Language Contact

- Language contact means a contact between different languages, especially when at least one of the languages is influenced by such contact. This influence takes place typically when the languages are spoken in the same or adjoining regions and when there is a high degree of communication between the people speaking them. *(Longman Dictionary of Applied Linguistics)*

- “A term used to apply to the situations where two or more groups of speakers who do not have a native language in common are in social contact with each other or come into such contact.” *Trudgill (2003)*
Causes of Language Contact

- Increase of social interaction
- Colonization
- Spread of Language of Power, Knowledge & Prestige
- Trade and Commerce
- Conquests
- Missionaries
- Migrants
- Globalization & Communication
Aspects of Language Contact

- Codeswitching & Codemixing
- Borrowing
- Pidgins & Creoles
- Language Shift & Language Death
- Language Maintenance & Language Revitalization
- Diaglossia
- Bilingualism & Multilingualism
- Dialect contact & Koines
- Language Spread & New Englishes
Languages and speakers

- Linguists estimate that there are 6000 languages spoken in the world but only about 160 nation states. So some states must therefore contain large number of languages, with an average about forty. Most communities are multilingual for the need of communication. While monolingual communities are highly exceptional.

- Approximately half of the people in the world are native speakers of more than one language. It means that as children they had regular and continued exposure to more than one language. In many parts of Asia and Africa Bilingualism is the norm.
Bilingualism & Multilingualism

- Bilingual term for individuals, even if they are trilingual, quadrilingual, etc.

- Multilingual for nations or societies, even if only two languages are involved.

- Many sociolinguistics use the term “bilingualism” to refer to individuals and reserve the term “multilingualism” for nations or societies, even if only two languages are involved.
Multilingualism

- The use of three or more languages by an individual or by a group of speakers. (Longman Dictionary of Applied Linguistics-1985)
- The term multilingualism refers to an occurrence regarding an individual speaker who uses two or more languages, or a community of speakers where two or more languages are used, or between the speakers of different languages. (Wikipedia-online encyclopedia)
- A sociolinguistic situation in which more than one language is involved. (Peter Trudgill)
Bilingualism

- “The ability of an individual to speak two or more languages”
- “The use of more than one language”
- “The ability to communicate naturally and fluently in more than one language in all areas of life”
- “The use of at least two languages either by an individual or by a group of speakers”
A bilingual person is some one who speaks two or more than two languages. Sometimes, a person who speaks more than two languages is called ‘multilingual’ (although Trudgill (2003) suggests that the term ‘bilingualism’ should be used for both situations). Multilingualism isn’t unusual; in fact it’s the norm for most of the world’s societies. It’s possible for a person to know and use three, four, or even more languages fluently.
At individual level, bilingualism tends to be a feature of the minority group. In this form of bilingualism, a member of a minority group grows up in one linguistic community, primarily speaking one language, such as Punjabi in Punjab but learns another language, such as Urdu, in order to take part in the larger, dominant linguistic community.
Individual bilingualism, however, doesn’t have to be the result of political dominance by a group using a different language. It can simply be the result of having two parents who speak different languages. If a child simultaneously acquires the French spoken by her mother and English spoken by her father, then the distinction between the two languages may not be noticed.
How do people become bilingual?

- People may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language.
- There is no evidence to suggest that it is hard for a child to acquire two languages than to acquire one language. As long as people are regularly speaking with the child in both languages, the child will acquire them both easily.
- A child doesn’t have to be exceptional or have any special language ability to become bilingual; as long as the child is exposed to two languages through out early childhood, he/she will acquire them both.
Bilingual Competence

- There is no clear definition of what it means to "speak a language."

- Whether:
  1. Native like proficiency
  2. Able to communicate
Bilingual and Competence

- Native like control over two languages and equal mastery of two languages. (Bloomfield)
- Bilingual is a person with at least minimum competence in four basic language skills, (J. Macnamara)
- Trudgill (1992:13) defines bilingual as ‘the ability of an individual to speak two or more languages’
- Weinreich (1968:5) takes bilingualism as ‘the practice of alternately using two languages’.
- Grosjean (1997) defines bilingualism as ‘the use of two (or more) languages in one's everyday life, not knowing two or more languages equally well and optimally’.
Kinds of bilingualism

- Simultaneous bilinguals
- Compound bilinguals
- Coordinate bilinguals
- Subordinate bilingual
- Additive bilingualism
- Subtractive bilingualism
- Bimodal bilingualism
Simultaneous bilinguals

- Children acquiring two first languages since birth are called simultaneous bilinguals.
- Even in the case of simultaneous bilinguals one language usually dominates over the other.
- It occurs:
  - when a child is raised by bilingual parents in a predominantly monolingual environment.
  - when the parents are monolingual but have raised their children in a multilingual environment or in two different countries.
Coordinate bilinguals

- A term associated with the work of Uriel Weinreich. It is a form of individual bilingualism in which speakers supposedly have two different set of concepts which are related to two different sets of words in two different languages.
- Words and phrases in the speaker's mind are all related to their own unique concepts.
- A bilingual speaker of this type has different associations for ‘billi’ and for ‘cat’.
- (Subordinate bilingualism)
- These speakers are known to use very different intonation and pronunciation features.
Coordinate bilinguals
Subordinate bilingual

- A sub-group of the co-ordinate is subordinate bilingual which is typical of beginning second language learners. In these individuals, one language, usually the first language, is more dominant than the other, and the first language may be used to think through the second language.
Additive bilingualism

