

## Bilinguality And Bilingualism 2nd Edition

Bilinguality and Bilingualism Cambridge University Press

This encyclopedia is divided into three sections: individual bilingualism; bilingualism in society and bilingual education. It includes many pictures, graphs, maps and diagrams. The book concludes with a comprehensive bibliography on bilingualism.

This is a comprehensive collection of key classic articles in the study of language contact. Designed as a structured student source-book, it covers: definitions and typology of bilingualism language choice and bilingual interaction grammar of codeswitching and bilingual acquisition the bilingual brain and bilingual production and perception methodological issues in the study of bilingualism. Invaluable editorial material guides the reader through the different sections. Critical discussion of research methods, graded study questions and activities, a comprehensive glossary, and an up-to-date resource list make The Bilingualism Reader an essential introductory text for students. Contributors: Peter Auer, Michael Clyne, Kees de Bot, Charles Ferguson, Joshua Fishman, Fred Genesee, David Green, François Grosjean, John Gumperz, Monica Heller, Li Wei, William Mackey, Jurgen Meisel, Lesley Milroy, Carol Myers-Scotton, Loraine K. Obler, Michel Paradis, Shana Poplack.

An introduction to bilingualism in the Spanish-speaking world, looking at topics including language contact, bilingual societies, code-switching and language choice.

Bilingual Education in the 21st Century examines languages and bilingualism as individual and societal phenomena, presents program types, variables, and policies in bilingual education, and concludes by looking at practices, especially pedagogies and assessments. This thought-provoking work is an ideal textbook for future teachers as well as providing a fresh view of the subject for school administrators and policy makers. Provides an overview of bilingual education theories and practices throughout the world Extends traditional conceptions of bilingualism and bilingual education to include global and local concerns in the 21st century Questions assumptions regarding language, bilingualism and bilingual education, and proposes a new theoretical framework and alternative views of teaching and assessment practices Reviews international bilingual education policies, with separate chapters dedicated to US and EU language policy in education Gives reasons why bilingual education is good for all children throughout the world, and presents cases of how this is being carried out Now available in a revised and expanded edition, this accessible guide introduces readers to the issues and controversies surrounding the education of language minority students in the United States. What makes this book a perennial favourite are the succinct descriptions of alternative practices for transforming our schools and students' futures, such as building on students' home languages and literacy practices, incorporating curricular and pedagogical

innovations, using proven-effective approaches to parent engagement, and employing alternative assessment tools. The authors have updated their bestseller to reflect recent shifts in policies, programs, and practices due to globalization and the changing economy, demographic trends and new research on EL pedagogy. A totally new chapter highlights multimedia and multimodal instructional possibilities for engaging EL students. This Second Edition is essential reading for all teachers of language-minority students, as well as principals, superintendents, and policymakers.

A collection of pivotal papers from 1986-1993 on bilingualism and bilingual education, grouped in sections on policy and legislation, implementation of bilingual policy in schools, bilingualism in instruction, and using the bilingualism of the school community. Articles conclude with suggested student activities and discussion questions, encouraging students to take on an advocacy-oriented role. The reader can be used alone or with the publisher's Foundations of Bilingual Education and Bilingualism. No index. Annotation copyright by Book News, Inc., Portland, OR

**\*\*Honored as a 2013 Choice Outstanding Academic Title\*\*** Comprising state-of-the-art research, this substantially expanded and revised Handbook discusses the latest global and interdisciplinary issues across bilingualism and multilingualism. Includes the addition of ten new authors to the contributor team, and coverage of seven new topics ranging from global media to heritage language learning Provides extensively revised coverage of bilingual and multilingual communities, polyglot aphasia, creolization, indigenization, linguistic ecology and endangered languages, multilingualism, and forensic linguistics Brings together a global team of internationally-renowned researchers from different disciplines Covers a wide variety of topics, ranging from neuro- and psycho-linguistic research to studies of media and psychological counseling Assesses the latest issues in worldwide linguistics, including the phenomena and the conceptualization of 'hyperglobalization', and emphasizes geographical centers of global conflict and commerce

This practical and reassuring guide will enable readers to make informed decisions about how to raise their child bilingually.

