

1: An Introduction to Bilingualism : Charlotte Hoffmann :

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Widarmana Putra A Review on Researches: The first is individual bilingualism, and the second is societal bilingualism. Individual bilingualism concerns on the condition where a person can maintain more than one language at the same level of proficiency. However, if we want to look further into individual bilingualism, there are always definitions which clearly define what bilingualism is. Hoffmann cited in a book entitled *Languages in Contact* written by Weinreich, bilingualism is the practice of using two languages alternatively, and the person involved is called bilingual. In conclusion, from those definitions, the condition of being bilingual is that when a single person is able to maintain at least two languages and able to control them in order to make them not overlapping each other, but still without any explanation about whether or not they should be mastered, or used in different situations. By looking at the definition of bilingualism, there are several types of bilinguals offered by Hoffmann. From these examples, it can be seen that there is an important factor taken account when describing bilinguals – age factor. As one of the considerations, the age of the bilinguals at the time of acquisition may differ the terms at which a bilingual can be considered. When the time of acquisition occurs in childhood, it is considered as early bilingualism, and in contrast to that, late bilingualism, if the time of acquisition occurs in adulthood. Haugen, and McLaughlin, in Hoffmann, further explained, the cut-off point is not clearly stated, but it can be set at around the age of three to be considered early bilingualism, and at the age of puberty to be considered late bilingualism. Moreover, sometimes the terms of early and late bilingualism are associated with the terms learn and acquire the second language, in which late bilingualism is said as someone who had learned a second language, while early bilingualism is that someone who had acquired a second language. Hoffmann, Even though some views suggest that the two terms should only be seen only as a reflection of the age of the bilingual, that is, the time when the person becomes bilingual – in early childhood or in adulthood, there are always raising some questions regarding to the terms in contrast. There is always an opinion which believes that early bilinguals are better than late bilinguals, while there is also an opinion which believes it in versa. True here means that children who are exposed with second language in their early life will make their mastery of the two languages. Apparently, there are two ideas taken from the concept of first language acquisition to this area of second language acquisition. As cited from McNeill, Brown in his book, *Principle of Language Learning and Teaching*, described the language acquisition device as consisting of four innate linguistic properties, as follows: The ability to distinguish speech sounds from other sounds in the environment. The ability to recognize linguistic data into various classes that later can be refined. Knowledge that only a certain kind of linguistic system is possible and that other kinds of are not. The ability to engage in constant evaluation of the developing linguistic system so as to construct the simplest possible system out of the available linguistic input. This description let us know that by the ability of using the LAD, children in the early age are presumed to be creative to produce an infinite number of utterances of a language. He stated that children are believed to have better syntactic and phonological ability compared to adult who tend to face interference from their native tongue toward their use of second language. The second idea is that the existence of critical period during which children is consider proficient in acquiring a language. Scovel in Abello- Contesse stated that, in terms of second language learning, children are believed to have superiority over adults, that is, the younger the learner, the better the learning process, and eventually yields the better outcomes. Because, in the age of two the brain has not reached enough maturity to acquire a language, meanwhile, after puberty the brain loses its plasticity which disallows the brain to be receptive for such task. Younger children are said to have special facility for neuro-muscular patterns that allows them to easily acquire any pronunciation features and get fluent faster than adults do. However, what is generally accepted is that children are free of inhibition and they also make good mimics, also they tend to have a great capacity of learning by playing, in which these factors contribute much positive influence to their fluency and pronunciation. From that point they believe that, even though bilingual children may be impressive with their speed and efficiency of acquiring language, at closer

