



ELN101: Intro to Bilingualism

Week 3 Different Types of Bilingualism

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Announcements & Recap of Week02 I

Announcements this week

- Assignments' deadline is always on Sunday
- Please look at my feedback to your assignments (PLAs) on Blackboard
- Instructions for the Paper 1 are on the course website.
- Sample questions for the Quiz 1 will also be on the course website next week.

Announcements & Recap of Week02 II

- Group discussion: Let's share your findings in PLA Week 02. Do you think there was sufficient language access effort in your neighborhood or NYC?



Brief History of Immigration in the U.S. I

- The history of immigration in the U.S. is a major factor of the degree of bilingualism in the U.S.
 - See <http://metrocosm.com/animated-immigration-map/>



Brief History of Immigration in the U.S. II

Very brief historical pattern of the U.S. immigration

- Late 18th century:
 - Great Britain, French, and German
- Early 1800's
 - Irish mass immigration (cf. Irish Potato Famine in 1845-1852)
- Mid 19th century:
 - Mass Chinese immigration (cf. Gold rush and Transcontinental Railroad)
 - Second German mass immigration (cf. Know Nothing (Native American Party) movement)
- 1880's - 1920's
 - South European (Italian, Jews, Poles, Ukrainians, South Slav)
- 1920's - 1960's:
 - 1921 Emergency Quota Act (nationality quotas)
- 1960's -
 - The Hart-Celler Act in 1965. Hispanic and Asian/Pacific immigration

Who is a Bilingual? (Wei, 2007) I

- Who can be a bilingual speaker? Or who shouldn't be considered as a bilingual speaker?



Who is a Bilingual? (Wei, 2007) II

Who is a bilingual speaker?

- Should it be reserved for people who speak two languages like native speakers?
 - How about people who can speak two languages, but cannot write in both languages?
 - How about proficiency? Can someone who just started learning Spanish be considered a bilingual speaker?
 - What are the criteria? Is self-perception or self-categorization sufficient?
 - Are you a bilingual? Why or why not?
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- Bilingual is not a **binary** qualification (e.g., dead/alive). It is a **gradient** qualification (e.g., rich ↔ poor, new ↔ old, handsome ↔ ugly etc).

Who is a Bilingual? (Wei, 2007) IV

Proficiency & Fluency

- **Balanced (Symmetrical/Maximal) bilingual**
 - Someone whose mastery of two languages is roughly equivalent.
- **Dominant bilingual**
 - Someone with greater proficiency in one language and uses it significantly more than the other language(s).
- **Receptive (Asymmetrical/Passive) bilingual**
 - Someone who understands a second language in either its spoken or written form, or both, but does not necessarily speak or write it.

Who is a Bilingual? (Wei, 2007) V

Process of Acquisition

- **Additive bilingual**
 - Someone whose two languages combine in a complementary and enriching fashion.
- **Subtractive (Dormant/Recessive) bilingual**
 - Someone whose second language is acquired at the expense of the aptitudes already acquired in the first language.

Who is a Bilingual? (Wei, 2007) VI

Timing of Acquisition

- **Early bilingual**
 - Someone who has acquired two languages early in childhood
- **Late bilingual**
 - Someone who has become a bilingual later than childhood.
- **Simultaneous bilingual**
 - Someone whose two languages are present from the onset of speech.
- **Successive bilingual**
 - Someone whose second language is added at some stage after the first language has begun to develop.

Who is a Bilingual? (Wei, 2007) VII

Relationship of the two languages

- **Horizontal bilingual**

- Someone who is bilingual in two distinct languages which have a similar or equal status.

- **Vertical bilingual**

- Someone who is bilingual in a standard language and a distinct but related language or dialect

Who is a Bilingual? (Wei, 2007) VIII

- What types of bilinguals are they?
 1. Jessica was born in Dominican Republic and came to the U.S. when she was at five. She used exclusively Spanish at home, but her primary language shifted to English after a few years of schooling in the U.S. Although she still uses Spanish with her parents and grandparents, she feels more comfortable with English now.
 2. Luis was born to Hispanic parents in the U.S. and used primarily Spanish at home. His elementary school had a Spanish-English bilingual program, in which he learned Math, Art, and Language Art in Spanish and English. Now he feels comfortable in both Spanish and English.