In this accessible guide to bilingualism in the family and the classroom, Colin Baker delivers a realistic picture of the joys and difficulties of raising bilingual children. This revised edition includes more information on bilingualism in the digital age, and incorporates the latest research in areas such as neonatal language experience, multilingualism and language mixing.

The revised edition of this comprehensive graduate-level text gives SLPs the most current information on language development and disorders of Spanish-English bilingual children. Includes 5 new chapters on literacy and other hot topics.; Presents a guide to bilingual education, examining the theories of literacy development for readers and writers in bilingual classes, explaining the process and methods used to teach reading, spelling, and more.

Colin Baker is Emeritus Professor at Bangor University, UK. He is the author of over

140 research publications, a best-selling book for parents of bilingual children and an encyclopedia, all on the subject of bilingualism, as well as the six previous editions of this textbook. He is the former co-editor of the Bilingual Education and Bilingualism book series for Multilingual Matters and was editor of the International Journal of Bilingualism and Bilingual Education for 15 years. Wayne E. Wright is Professor and Barbara I. Cook Chair of Literacy and Language, Purdue University, USA. He has published extensively on bilingual education and bilingualism, and is the co-editor of the Journal of Language, Identity, and Education and the Bilingual Education and Bilingualism book series for Multilingual Matters.

A book on those who know and use two or more languages: Who are they? How do they do it?

How do children develop bilingual competence? Do bilingual children develop language in the same way as monolinguals? Set in the context of findings on language development, this book examines the acquisition of English and Spanish by two brothers in the first six years of their lives. Based on in-depth and meticulous analyses of naturalistic data, it explores how the systems of both languages affect each other as the children develop, and how different levels of exposure to each language influence the nature of acquisition. The author demonstrates that the children's grammars and lexicons follow a developmental path similar to that of monolinguals, but that cross-linguistic interactions affecting lexical, semantic and discourse-pragmatic aspects arise in Spanish when exposure to it diminishes around the age of four. The first of its kind, this original study is a must-read for students and researchers in bilingualism, child development, language acquisition and language contact.

This book pioneers the study of bilingualism across the lifespan and in all its diverse forms. In framing the newest research within a lifespan perspective, the editors highlight the importance of considering an individual's age in researching how bilingualism affects language acquisition and cognitive development. A key theme is the variability among bilinguals, which may be due to a host of individual and sociocultural factors, including the degree to which bilingualism is valued within a particular context. Thus, this book is a call for language researchers, psychologists, and educators to pursue a better understanding of bilingualism in our increasingly global society.

'Fascinating. . . This engaging book explores just how multiple languages are acquired and sorted out by the brain. . . Costa's work derives from a great fund of knowledge, considerable curiosity and solidly scientific spirit' Philip Hensher Spectator The definitive study of bilingualism and the human brain from a leading neuropsychologist Over half of the world's population is bilingual and yet few of us understand how this extraordinary, complex ability really works. How do two languages co-exist in the same brain? What are the advantages and challenges of being bilingual? How do we learn - and forget - a language? In the first study of its kind, leading expert Albert Costa shares twenty years of experience to explore the science of language. Looking at studies and examples from Canada to France to South Korea, The Bilingual Brain investigates the significant impact of bilingualism on daily life from infancy to old age. It reveals, among other things, how babies differentiate between two languages just hours after birth, how accent affects the way in which we perceive others and even why bilinguals are better at conflict resolution. Drawing on cutting-edge neuro-linguistic research from his own laboratory in Barcelona as well from centres across the world, and his own bilingual

family, Costa offers an absorbing examination of the intricacies and impact of an extraordinary skill. Highly engaging and hugely informative, *The Bilingual Brain* leaves us all with a sense of wonder at how language works. Translated by John W. Schwieter

*The Handbook of Bilingualism* provides state-of-the-art treatments of the central issues that arise in consideration of the phenomena of bilingualism ranging from the representation of the two languages in the bilingual individual's brain to the various forms of bilingual education, including the status of bilingualism in each area of the world. Provides state-of-the-art coverage of a wide variety of topics, ranging from neuro- and psycho-linguistic research to studies of media and psychological counseling. Includes latest assessment of the global linguistic situation with particular emphasis on those geographical areas which are centers of global conflict and commerce. Explores new topics such as global media and mobile and electronic language learning. Includes contributions by internationally renowned researchers from different disciplines, genders, and ethnicities.