look they can produce different impression, even the opposite one Hoffmann, Children, at some point learn a language quite for a long time. They spend a lot of time of hearing before being able to effectively use the language, usually at the age of two, while adults are able to learn and master a language in relatively little time. Moreover, the result is not the same even when they learn a language at the same time span. The linguistic standards expected from a child are generally much lower, or less sophisticated than what is expected from an adult learner. If there is a need to refer to second language acquisition theory, in which children acquisition is conceptualized as being subconscious and adult acquisition is conceptualized as being conscious, McLaughlin, et. This model is called attention-Processing Model, in which it describes that every human being in this case adult has what is called as controlled and automatic processes. The core of these processes is that adult is able to restructure their linguistic ability by monitoring their automatic processes with their controlled process and finally be able to master the language completely. This is the ability that is not possessed by younger children in their second language process. To some extent, child bilinguals may be better only in their ability of phonetic-auditory ability, and also some of the psychological aspects i. Adult ability in maintaining sophisticated linguistic skill, and also a possession of a number of analytical skills should not be overlooked. These aspects eventually can stand them in good advantage when learning a second language. The first research is going to be a research in the field of early bilingualism, and the other one is the research in the field of late bilingualism. Most discussion will be about how would be the existence of the interference of the second language L2 towards the first language L1 within the early bilinguals and late bilinguals. The research discussed how the immigrant children in Canada enrolled in an English language childcare center, and how is the continuation of their first language development at home. For these immigrant children, English is neither their first language, nor their home language. Furthermore, many of these children have not yet managed their first language and should soon immerse in second language which is totally new to them. Thus, their enrollment in English-language childcare centers begins their two-language journey, marked by exposures to a new public language i. English and diminished contact with the home language Rodriguez, in Chumak-Horbatsch, The study involved eight immigrant families, in which mother and father were considered separate subjects and were not grouped as a parent category. There were four categories that should be followed by all of the mothers and fathers, namely: The mothers and fathers were between 30 to 46 years old, and all of them were universities graduates. These mothers and fathers were required to fill out questionnaires separately. This was done because these immigrant mothers and fathers have different funds of knowledge which would affect the way they answered the questionnaires. The questions were about the following: The children involved in the study were 4 boys and 4 girls from those eight families. Their length of stay in the Maplewood Childcare Center was from 1 to 20 months, and their ages ranged from 1: They were also separated into two rooms, the 3 youngest were put in toddler room, while the other 5 older children were put in the preschool room. Before conducting the research, the researcher of this study hypothesized, that young children of minority language enrolled in second language childcare center will continue their home language development, if mothers and fathers consider the following first language supportive conditions: Talking about the findings, it seems that the hypothesis stated by the researcher matched the findings of the study. It is where they believe that L1 was important and not only for specific functions and emotional links to family and relatives. Further, there was a tendency that mostly mothers who became anxious about the imminent loss of the home language. What is the meaning of this? It seems that children of early age, more importantly, the children of minority language users cope with the difficulty of maintaining their L1 i. According to Genesee, parents who raise their children bilingually or think about raising them bilingually, will end up with confuse children who are unable to separate the language. However, it is not impossible to make a better bilingual child. Parents should become their tower of strength and stand at the front line to make some effort regarding the preservation their home language by giving supportive conditions; serving as L1 models, and providing continuous and meaningful L1 experience, therefore the home language become a natural part of the family. A Review to Identify L1 Loss in Adult Bilinguals The following discussion will discuss a paper by Pavlenko which summarized many researches on late bilingualism. The concern was about the interference of second language on first language in adulthood. Interference is a concept which explains any involuntary influence of

