In such a linguistically diverse country as Canada, biliteracy has become prevalent with the growing bilingual population. This reality has established multiliteracy as a societal framework, which celebrates diverse literacy practices, hence making it an area of interest. In academic writings the effects of biliteracy on the acquisition of a third language have been widely contested. This study seeks to determine the contributing effect of biliteracy on third language acquisition among young adults in a university setting. Based upon a meta-analysis of academic studies, the hypothesized results would predict that biliterate individuals are able to learn a third language more effectively than their monoliterate counterparts. This study employs both primary and secondary research methods. For the primary research, a survey of a classroom of individuals learning a foreign language in a university setting is conducted. For the analysis of the data multiple regression will be utilized. The primary data gathered is compared to the both sides of the conflicting, longstanding academic discourse. Biliterate learners do better because of their strengthened domain-general cognitive processes, as well as independent factors such as ??, ??, and ??, Implication confirming that biliteracy is indeed beneficial to new language learning can be applicable to influence post-secondary language classroom settings as well as highlight the importance of maintaining multiliteracy.

Themes:

Check (highlight) the most applicable theme according to the abstract.

| Innovation and Technology | Health and Wellness | Culture and Society | Sustainability and Conservation |

Comments:

I don’t understand the distinction that is implied between biliteracy and bilingualism. I don’t understand what is meant by the “secondary research methodology” – is this the meta-analysis (if so, it should be identified as such). I’m also confused by the comparison groups here. One group is biliterate and they are learning a third language. The other group is monoliterate and they are learning a second language. Is that the main comparison? The key sentence (in which the meta-analysis is mentioned) implies that “biliterate individuals will learn a THIRD language more effectively than their monoliterate counterparts?” But their monoliterate colleagues are not learning a third language. Would it not work better to say “Based upon a meta-analysis of academic studies, the hypothesized results would predict that biliterate individuals are able to learn a NEW language more effectively than their monoliterate counterparts.”