This text is a comprehensive Introduction for all professionals working with bilingual children. For speech therapists, doctors, psychologists, counsellors, teachers, special needs personnel, the book addresses important issues at a practical level.

Since it was first published in 1989, Suzanne Romaine's book has been recognized as the most authoritative introduction to the sociolinguistics of bilingualism. The new edition has been completely revised to incorporate recent work in this fast developing field. Throughout the book, bilingualism is seen as both a societal and cognitive phenomenon. Professor Romaine explores various aspects of bilingual behavior, such as code switching and language mixing, in terms of neurolinguistic organization in the individual speaker. The author also assesses the positive and negative claims made for the effects of bilingualism on children's cognitive, social and academic development, and examines the assumptions behind various language policies and programs for bilingual children. In all this, Professor Romaine draws on her own research with Punjabi /English bilinguals in Britain, and Tok Pisin/ English bilingual children in Papua New Guinea.

How does a human acquire, comprehend, produce and control multiple languages with just the power of one mind? What are the cognitive consequences of being a bilingual? These are just a few of the intriguing questions at the core of studying bilingualism from psycholinguistic and neurocognitive perspectives. Bringing together some of the world's leading experts in bilingualism, cognitive psychology and language acquisition, *The Cambridge Handbook of Bilingual Processing* explores these questions by presenting a clear overview of current theories and findings in bilingual processing. This comprehensive handbook is organized around overarching thematic areas including theories and methodologies, acquisition and development, comprehension and representation, production, control, and the cognitive consequences of bilingualism. The handbook serves as an informative overview for researchers interested in cognitive bilingualism and the logic of theoretical and experimental approaches to language science. It also functions as an instrumental source of readings for anyone interested in bilingual processing.

The study of bilingualism - the subject of this important textbook - is no longer exclusively an academic preoccupation but is a practical necessity in today's multilingual world. Over the past decades, researchers from a wide range of disciplines

- linguistics, psychology, neurology and sociology - have been fragmented and often inaccessible to students. *Bilinguality and Bilingualism* (a thoroughly revised and updated version of the authors' textbook published in French) provides a comprehensive, critical review of current research, focusing on the need for genuinely explanatory accounts and the development of satisfactory theoretical models. The book explores the way in which bilingualism develops in childhood or later, on its social, neurological and psychological foundations, and on the social and cultural consequences of bilingualism. It also explores the wider issues of languages in contact; both psycholinguistic research to language teaching, translation and interpreting, and also language planning and policy-making. The multidisciplinary material is deftly and logically organised to provide a refreshingly clear synthesis which will be invaluable to students and also to specialists who want an up-to-date account of research in different disciplines. It will also be an important reference work for language teachers and for professionals involved in language planning and multilingual education.

This important text provides a general overview of the methods and theories used in the broad domain of bilingualism. The unique interdisciplinary approach, which is reflected in the various topics covered, gives students a global picture of the field. Topics range from early childhood intellectual development to educational and social-cognitive challenges to the maturing bilingual brain. Important developing areas such as cognitive aging, creativity, the social and cultural context perspective, communication disorders and sentence processing are also covered within the volume. This text is aimed towards undergraduate courses and graduate courses in psycholinguistics, especially those with an emphasis on bilingualism or second language learning.

This book is an introduction to the social and educational aspects of bilingualism. It presents an overview of a broad range of sociolinguistic and political issues surrounding the use of two languages, including code-switching in popular music, advertising, and online social spaces. It offers a well-informed discussion of what it means to study and live with multiple languages in a globalized world and practical advice on raising bilingual children.