one language on the other in bilingual competence and performance. The term interference shows up both in the field of SLA and in the field of bilingualism. In the field of SLA interference typically limits the investigation to L1 transfer in the second language Grass and Selinker, , p. While in the field of bilingualism, interference is also considered in L2 influence on L1. In this discussion paper, there are several linguistic competences which were investigated in order to identify the interference of L2 to L1. The main focus of the discussion in this review is to identify which linguistic competences yield first language loss when L2 interference to L1 occurs. There are six linguistic competences in first language that can be interfered by second language that has been investigated by many researchers Pavlenko, , they are: However, not all of the linguistic competences are influenced by the second language, to the extent of the result of these studies. Therefore, only the discussion will only focus on the influenced linguistic competences including the result of related studies. The first competence that was influenced was morphosyntax competence. This competence has something to do with L1 sentence structure which may be the word-order rules of L1 is influenced under the L2. For example in the research done by Stoessel in Pavlenko , which showed that immigrant women had arrived in United States between the ages of 18 to 32 and spent between 6 to 12 years in the country experienced problem with L1 sentence structure and writing skills. The second competence was lexicon and semantics competence. This competence related to words repertoire and their meaning. Thus, there may be problem in the subject ability to recall words, and their meaning in the L1. The third competence was that the influence of L2 on L1-based concepts. According to Pavlenko , learning the second language in adulthood may result in gradual loss of previously available concept. The research that has been done by Caskey-Sirmons and Hickerson in Pavlenko may exemplify this. In the research, the researchers compared color concepts of monolingual Korean, Japanese, Hindi, Cantonese, and Mandarin to the concept of the speakers of these languages who learned English when they were adults. The result showed that in many instances categories boundaries was lost. The last competence that can be influenced by second language is pragmatics competence. The loss of L1 pragmatic competence is discussed in autobiographic narrative by Kyoko Mori in Pavlenko After living for 20 years since the age of 20, she encounter difficulties in expressing, and understanding expression in her native language. She stated that, it was difficult to understand whether or not the invitation is real, because, there was not sign in signaling the real one. Also, she could not tell when she was about to make a fool of herself or to others. However, the occurrences are not as dangerous as in early bilingualism. Adult bilinguals will never lose their entire first language. Mostly, they will only lose some words, phrase, or meaning. Those bilinguals have to stay in the country and use the language in quiet long time. It seems also the frequency of doing conversation with their L1 users that influences the loss of their L1 linguistic competence. The more they can get in touch with the other speakers of their first language, the higher the chance of maintaining their first language with the existence of second language used dominantly. Nevertheless, early bilinguals tend to have more dangerous situation regarding the first language loss.

2: Charlotte Hoffmann (Author of An Introduction To Bilingualism)

An Introduction to Bilingualism provides a comprehensive review of the most important aspects of individual and societal bilingualism, examining both theoretical and practical issues.

Language switching as a window on trilingual acquisition by Anat Stavans, Virginia Swisher - International Journal of Multilingualism , " The present study discusses and describes codeswitches produced by two trilingual children acquiring English, Spanish and Hebrew simultaneously from birth. Data were collected regularly over a period of 20 months from age 2;6 to 4;2 for M and from age 5;5 to 7;1 for E , in naturalistic tape-recorded sessions. Codeswitches drawn from transcriptions of 32 h of spontaneous conversation were analysed. We describe and explain trilingual switches involving morphosyntactic boundary violations, some of which have not yet been reported in the literature. We claim that these switches provide incipient evidence for a developing trilingual competence that stands at the base of trilingual performance. The present study discusses these intrasentential While bilingual education programmes in European mainstream languages are becoming increasingly popular in France, the bilingualism of migrant children remains overlooked and is believed by many to delay the acquisition of French. An institutionalised language hierarchy lies all too often unchallenged within the French education system and linguistic policies for primary schools, while trying to develop foreign language learning from the earliest stage, fail to deal with the question of minority languages. This study presents a language awareness project in a small primary school in the Mulhouse area of Alsace as an example of how languages of unequal status can be placed on an equal footing in a school context, how children can be educated to linguistic and cultural variety and teachers made aware of the linguistic and cultural wealth present in their classes and their community. Show Context Citation Context Official Bilingualism in Cameroon: Proceedings of the 4th International Symposium on Bilingualism , " Among the countries of the world, where the phenomenon of bilingualism is experienced, Cameroon may be described as one of the most fascinating. Irrespective of the perspective from which one may look at bilingualism in this country, it is a complicated issue to discuss. There is widespread Show Context Citation Context This paper outlines some of the findings from an investigation into the speech production of two English-Arabic bilingual children. The subjects are two Lebanese boys who were born and raised in Leeds and who were aged six and nine at the time of the investigation. Still, what will be missing is the initial parental model that should provide the child with the basic phonological and sociolinguistic patterns of the dialect of the society. Aim of the study Linguistics and speech-language pathology: Combining research efforts toward improved interventions for bilingual children by Adele W.

Hoffmann C An Introduction To Bilingualism London New York Longman DULM O from BUSINESS at Computer Systems Institute, Chicago.

