



ELN101: Intro to Bilingualism

Week 6 Terms and Concepts associated with Individual Bilingualism

Tomonori Nagano <tnagano@lagcc.cuny.edu>

Education and Language Acquisition Dept.
LaGuardia Community College

Wednesday, October 21, 2026

Announcements & Recap of Week05 (1)

Announcements this week

- Assignment deadlines are always on Sundays
- Two chances for PLC
- Interview feedback on Brightspace
- Paper 1 instructions
- Paper 1 optional draft deadline this week (the final deadline is in 2 weeks)
- PLA Week 06 is about your ePortfolio (see the instructions)

Announcements & Recap of Week05 (2)

- How was your interview experience? Whom did you interview? What findings did you make?
- We will play one or two interview recordings to share.



Short informal presentation about your interview (2 min)

1. Who is your interviewee?
 - Language
 - Demographics (age, education, population, areas, culture etc)
2. What is their bilingual type?
 - Proficiency & fluency: balanced, dominant, receptive etc.
 - Process of acquisition: additive, subtractive, etc.
 - Timing of acquisition: early, late, simultaneous, successive etc.
 - Relationship of the two languages: horizontal, vertical etc.
3. What is your finding (a unique perspective on bilingualism)?

Announcements & Recap of Week05 (4)

- What evidence supports your analysis?



Translanguaging (Garcia, 2009)

- Bilingual or multilingual discourse practices
- Bilingualism centered on the practices of bilinguals rather than languages
- Multiple discursive practices used to make sense of bilingual worlds
- Examples:
 - a meal in a bilingual family
 - a language minority child as translator for his/her parents
 - religious liturgy (e.g., prayer in Spanish)
- Translanguaging is important because
 - Bilinguals should not be assessed using monolinguals as the norm
 - Dominant bilingualism is a natural phenomenon rather than a deficiency
 - Shift from the bilingual's languages to the bilingual's acts

Framework for Bilingual Education (Ruiz, 1984)

- **Bilingual as problem**

- One language, which symbolizes national identity, is standardized, codified, and used in schools to the exclusion of others. Languages that do not coincide with the one elevated to privileged status are treated as a concern.

- **Bilingual as right**

- The role of sociohistorical processes, particularly those involving class, ethnicity, race, language, and gender, received increased attention in the 1960s. Language minorities started gaining *agency* in shaping their own language policies.

- **Bilingual as resource**

- The development of globalization and the growing role of international organizations (e.g., UN and multinational corporations) have challenged the sovereignty of nation-states.

Bilingual as a Problem (Ruiz, 1984)

- Within modernist developmental (capitalist) frameworks, the narrative of a nation-state with one official language has been reiterated and reinforced.
- Languages that symbolized national identity were standardized, codified, and used in schools to the exclusion of others.
- Languages that do not coincide with the language elevated to privileged status are treated as a concern.
- Until the 1960s, it was widely believed that there was an inherent connection between bilingualism and mental or cognitive disabilities.

Bilingual as a Right (Ruiz, 1984)

- The economic downturn in the 1970's questioned the modernist theories and the earlier orientation toward bilingualism.
- The role of sociohistorical process, in particular, the role of class, ethnicity, race, language, and gender, received increased attention.
- Language minorities started gaining *agency* in shaping their own language policies.

Bilingual as a Resource (Ruiz, 1984)

- The development of globalization and the growing role of international organizations (e.g., UN and multinational corporations) have challenged the sovereignty of nation-states.
- Bilingual education as a means through which children and youth can interact within their own ethnolinguistic community, as well as with others.
- The notion of *linguistic ecology*, which includes linguistic geostrategies to ensure the coexistence of languages in the same space

Announcements & Recap of Week05 (10)

- Historical overview of bilingual education

<i>Stages</i>	<i>Stage I: The End of WWII until the early 1970s</i>	<i>Stage II: The 1970s–1980s</i>	<i>Stage III: The mid-1980s to present</i>
Geopolitical Climate	Independence of Asia and African countries	Economic downturn and widening of social inequalities	Globalization; end of Cold War; growth of NGOs; technological advances
Theoretical Perspective	Structural-functionalist	Critical	Ecological
Language Orientations	Language diversity as problem	Language diversity as right	Language diversity as resource

Announcements & Recap of Week05 (11)

- What is the orientation of the following statements?
 1. "The U.S. Constitution does not define its official national language; therefore, everyone should be allowed to speak any language that they feel most comfortable with."
 2. "We should use English since it is the language everyone understands."
 3. "A large number of jobs in the 21st century require bilingual skills. Those who speak a language other than English at home should try to maintain their children's Spanish skills."
 4. "You should avoid using your native language when learning English since your native language interferes with your English acquisition."
 5. "All public announcements (such as school communication at public schools) must be translated into different languages for those who do not read or write in English."
 6. "Many local businesses now operate in the global market and need the ability to reach non-English-speaking markets."

