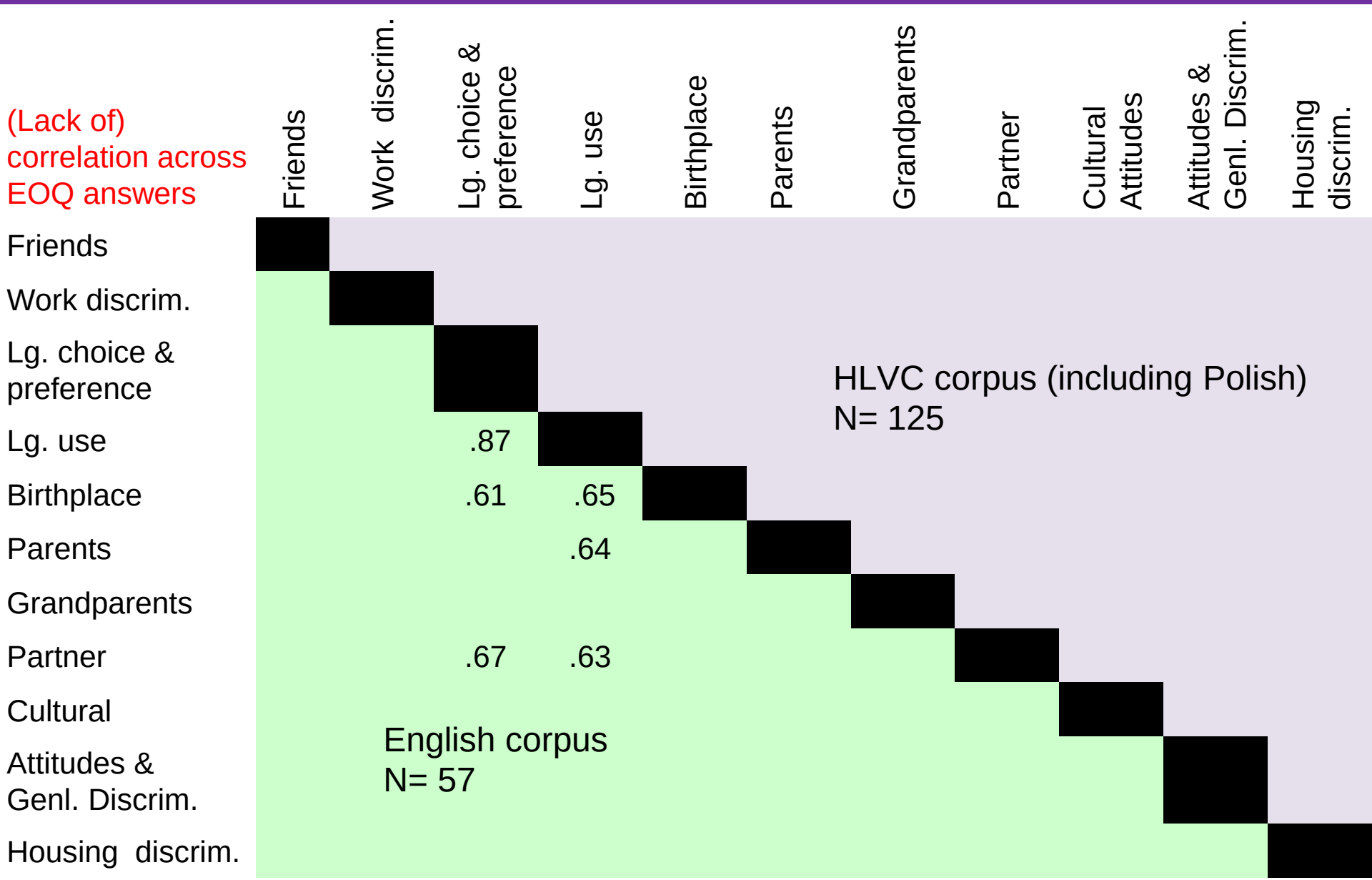
criterion: responses from ≥ 60% of useable participants

How to see the big picture? (§ 8)