*Bilingual Education: From Compensatory to Quality Schooling, Second Edition* maintains its original purpose of synthesizing the research on successful bilingual education in order to demonstrate that quality bilingual education is possible and desirable. Findings from a wide range of studies are integrated to provide a clear picture of bilingual education in today's schools, and a professional understanding of the foundations and issues surrounding bilingual education programs. The recommendations offered provide a comprehensive basis for planning, developing, improving, and evaluating bilingual programs. For clarity, these recommendations are discussed with respect to the whole school, the curriculum, and the classroom, but it is stressed that they need to be applied in a holistic way because they depend on each other. All educators who work or will work with bilingual students--classroom teachers, administrators, and curricula developers--will find the information in this text essential and will appreciate the straightforward approach and easy reading style. New in the Second Edition: \*A new Chapter 1, *Pursuing Successful Schooling*, includes the definition of success that frames the content of the book, and a review of how the research on bilingual education has changed. \*Chapter 2, *Bilingual Education Debate*, is substantially revised to address major changes in demographics and legislation.

\*Chapter 3, Contextual and Individual Factors: Supports and Challenges, is updated to include important new research on the external and internal factors affecting learners and a new section on peers. \*Chapter 4, Creating a Good School, is reorganized and updated. \*Chapter 5, Creating Quality Curriculum, is updated throughout, particularly the sections on teaching content areas and assessment. \*Chapter 6, Creating Quality Instruction, includes extensive new material in the sections on "Teaching English and In English" and "Teaching Students with Limited Schooling." \*Chapter 7, Beyond the Debate, has an extensive new section describing and analyzing how the framework for quality education can be used as a guide to help create a new program.

A collection of papers that explore bilingual children coping with two language systems. Updated with the latest research, this second edition of the bestselling textbook fully prepares SLPs and educators to support young children who are dual language learners-and make informed decisions about assessment and intervention when a disorder is p

The Bilingualism Reader is the definitive reader for the study of bilingualism. Designed as an integrated and structured student resource it provides invaluable editorial material that guides the reader through different sections and covers: definitions and typology of bilingualism language choice and bilingual interaction bilingualism, identity and ideology grammar of code-switching and bilingual acquisition bilingual production and perception the bilingual brain methodological issues in the study of bilingualism. The second edition of this best selling volume includes nine new chapters and postscripts written by the authors of the original articles, who evaluate them in the light of recent research. Critical discussion of research methods, revised graded study questions and activities, a comprehensive glossary, and an up-to-date resource list make The Bilingualism Reader an essential introductory text for students of linguistics, psychology and education.

Most societies in today's world are multilingual. 'Language contact' occurs when speakers of different languages interact and their languages influence each other. This book is an introduction to the subject, covering individual and societal multilingualism, the acquisition of two or more languages from birth, second language acquisition in adulthood, language change, linguistic typology, language processing and the structure of the language faculty. It explains the effects of multilingualism on society and language policy, as well as the consequences that long-term bilingualism within communities can have for the structure of languages. Drawing on the author's own first-hand observations of child and adult bilingualism, the book provides a clear analysis of such phenomena as language convergence, grammatical borrowing, and mixed languages.

The book contains a comprehensive selection of outstanding and influential articles on bilingual education in the USA and the rest of the world. It is designed for instructors and students, with questions and activities based on each of the 19 readings for students to engage in active learning.

Language Disorders in Bilingual Children and Adults, Third Edition, provides speech-language pathologists, advanced students in communication disorders programs, and clinical language researchers with information needed to formulate and respond to questions related to effective service delivery to bilingual children and adults with suspected or confirmed language disorders. The bilinguals of interest represent varying