Announcements & Recap of Week05 (12)

- It seems that the era of globalization is ending now (after the pandemic and global warfare). What is the next phase of the framework of bilingualism in the U.S.?



Language Contact within Individuals (1)

- Language contact



Models of language contact within individuals

- **Interference** (Weinreich, 1953)
 - Bilingual speech as reflecting interference by another language (cf. *Spanglish*)
 - Also known as *negative transfer*
- **Borrowing**
 - The taking of lexical items from another language (e.g., *bíldin* vs. *edificio* in New York Spanish)
 - Also known as *positive transfer*

Language Contact within Individuals (3)

- Interference (also known as *negative transfer*)
 - Spanish-English false cognates
 - *embarazada* (embarrassed/pregnant)
 - *éxito* (exit/success)
 - *molestar* (molest/to annoy)
 - *constipación* (constipation/a cold)
 - *fábrica* (fabric/factory)
 - *sopa* (soap/soup)
 - *realizar* (realize/to do/to perform)
 - *pie* (pie/foot)
 - *introducir* (introduce/insert)
 - *recordar* (record/to remember/to remind)
 - *ropa* (rope/clothes)
 - *actual* (actual/current)
 - *asistir* (to assist/to attend)
 - *delito* (delight/crime)
 - *chocar* (choke/to hit/to punch)
 - *contestar* (to contest/to answer)
 - *largo* (large/long)
 - *rapista* (rapist/barber or shaver)
 - *enviar* (to envy/to send)
 - *preservativo* (preservative/condom)

Language Contact within Individuals (4)

- Borrowing (also known as *positive transfer*)
 - *anonymous* (Greek)
 - *loot* (Hindi)
 - *guru* (Sanskrit)
 - *safari* (Arabic)
 - *cigar* (Spanish)
 - *cartoon* (Italian)
 - *wanderlust* (German)
 - *cookie* (Dutch)
 - *karaoke* (Japanese)
 - *metropolis* (Greek)
 - *lemon* (Arabic)
 - *avatar* (Sanskrit)
 - *ketchup* (Chinese)
 - *entrepreneur* (French)
 - *utensil* (French/Latin)
 - *sushi* (Japanese)
 - *catalogue* (French)
 - *justice* (French)
 - *penguin* (Welsh)
 - *massage* (Portuguese)

Language Contact within Individuals (5)

- Both interference and borrowing (negative and positive transfer) occur through language contact. In the long term, sustained language contact can form a new language with unique discourse, syntactic, and morphological rules.
 - Spanglish, Japangrisha
 - Sanscrit → Hindi, Urdu, Nepali etc.
 - Latin → French, Italian, Spanish etc.

Sí, y luego es una trampoline así; pero aquí vienen los ropes así. Y nomás de ese tamaño. Esa era para brincar. No era to . . . it wasn't a big trampoline.

(Yes, and there was a trampoline like this, and the sogas come like this here. No more than this size. That was for jumping. It wasn't para . . . no era un trampoline grande.) (from Martínez (2006))

Por eso cada, you know it's nothing to be proud of, porque yo no estoy proud of it, as a matter of fact I hate it, pero viene Vierende y Sabado yo estoy, tu me ve haci a mi, sola with a, aqui solita, a veces que Frankie me deja, you know a stick or something, y yo equi solita, queques Judy no sabe y yo estoy haci, viendo television, but I rather, y cuando estoy con gente yo me . . . borracha porque me siento mas, happy, mas free, you know, pero si yo estoy com mucha gente yo no estoy, you know, high, more or less, I couldn't get along with anybody.

Language Contact within Individuals (6)

- So-called mixed languages often have their own (new) discourse, syntactic, and morphological rules. (Spanglish: <https://youtu.be/RVnJ4odvIHc>)



Markedness Model (Myers-Scotton, 1990)

- **Markedness**

- In any language, there is a distinction between unmarked expressions and marked expressions.
 - *How old are you?* vs. *How young are you?*
 - *How tall are you?* vs. *How short are you?*
 - *How are you?* vs. *How is your health?*
- Bilingual speakers are aware of which language is marked or unmarked in a given context.
- See Key & Peele's Phone Call: <https://youtu.be/qXH5CD3O7Oc>

Code-switching vs. Code-mixing

- **Code-switching**

- The bilingual's ability to select the language in response to external cues and according to the properties of the linguistic system.