- A majority group learns a second language without this being a threat to its first language. (Urdu speakers learning any regional language)
- Bilinguals whose first language is not endangered (or is a prestigious one) acquire the second language.
Subtractive bilingualism

- A phenomenon whereby a speaker is forced to learn a high status language and doing so also absorbs all the values expressed in that language. As such, they learn to view their own language as inferior. (A Punjabi speaker learning Urdu/English)

- It is a situation of linguistic minority, where the second language can replace the first one.
Additive and Subtractive Bilingualism

- Lambert (1977) points out that the majority of positive studies have involved bilingual students whose L1 was dominant and prestigious and in no danger of replacement by L2. The resulting form of bilingualism is termed ‘additive’ in that the bilingual is adding another socially relevant language to his repertoire of skills at no cost to his L1 competence. (Cummins and Swain, 1987, p.18)

- Cummins draws the distinction between additive bilingualism in which the first language continues to be developed and the first culture to be valued while the second language is added; and subtractive bilingualism in which the second language is added at the expense of the first language and culture, which diminish as a consequence. (Cummins, J. (1994)
Bimodal bilingualism

- Bimodal bilingualism refers to an individual or community's bilingual competency in (at least) one spoken language and (at least) one signed language. (spoken and signed are the "modes" to which "bimodal" refers).

- Bimodal bilingualism is often also referred to as Deaf bilingualism, but that term is somewhat misleading, as one need not be Deaf (culturally or audiologically) to be bimodally bilingual.
Intriguing questions

- Doesn’t the child confuse the two languages?
- Does bilingual development take longer time than monolingual development?
- Are bilingual children brighter?
- Does acquiring two languages negatively affect the child’s cognitive development in some way?
- How much exposure to each language is necessary for a child to become bilingual?
The benefits of bilingualism

- **Communication**: bilingualism enables the child to communicate with all members of the close and extended family as well as with friends. This develops a good family cohesion and building relationships.

- **Cultural advantage**: as language is part of the culture, bilingualism develops a broader cultural understanding and multicultural sensitivity, greater tolerance and social harmony.
The benefits of bilingualism

- **Cognitive advantage:** Bilingualism enhances problem solving, analytical skills, formation of concepts, social abilities and logical reasoning.

- **Personal advantage:** Bilingualism stimulates creativity, raises self-esteem, enhances interpersonal and social skills and develops greater social sensitivity.
Educational institutions and Bilingualism

- Approaches regarding the bilingualism within the school/educational context range from “supporting” to “disapproving” and a third one that is “neutral”. During supportive times, when bilingualism is considered to be a national and cultural resource, teachers and students use more of the non-English across the grades regardless of how well student acquire English, and students typically become highly fluent bilingualism.
Educational institutions and Bilingualism

In supportive contexts administrators, school boards and teachers in favour of cultural pluralism strive for an additive approach to bilingualism i.e. to enable students to become highly biliterate and bilingual by providing quality educational experiences in two languages. There are usually high numbers of high quality literacy materials available in the bilingual learners’ native languages and teachers tend to be more proficient in their students’ native language.
Educational institutions and Bilingualism

On the other hand during non supportive attitude the use of non English languages in schools is viewed as a hindrance to becoming a true Native, there is tremendous pressures paced on teachers and students to curtail non-English language use for any educational purposes. In such cases most students who enroll as non-English speakers end up as monolingual English speakers. Schools that operate from this assimilationist perspective typically have very few literacy materials available in the bilingual learners’ native languages and teachers tend to have low levels of proficiency in the students’ native languages.
Educational institutions and Bilingualism

A third approach to bilingualism is that of “dual language bilingual education”. This mainly elementary-level approach in USA to bilingual education, enrolls children from two different language groups (Spanish and English). Dual language programmes are sometimes referred to as two-way immersion programmes. The goals of the approach are that speakers of each language will:

1. Learn the language of the others.
2. Achieve academic goals in both languages.
3. Come to appreciate each others’ languages and cultures.
Educational institutions and Bilingualism

Despite the promise of dual language programmes worldwide for producing high-level balanced bilingual learners, it is important to emphasize that the languages used in these programmes and schools to promote bilingualism are not neutral. Each carries with it sociohistorical dimensions of power and utility for society. On top of this Ogbu (1983) also brings up the value of having role models within a community for forming folk belief systems about language and schools and about what role school has in determining success in later life. With respect to bilingualism, language minority children and their families may ask themselves who the people are in, as well as outside, their community that they would most like to resemble, and how their home language figures into that image.
Educational institutions and Bilingualism

- On the basis of answers from multiple sources, communities form folk beliefs about what needs to be given up or added on to become like their role models. Our own educational context (Pakistan) is no exception to this.

- Last but not least is the teacher’s pedagogical orientation and the way he or she uses language in the classroom can also have a bearing on how and how well learners become bilingual. Simply stated, a teacher should be transactional oriented and not transmission oriented in a bilingual context. He/she should rely on a holistic approach to teaching and learning. Teaching is a matter of moving students from literacy practices valued through their own histories to multiple literary practices, including knowledge about how language works.
Educational institutions and Bilingualism

- Learners may continue using their native language even though they are proficient in the dominant language. Learners are not pushed into the dominant language; rather, they see themselves as language users, they often do experiment with their new language on their own.
THANK YOU !!!!!!!!