levels of first and second language proficiency across the lifespan. That is, bilingualism is not determined here by proficiency in each language, but rather by the individual's experience or need for two languages. In separate chapters, the book synthesizes the literature on bilingual children and adults with typical and atypical language skills. These chapters give the reader a deep understanding of the multiple factors that affect language development and disorders in those who rely on two languages for meaningful interactions. Chapters on assessment and intervention issues and methods are then presented for each population. For children, the text focuses on developmental language disorder but also discusses secondary language disorders (such as autism spectrum disorder) in bilingual populations. For adults, the focus is on aphasia, with additional discussion of dementia, traumatic brain injury, and right hemisphere disorder. Although child and adult, typical and atypical populations are presented separately, all are considered within a unifying Dynamic Interactive Processing perspective and within a new Means-Opportunities-Motives framework for understanding language disorders in bilinguals. This broad theoretical framework emphasizes interactions between social, cognitive, and communicative systems to form the basis for very practical implications related to assessment and intervention. This third edition has been completely updated to reflect the current research on bilingual populations and the best practices for working with them. Studies at the intersection of bilingualism and language disorders have expanded to include additional disorders and new language combinations. The authors synthesize the current literature and translate it for clinical use. New to the Third Edition • Coauthors Kerry Danahy Ebert, PhD, CCC-SLP and Giang Thuy Pham, PhD, CCC-SLP • Updated literature review and references to reflect new research on bilingualism, cultural competence, cognitive advantages and clinical practice with linguistically diverse populations • Case studies on assessment with bilingual children and adults • Additional tables and figures summarizing key information • Available evidence on additional child and adult language disorders in bilinguals • Updated extension activities and resource supplement

An up-to-date, accessible guide for parents of bilingual children.

The Handbook of Bilingual and Multilingual Education presents the first comprehensive international reference work of the latest policies, practices, and theories related to the dynamic interdisciplinary field of bilingual and multilingual education. Represents the first comprehensive reference work that covers bilingual, multilingual, and multicultural educational policies and practices around the world Features contributions from 78 established and emerging international scholars Offers extensive coverage in sixteen chapters of language and education issues in specific and diverse regional/geographic contexts, including South Africa, Mexico, Latvia, Cambodia, Japan, and Texas Covers pedagogical issues such as language assessment as well as offering evolving perspectives on the needs of specific learner populations, such as ELLs, learners with language impairments, and bilingual education outside of the classroom Presents state-of-the-art knowledge about languages in contact from individual bilingualism (or bilinguality) to societal bilingualism.

Whether in family life, social interactions, or business negotiations, half the people in the world speak more than one language every day. Yet many myths persist about bilingualism and bilinguals. Does being bilingual mean you are equally fluent in two languages, or that you belong to two cultures, or even that you have multiple

personalities? Can you become bilingual only as a child? Why do bilinguals switch from one language to another in mid-sentence? Will raising bilingual children confuse and delay their learning of any language? In a lively and often entertaining book, an international authority on bilingualism, son of an English mother and a French father, explores the many facets of bilingualism. In this book, François Grosjean draws on research, interviews, autobiographies, and the engaging examples of bilingual authors. He describes the various strategies—some useful, some not—used by parents raising bilingual children, explains how children easily pick up and forget languages, and considers how bilingualism affects the experience and expression of emotions, thoughts, and dreams. This book shows that speaking two or more languages is not a sign of intelligence, evasiveness, cultural alienation, or political disloyalty. For millions of people, it's simply a way of navigating the complexities of life.

Grounded in the latest research, this book provides classroom-ready strategies for balancing instruction in two languages and meeting the unique challenges of educating English language learners.

This book describes the development process and dynamics of change in the course of implementing a two-way bilingual immersion education program in two school communities. The focus is on the language and literacy learning of elementary-school students and on how it is influenced by parents, teachers, and policymakers. Pérez provides rich, highly detailed descriptions, both quantitative and qualitative, of the change process at the two schools involved, including student language and achievement data for five years of program implementation that were used to test the basic two-way bilingual theory, the specific school interventions, and the particular classroom instructional practices. The contribution of *Becoming Biliterate: A Study of Two-Way Bilingual Immersion Education* is to provide a comprehensive description of contextual and instructional factors that might help or hinder the attainment of successful literacy and student outcomes in both languages. The study has broad theoretical, policy, and practical instructional relevance for the many other U.S. school districts with large student populations of non-native speakers of English. This volume is highly relevant for researchers, teacher educators, and graduate students in bilingual and ESL education, language policy, linguistics, and language education, and as a text for master's- and doctoral-level classes in these areas.