Summary of Bilingual Types

- Proficiency: Balanced, Dominant, Receptive
- Process: Additive, Subtractive
- Timing: Early or Late & Simultaneous or Successive
- Relationship: Horizontal, Vertical

Who is a Bilingual? (Wei, 2007) IX

- What types of bilinguals are they?
 3. Kevin was born to Anglophone (English-speaking) parents and moved to Canada when he was ten. He went to a French-English immersion school, in which all subjects were taught in French. He initially had trouble in his French, which he had never exposed to before the immersion school, but eventually was able to manage schoolwork in French.
 4. Li was born in China in a upper-middle class family. She used Mandarin Chinese at home and school. When she was twelve, their parents decided to send her to an English lesson every week. Although her English is fairly limited, she is now able to manage basic tourist-level conversation in English.

Summary of Bilingual Types

- Proficiency: Balanced, Dominant, Receptive
- Process: Additive, Subtractive
- Timing: Early or Late & Simultaneous or Successive
- Relationship: Horizontal, Vertical

Who is a Bilingual? (Wei, 2007) X

- What types of bilinguals are they?
 5. Sophia, originally from China, moved to the U.S. for her graduate studies at the age of 25. She grew up speaking Mandarin but chose to learn English passionately and rigorously to pursue her dreams of becoming a researcher in a global academic environment. Sophia can read and write in English, but she doesn't feel comfortable with speaking in English in public.
 6. Mia, raised in a bilingual household in Miami, spoke both English and Spanish fluently from a young age. Her parents, immigrants from Colombia, used both languages interchangeably at home. This exposure led Mia to develop a Spanish proficiency and she can seamlessly switch between English and Spanish, using them in different domains of her life. Mia thinks and expresses herself equally well in both languages without having to translate mentally from one language to the other.
 7. Born in the U.S. to Mexican immigrants, Carlos is navigated living in two cultures from an early age. At home, Spanish is the primary language, allowing him to communicate deeply with his parents and grandparents. At school and in the wider community, English dominates. Carlos did not actively choose this bilinguality; rather, it was a necessity shaped by his family's migration story. Carlos is currently 14 years old and he started to feel that his Spanish is not as good as his English.

Who is a Bilingual? (Wei, 2007) XI

8. Amina's parents emigrated from Senegal to the U.S. before she was born, bringing with them the Wolof language and various French phrases. In Amina's household, her parents often switch between English, Wolof, and French. While Amina understands Wolof and some French when spoken at home, she predominantly responds and communicates in English, the language she feels most comfortable with.
9. Nadia possesses fluency in both Russian and English, which she uses in her role as a diplomatic translator in Russia. She started a professional language training at the college and her proficiency in English was honed through years of specialized education and professional experience. In her job, precise and contextually aware language use is crucial, embodying the intersection of skill, career, and bilingual identity.

What about you?

- Are you a bilingual speaker? What type of bilingual and why?



Cause of Bilingualism I

- Why do we need two languages? What causes bilingualism?



Cause of Bilingualism II

Languages in Contact (Wei, 2007)

- **Politics:**
 - Colonization, annexation, resettlement, and federation etc.
- **Natural disaster:**
 - Famine, floods, volcanic eruptions etc.
- **Religion:**
 - Classic Arabic (MSA) for Islam, Liturgical Latin for Catholic, Sanskrit for Buddhism and Hinduism, Hebrew for Judaism etc.
- **Culture:**
 - American English in TV shows and movies, Egyptian Arabic in movies, Hindi in movies etc.
 - Literature in foreign languages
 - Historical heritages in different part of the world (e.g., World Heritage)

Cause of Bilingualism III

Languages in Contact (Wei, 2007) (cont.)

- **Economy:**
 - English is a de-fact standard language in international business
 - Learning a local language to establish new business in foreign countries
- **Education:**
 - Languages employed in primary, secondary, and higher education (predominantly English in the U.S.)
- **Technology:**
 - Languages on the Internet (English 55%, Russian 5.9%, German 5.8%, Japanese 5.0%, Spanish 4.6% etc.)

Cause of Bilingualism IV

- What is the main cause of bilingualism in the following examples?
 1. Spanish, Portuguese, and French spoken in the Latin America (co-existing with various native languages)
 2. A large number of South Asians have passive knowledge of Hindi from watching Bollywood films.
 3. Irish immigrants (Irish Gaelic speakers) to the U.S. due to the Great Famine in Ireland between 1845 and 1852
 4. Many Muslims from different language backgrounds share their ability to understand/read Modern Standard Arabic for liturgy practice.
 5. Many children in North Africa speak French since it is used at public schools.
 6. Russian speakers in Israel (co-existing with Modern Hebrew and Arabic)
 7. A Chinese factory owner learning English to develop his business
 8. An Indian (Hindi-speaking) IT engineer developing an English online app
 9. Puerto Rico became a territory of the United States after the Spanish-American War in 1898