Here we have listed a small but relevant selection of literature on these subjects. Language Contact And Bilingualism. Clevedon; Multilingual Matters, Oxford, Oxford University Press, Teaching Literacy Balancing Perspectives. Cambridge; Cambridge University Press, From Communicating to Talking. Cenoz, Jasone and Fred Genesee eds. England; Multilingual Matters, Cambridge Cambridge University Press, Child language, learning and linguistics. Interdependence of first and second language proficiency in bilingual children. Oxford; Oxford University Press, London; Edward Arnold, Cambridge University Press, New York; Elsevier Science Publishers, Principles and Practices of Teaching Reading. Journal of Memory and Language. Les Cahiers Charles V. Choosing, Inventing, and Sharing Tales for Children. Bilingualism in the Primary School. London; Centre for English Language Teaching, Hillsdale, NJ; Lawrence Erlbaum, San Diego; Academic Press, From Birth to Teens. Handbook of Bilingual Education. A Primer For Teaching Reading. Fundamental Concepts of Language Teaching. The Read Aloud Handbook. Reading Process And Practice. Infant Behavior and Development. Not enough time together?

4: Introduction to Bilingualism: 1st Edition (Hardback) - Routledge

An Introduction to Bilingualism provides a comprehensive review of the most important aspects of individual and societal bilingualism, examining both theoretical and practical issues. At the level of the individual, it addresses such questions as: What is involved in the study of bilingual children.

Here we have listed a small but relevant selection of literature on these subjects. Language Contact And Bilingualism. Clevedon; Multilingual Matters, Oxford, Oxford University Press, Teaching Literacy Balancing Perspectives. Cambridge; Cambridge University Press, From Communicating to Talking. Cenoz, Jasone and Fred Genesee eds. Multilingualism and Multilingual Education". England; Multilingual Matters, A Review of Skinner's "Verbal Behavior". Cambridge Cambridge University Press, Child language, learning and linguistics. Interdependence of first and second language proficiency in bilingual children. Oxford; Oxford University Press, The Role of Attitude and Motivation". London; Edward Arnold, Cambridge University Press, New York; Elsevier Science Publishers, Principles and Practices of Teaching Reading. Journal of Memory and Language. Evidence from Aphasia and Brain Imaging". Les Cahiers Charles V. Choosing, Inventing, and Sharing Tales for Children. Bilingualism in the Primary School. London; Centre for English Language Teaching, Hillsdale, NJ; Lawrence Erlbaum, San Diego; Academic Press, From Birth to Teens. Handbook of Bilingual Education. A Primer For Teaching Reading. Fundamental Concepts of Language Teaching. Language, Speech and Hearing Services in Schools". The Read Aloud Handbook. Reading Process And Practice. Infant Behavior and Development. The book list we have compiled is based on research but requires no previous linguistics knowledge. They are all an easy read, some even quite entertaining. Feel free to contact us if you know any other relevant research or recent significant discoveries in these fields that we should add to the list. Your Guide to Raising Bilingual Children.

5: Introduction To Bilingualism - Hoffmann Charlotte | Libro Routledge 09/ - www.enganchecubano.com

Charlotte Hoffmann is the author of An Introduction To Bilingualism (avg rating, 33 ratings, 5 reviews, published), Trilingualism in Family, Sc.

6: An Introduction To Bilingualism Hoffman Pdf

Balanced bilingualism, usually referring to an individual who has roughly equal ability in both languages, is also addressed. Studies that have examined advantages and disadvantages to children of bilingualism are reviewed and bilingual education, including cross-language transfer of skills, is addressed.

7: CiteSeerX " Citation Query An Introduction to Bilingualism

as the title promises, it's an introduction, and it seems to be to be a pretty thorough one. the first half is about individual bilingualism, which is what was mainly of interest to me when selecting the book (since i'm planning on raising a bilingual). the second half is about bilingualism at a societal level, and that turns out to be pretty.

8: An Introduction To Bilingualism by Charlotte Hoffmann

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9: Academic Articles | Multilingual Children

An Introduction to Bilingualism by Charlotte Hoffmann, , available at Book Depository with free delivery worldwide.

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