In *Bilingualism and Bilingual Deaf Education*, volume editors Marc Marschark, Gladys Tang, and Harry Knoors bring together diverse issues and evidence in two related domains: bilingualism among deaf learners - in sign language and the written/spoken vernacular - and bilingual deaf education. The volume examines each issue with regard to language acquisition, language functioning, social-emotional functioning, and academic outcomes. It considers bilingualism and bilingual deaf education within the contexts of mainstream education of deaf and hard-of-hearing students in regular schools, placement in special schools and programs for the deaf, and co-enrollment programs, which are designed to give deaf students the best of both educational worlds. The volume offers both literature reviews and new findings across disciplines from neuropsychology to child development and from linguistics to cognitive psychology. With a focus on evidence-based practice, contributors consider recent investigations into bilingualism and bilingual programming in different educational contexts and in different countries that may have different models of using spoken and signed languages as well as different cultural expectations. The 18 chapters establish shared understandings of what are meant by "bilingualism," "bilingual education," and "co-enrollment programming," examine their foundations and outcomes, and chart directions for future research in this multidisciplinary area. Chapters are divided into three sections: Linguistic, Cognitive, and Social Foundations; Education and Bilingual Education; and Co-Enrollment Settings. Chapters



in each section pay particular attention to causal and outcome factors related to the acquisition and use of these two languages by deaf learners of different ages. The impact of bilingualism and bilingual deaf education in these domains is considered through quantitative and qualitative investigations, bringing into focus not only common educational, psychological, and linguistic variables, but also expectations and reactions of the stakeholders in bilingual programming: parents, teachers, schools, and the deaf and hearing students themselves. Increasingly, children grow up hearing two languages from birth. This comprehensive textbook explains how children learn to understand and speak those languages. It brings together both established knowledge and the latest findings about different areas of bilingual language development. It also includes new analyses of previously published materials. The book describes how bilingually raised children learn to understand and use sounds, words and sentences in two languages. A recurrent theme is the large degree of variation between bilingual children. This variation in how children develop bilingually reflects the variation in their language learning environments. Positive attitudes from the people in bilingual children's language learning environments and their recognition that child bilingualism is not monolingualism-times-two are the main ingredients ensuring that children grow up to be happy and expert speakers of two languages.

Integrating findings from bilingualism research with the study of endangered languages, this book gives new perspectives for both fields.

The seventh edition of this bestselling textbook has been extensively revised and updated to provide a comprehensive and accessible introduction to bilingualism and bilingual education in an everchanging world. Written in a compact and clear style, the book covers all the crucial issues in bilingualism and multilingualism at individual, group and societal levels. Updates to the new edition include: Thoroughly updated chapters with over 500 new citations of the latest research. Six chapters with new titles to better reflect their updated content. A new Chapter 16 on Deaf-Signing People, Bilingualism/Multilingualism, and Bilingual Education. The latest demographics and other statistical data. Recent developments in and limitations of brain imaging research. An expanded discussion of key topics including multilingual education, codeswitching, translanguaging, translanguaging, biliteracy, multiliteracies, metalinguistic and morphological awareness, superdiversity, raciolinguistics, anti-racist education, critical post-structural sociolinguistics, language variation, motivation, age effects, power, and neoliberal ideologies. Recent US policy developments including the Every Student Succeeds Act (ESSA), Seal of Biliteracy, Proposition 58, LOOK Act, Native American Languages Preservation Act, and state English proficiency standards and assessments consortia (WIDA, ELPA21). New global examples of research, policy, and practice beyond Europe and North America. Technology and language learning on the internet and via mobile apps, and multilingual language use on the internet and in social media. Students and Instructors will benefit from updated chapter features including: New bolded key terms corresponding to a comprehensive glossary Recommended readings and online resources Discussion questions and study activities

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