

## Sociolinguistic perspectives on Bilingualism

### Bilingualism: introduction

**Bilingualism** - consider the means of acquisition - mother tongue, second language, foreign language - each circumstance affects the degree of attainment and overall proficiency.

**Mother tongue** - would be the language acquired from parents at home and would probably be the first one in terms of order of acquisition. (First language)

**Second language** - would be the language learned in the place where it is used by most speakers as a means of communication. (But which is not the native language of the learner).

**Foreign language** - is learned when the target language is not the language used by most speakers.

The domain influences language choice in bilingual speakers because the acquisition was domain dependent or one language is preferred in some contexts and subjected to the effects of 3 main factors:

- Location
- Role relationship among the interlocutors
- Topics involved in conversation

### Bilingualism: definition and dimensions

**Bilingualism** - a person or group of people who can understand both languages although only in one area.

The study of bilingualism can give prominence to the social or individual side of the phenomenon:

- ➔ **Social bilingualism** - studies the social dimension of bilingual and multilingual societies. It does not mean that all speakers have a command over both languages, just implies at least some members of the speech communities are capable of using the other language.
- ➔ **Individual bilingualism** - one single person has some knowledge of two or more languages.

A large amount of research on individual bilingualism has tried to distinguish different sorts of bilingualism.

- ➔ **Coordinate bilingualism** - assumes that languages are learned in different conditions and separate contexts.
- ➔ **Compound bilingualism** - arises when acquisition takes place in a situation in which both languages are learned in the same context.
- ➔ **Sub-coordinate bilingualism** - from the learning of one language first and the learning of the other later on.



# Sociolinguistic Perspectives On Bilingual Education

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