Cause of Bilingualism V

- What is the main cause of bilingualism in the following examples?
 10. Aiden, originally from Somalia, became bilingual out of necessity when his family resettled in the United States following a devastating famine in his homeland. His family sought better opportunities abroad for survival and stability. In the U.S., Aiden learned English, complementing his native Somali, as a means to adapt to his new environment, pursue education, and eventually aid in his family's integration into American society.
 11. Huda, growing up in a devout Muslim family in Michigan, learned Classical Arabic alongside English. Her religious practices and the desire to understand the Quran in its original language motivated this pursuit. Despite being an American by birth, Huda's ability to engage with Islamic texts and prayers in Arabic deepened her spiritual connection and understanding of her faith.
 12. Emma's story began in London, where she lived until her parents were offered jobs in Geneva, Switzerland. While Geneva is a multilingual city with French being the predominant language, Emma had never spoken anything other than English. Her parents' decision to move was sudden, and Emma found herself enrolled in a French-speaking school without any prior knowledge of French.

Cause of Bilingualism VI

13. Kevin, an American teenager, became interested in learning Japanese after being exposed to anime and manga. The cultural exports from Japan, such as TV shows, movies, and comics, inspired him to take Japanese classes to better understand and appreciate the content without relying on subtitles.
14. Emily, an American college student, became proficient in Russian because of her passion for the country's literary classics. Inspired by the works of Dostoevsky and Tolstoy, she pursued Russian language studies to read these texts in their original language, enriching her understanding and appreciation of the literary heritage.
15. Jamal, originally from the United States, decided to expand his tech startup to Japan, recognizing the market's potential for his products. Learning Japanese became crucial for navigating local business practices, establishing partnerships, and understanding consumer needs.
16. Leo, an IT professional based in California, finds his fluency in English, Russian, and Mandarin invaluable in the tech industry. Given the prominent role these languages play on the internet, his multilingual abilities enable him to stay ahead in cybersecurity, engage with a broader community of developers, and access a wide array of resources and information that are not always available in English.

What is a language (and a dialect)? I

- What is the difference between a *language* and a *dialect*?



What is a language (and a dialect)? II

- "A language is a dialect with an army and navy" (Max Weinreich)
- Haugen (1966) pointed out that *language* and *dialect* are ambitious terms.

Definition of *language*

- Language is used to refer either to a single linguistic norm (usually a prestigious norm) or to a group of related norms.
- Language is almost always associated with some literacy tradition
- Language is equivalent to the standard means of communication

Definition of *dialect*

- Dialect is often no more than a local non-prestigious (therefore powerless) variety of a real language
- Dialect is a regional variety without any literary tradition (c.f., *un patois*)
- Dialect is equivalent to the sub-standard means of communication

What is a language (and a dialect)? III

- *Mutual intelligibility* is often employed to distinguish dialects from languages
 - Dialect: Language x and y have different properties (e.g., different grammar, vocabulary, and sound system), but speakers of x and y can understand each other.
- But, mutual intelligibility is continuous process and it is not perfect:

AA ↔ Aa ↔ aa ↔ ab ↔ bb ↔ bB ↔ BB

- Each dialect shares one property (i.e., mutually intelligible) with an adjacent dialect, but AA and BB are completely different languages

What is a language (and a dialect)? IV

- Swedish, Danish, and Norwegian (Map from Comrie (2003))



What is a language (and a dialect)? V

- Urdu and Hindi in Pakistan and India (Map from Comrie (2003))



What is a language (and a dialect)? VI

- Dialects of Chinese (Map from Comrie (2003))



What is a language (and a dialect)? VII

- Commonly believed to be two separate languages but with significant similarities
 - Urdu and Hindi in Pakistan and India
 - Serbian and Croatian in Yugoslavia
 - Bokmål and Nynorsk in Norway (and many other Scandinavian languages such as Swedish, Danish, and Norwegian)
- Commonly believed to be one language but with significant differences
 - the literary and colloquial forms of Arabic
 - the local dialects of Rajasthan and Bihar in North India
 - Cantonese and Mandarin in China
- Language/dialects with geographic separation
 - French and Haitian French Creole
 - Portuguese and Brazilian Portuguese
 - Peninsular Spanish and Spanish in South America
 - World Englishes

Ink-shedding (10 min)

1. What types of bilingual are you (if you don't speak multiple languages, pick someone in your family (e.g., parents) or close friends).
 - Proficiency: Balanced, Dominant, Receptive
 - Process: Additive, Subtractive
 - Timing: Early, Late, Simultaneous, Successive
 - Relationship: Horizontal, Vertical
2. What are the cause for your bilingual background?
 - Politics, natural disaster, religion, culture, economy, education, technology etc.
3. One question that you have about today's class.

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