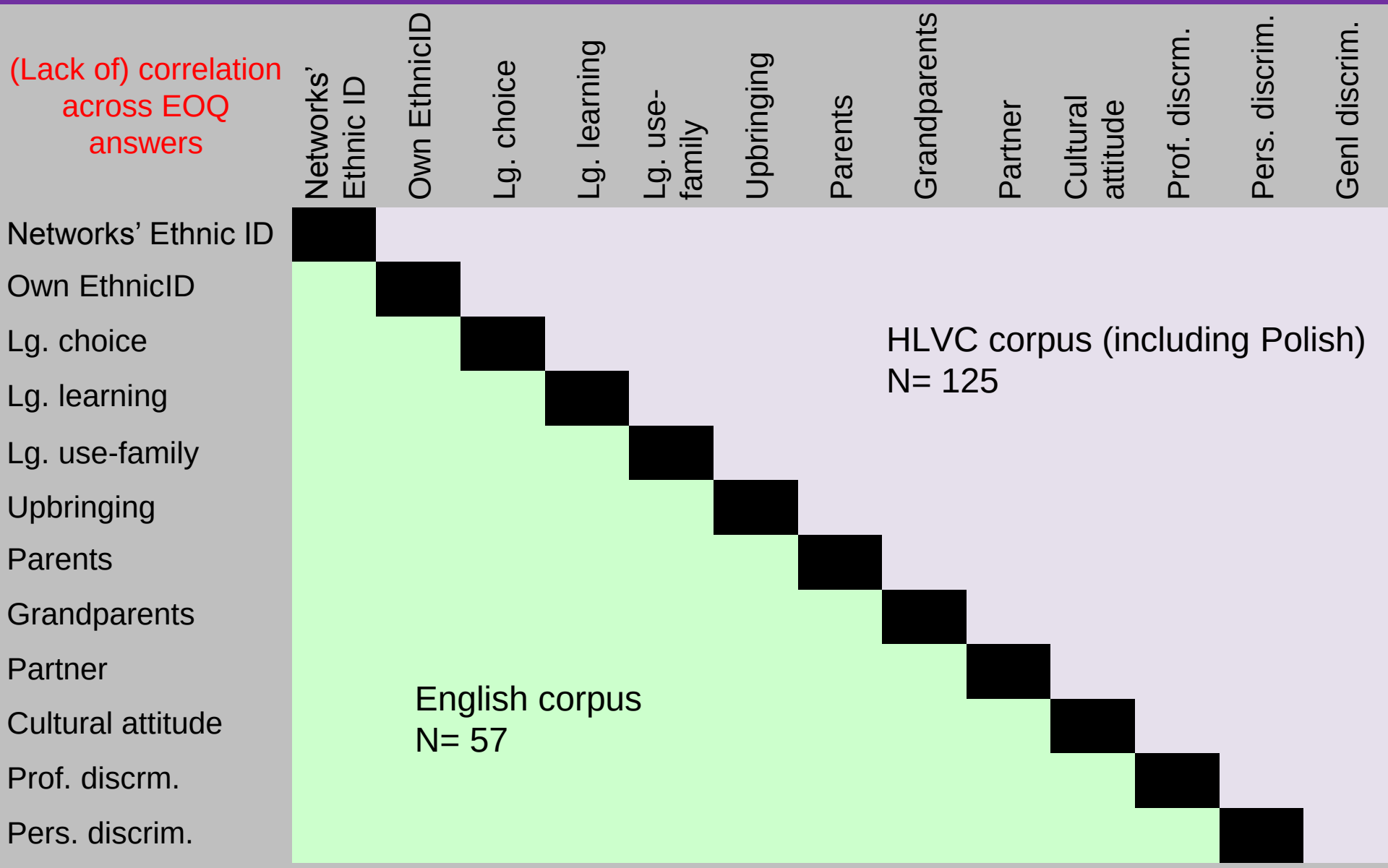
- Can we just start with fewer questions?
  - No. (Lack of) correlation across EOQ answers (as intentionally designed by Keefe & Padilla).
- Are some questions or groups of questions more indicative of (certain aspects of) EO than others?
  - Sum or average?
  - Averages can be weighted or not
  - Principal 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



Correlations: Reference group method



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

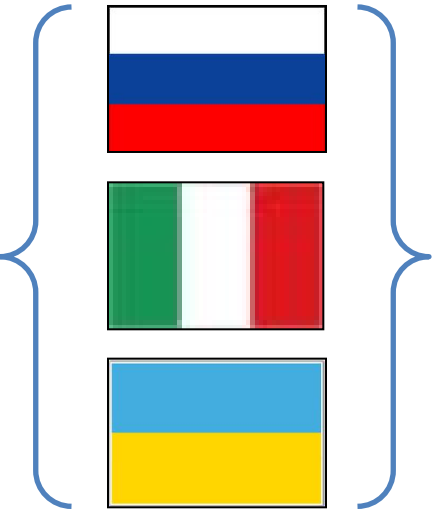
Component	**Heritage Language** (7 lgs., 3 gens.)	**English** (2 comms., 2 gens.)
1	Grandparents	Family lg. use incl. parents, grandparents
	Lg. choice friends (neg. corr.)	Speaker's ethnic identity
	Birthplace	Cultural attitudes
		General discrim.
		Social network ethnicity
2	Cultural attitudes	Grandparents' 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	
	General discrimination (-)	
6	Co-workers' ethnicity	

Legend

Same questions relevant in both studies, in same component

Same questions relevant, but in a different

Linguistic Variables and Speaker Group



1st 2nd 3rd

Linguistic Variables and EO (§ 8)

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

Linguistic Variables and EO: Correlations in HLs

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	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns

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).

Linguistic variable: Ø-subject:
Significance of Components in Goldvarb regression analysis

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

Linguistic variable: Ø-subject:
Significance of Components in Goldvarb regression analysis

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

What we have learned (§ 9)

- 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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Heritage Language Variation and Change in Toronto

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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 ☐

IRB & data-sharing: Our consent process (§ 11)

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

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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	