

Characteristics of Spanish-Influenced English

- **Phonology**
 - ch for sh substitution “chop” for “shop”
 - ee for short i , so “seester” for “sister”
- **Syntax and Morphology**
 - past tense -ed is not obligatory
 - use of “have” forms for copula “be” (“I have eight years”)
- **Pragmatics**
 - close personal distance and touching
 - direct eye contact avoided

Bilingualism

- **Approx. 18% of people in US are bilingual, mostly Spanish and English**
- **true Balanced Bilingualism is rare**
 - Equal proficiency in both languages
- **more often, one language is dominant**
 - Productive bilingual – able to use both languages productively, like balanced bilingualism
 - Receptive bilingual – productive or proficient in one language, but able to understand mostly a second language
 - Attrition – language loss, dominant language can become nondominant or fade away

Dual Language Learner

- **Simultaneous bilingual** – acquired two languages from birth, or exposed to second language within first year
- **Second language learner** – only acquires one language for first 3 years, acquires second language after first is established
- **Many factors affect this:**
 - Majority versus minority language of the community, status
 - Input in home
 - Age of acquisition
 - Individual proficiency for learning languages

Questions About Bilingualism

- Is there an optimal age for L2 learning?
 - Better to learn early? Better to learn later?
 - People of any age CAN learn L2; children typically will be slower than adults but ultimately younger L2 learners are more proficient than older L2 learners
- What is the nature of simultaneous language learning?
 - Dual language system hypothesis (p. 388) – child is learning two separate language systems from the start
- Does simultaneous language learning cause language or developmental delays? **NO**
 - Transfer – applies skill from L1 to L2
 - Code-mixing – mixing of elements from L1 and L2

Advantages of Bilingualism

- **Increased metalinguistic knowledge, grammatical awareness**
- **Correlations between bilingualism and cognition:**
 - classification, perceptual organization
 - creativity
 - concept formation, science concepts
 - memory
 - problem solving
 - role taking
 - social sensitivity
 - reading