- **Code-mixing**

- The combination of elements from each language because the speaker does not know how to differentiate them.

Language Contact within Individuals (9)

- What about you? Do you code-switch or code-mix? Are you aware of markedness of your language(s) in different contexts/domains?



Traditional models of bilingualism

- **Subtractive bilingualism**

- The second language is introduced in place of the first/home language
- Bilingualism for speakers of minority languages is often subtractive
- $L1 + L2 - L1 = L2$

- **Additive bilingualism**

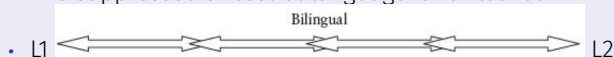
- The second language is added to the person's linguistic repertoire
- Bilingualism for prestigious groups and elites is often additive
- $L1 + L2 = L1 + L2$

Traditional and New Models of Bilingualism (2)

New models of bilingualism

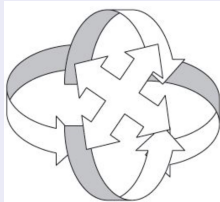
- **Recursive bilingualism**

- The suppressed ancestral language is revitalized



- **Dynamic bilingualism**

- There is no clear boundary between the two languages. Bilinguals translanguage to achieve different communicative goals.



Traditional and New Models of Bilingualism (3)

- Summary of the models of bilingualism

Bilingual Model	Characteristics
Subtractive	Moves toward monolingualism
Additive	Attempts balanced bilingualism
Recursive	Accepts the flows of bilingualism
Dynamic	Encourages communicative and dynamic bilingualism

Linguistic Skills and Abilities

- Linguistic skills/abilities can be classified in terms of two modes.
- Two additional skills/abilities have been added to the traditional four linguistic skills.

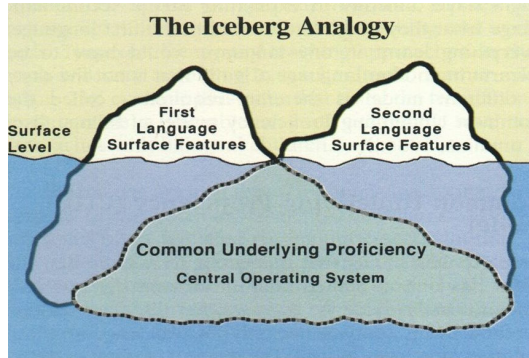
	Oracy	Literacy	Signacy
Receptive	Listening	Reading	Attending
Productive	Speaking	Writing	Producing (Signing)

- Which mode of communication develops first?

A quick note about BICS and CALP (1)

Jim Cummins' Iceberg Model (Cummins, 1979, 1981)

- **BICS:** Basic Interpersonal Communication Skills
- **CALP:** Cognitive Academic Language Proficiency



A quick note about BICS and CALP (2)

- Jim Cummins' Iceberg Model (Cummins, 1979, 1981) is extremely favorably appreciated by education professionals, most notably on the following points:
 - The two languages are mentally represented as one single element (a.k.a., Common Underlying Proficiency (CUP)).
 - A bilingual's two languages are interdependent (but the CUP is hidden in the bilingual speaker's cognition)
 - It takes about 5-7 years to develop children's Cognitive Academic Language Proficiency (CALP) in the CUP
- See <https://youtu.be/LoBkg2aFlcA>.

A quick note about BICS and CALP (3)

- Why is Jim Cummins' proposal for BICS and CALP (Cummins, 1979, 1981) important?
 - Immigrant children appear to be fluent in English (BICS) within a few years.
 - However, their CALP is still developing. For example, their oral English may appear proficient after a few years of schooling, but their academic literacy in English may not be sufficient for grade-level instruction.
- A central issue in educating bilingual (immigrant) children
 1. Provide short-term (one- to two-year) intensive ESL instruction and move them into the grade-level mainstream classroom.
 2. Provide long-term (more than 2-3 years) bilingual instruction. Students learn academic subjects in their home language until their academic English skills are fully developed.

Ink-shedding (10 min)

1. What is the difference between *code-switching* and *code-mixing*? Discuss it with some examples.
2. What is the difference between *BICS* and *CALP*? Why is it important in bilingual education?
3. Also, write at least one question that you wanted to ask during the class.

Bibliography (1)

García, O. (2008). *Bilingual Education in the 21st Century: A Global Perspective*. Wiley-Blackwell, xx. Course: ELN101, Price: \$41.95.

This slide deck was created with $\text{\LaTeX}$ and the *beamer* class.