

Letter from the editors

As we come to WALLY's third year of publishing the YorkU Graduate Symposium in Linguistics and Applied Linguistics Proceedings, we are delighted to share a diverse and fascinating collection of papers from Linguistics, Applied Linguistics, and Education students at the PhD and MA levels.

We begin with Yifan Wu's exploration of YouTuber, Nigel Ng's, use of stylized Southeast Asian English in his development of the popular character Uncle Roger. Uncle Roger has been read both as a relatable celebration of shared elements of Asian heritage and as a harmful caricature of Asian identity which only serves to reinforce stereotypes by commentators online. Wu finds that Ng's stylistic bricolage draws on features of multiple varieties of Asian English to support his construction of the Uncle Roger character as a pan-Asian figure relatable to man, but nonetheless potentially risking erasure of the cultural diversity within and between the cultures whose Englishes he draws upon.

Continuing the attention to mediatized language, Marianne Laplante, Alexandra Dupuy, and Spencer C. Nault provide an analysis of the Quebec media's treatment of #MeToo cases involving Quebecois celebrities. Drawing on transitivity analyses and an analysis of the distribution of allégation and accusation, Laplante et al. argue that the Quebecois media ascribe to (and perhaps reinforce) an existing ideology of sexual harassment and violence which treats those cases which are taken up by the legal system as more serious than those which remain unprosecuted.

Following this pair of sociolinguistic analyses, HaEun Kim provides a compelling discussion of the challenges (and opportunities) of delivering post-secondary education to refugees and displaced persons. In our current moment of proliferating global conflict, this paper speaks to a critical challenge that societies across the globe already face, and which is likely to intensify in coming years: how can we ensure that people fleeing such conflict zones are still able to avail themselves of their right to education and develop skills and knowledges that will support them in building better lives after displacement?

This focus on educational concerns is also taken up in the final two papers, the first of which proposes a culturally rich pedagogical intervention for vocabulary learning and the latter of which shares the stories and experiences of families of deaf children who, through the affordances of cochlear implants, are able to become bilingual in two spoken languages.

Camila Gonzalez-Bravo proposes a novel pedagogical tool for enriching student vocabulary learning in foreign language learning contexts using multimodal, digital tools. Offering exploration of places where the studied language is used regularly in day-to-day life through the use of Creative Commons licensed street photography, Gonzalez-Bravo suggests that students can not only learn vocabulary in relevant real-world contexts, but can also discover rich cultural elements tied to the language they are learning, as well as achieve stronger vocabulary development through the repeated creation of visual-verbal links between concepts and lexical items.

Ending out the proceedings, Melanie Simpson, reports on her interviews with the families of deaf children using cochlear implants to access both French and English oral language. She explores the deep seated attachment to family languages (French in this work) in balance with the need to access the language of the broader community (in this case, English), all in the context of

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children whose hearing status was previously thought to render them incapable of oral/aural bilingualism.

Following the proceedings, this issue also features a paper by Precious Affia which explores perceptions of Nigerian Pidgin English (NPE) amongst the Nigerian diaspora in Canada. The paper demonstrates emerging gendered patterns in preferences for Standard English vs NPE while also finding that NPE serves as an important resource for constructing Nigerian identity outside of Nigeria.

We share this issue with gratitude to the hardworking 2022-2023 Graduate Linguistics and Applied linguistics Student Association Executive for organizing another enriching Graduate Student Symposium, as well as to our faculty sponsor Geoff Lawrence and to Digital Publishing Librarian, Tomasz Mrozewski, without whom none of this would be possible. As always, we thank our authors for their contributions and invite submissions from student authors both at York University and beyond for our 2024 issue.

Sincerely,



Brittney O'Neill
WALLY Editor



Ana-Maria Jerca
WALLY Editor