

MULTILINGUAL DIMENSIONS OF
BILINGUAL ACQUISITION AND
ATTRITION

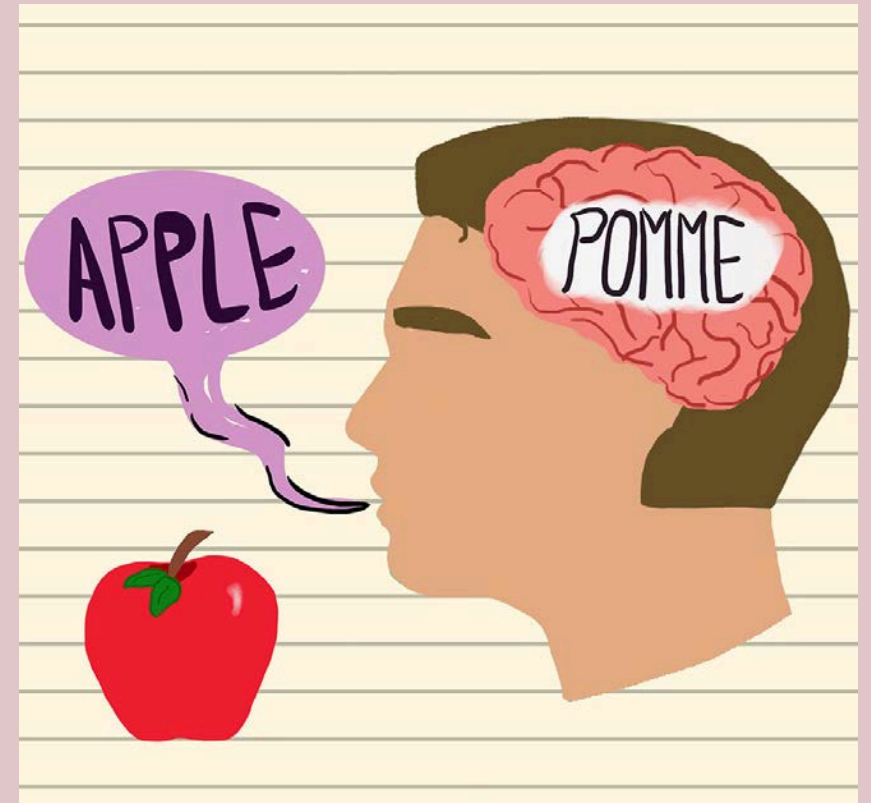
WHAT IS MULTILINGUALISM AND BILINGUALISM?

MULTILINGUALISM CAN BE DEFINED AS...

“ANYONE WHO CAN COMMUNICATE IN MORE THAN ONE LANGUAGE, BE IT ACTIVE (SPEAKING AND WRITING) OR PASSIVE (LISTENING AND READING). (LI, 2008)

BILINGUALISM CAN BE DEFINED AS...

- “THE NATIVE-LIKE CONTROL OF TWO LANGUAGES” (BLOOMFIELD 1984)
- “A TRUE BILINGUAL IS SOMEONE WHO IS TAKEN TO BE ONE OF THEMSELVES BY THE MEMBERS OF TWO DIFFERENT LINGUISTIC COMMUNITIES, AT ROUGHLY THE SAME SOCIAL AND CULTURAL LEVEL” (THIERY 1978, IN GROSJEAN 1992)
- “ANYONE WHO POSSESSES A MINIMAL COMPETENCE IN ONLY ONE OF THE FOUR LANGUAGE SKILLS...IN A LANGUAGE OTHER HIS MOTHER TONGUE” (MACNAMARA 1967)



A BILINGUAL CAN THEREFORE BE DEFINED AS SOMEONE WHO HAS MORE THAN ONE LANGUAGE EMBEDDED IN THEIR LIVES

LANGUAGE ATTRITION

LANGUAGE ATTRITION CAN BE CLEARLY DEFINED AS AN INDIVIDUAL PHENOMENON (DE BOTT, 2001) AND IS CLOSELY LINKED TO SOCIAL ASPECTS OF LANGUAGE USE.

IT REFERS TO THE GRADUAL LOSS OR REDUCTION OF LINGUISTIC KNOWLEDGE AND SKILLS. IT CAN BE DEFINED AS AS BEING A NON-AGE RELATED STRUCTURAL LOSS...

“THE NON-PATHOLOGICAL DECREASE IN A LANGUAGE THAT HAD PREVIOUSLY BEEN ACQUIRED BY AN INDIVIDUAL” (KÖPKE & SCHMID 2004:5)

THE RATE OF LANGUAGE ATTRITION IS LARGELY DETERMINED BY A MULTITUDE OF FACTORS THAT CAN BE:

- LINGUISTIC (GRAMMAR, SYNTAX)
- SOCIOLINGUISTIC (ETHNICITY, RELIGION)
- COGNITIVE (MEMORY, APTITUDE, LITERACY)
- BIOLOGICAL (PLASTICITY, INHIBITION, EMOTIONAL IMPLICATION)

INTERVIEWEE #1

- DO YOU REGARD YOURSELF AS A BILINGUAL? **YES**
- HOW DO YOU DEFINE BILINGUALISM? **BEING ABLE TO UNDERSTAND OR RESPOND TO OTHERS IN 2 OR MORE LANGUAGES**
“BILINGUALISM IS THE USE OF TWO OR MORE LANGUAGES IN EVERYDAY LIFE” (GROSJEAN 2013)
- WHEN DID YOU LEARN YOUR SECOND LANGUAGE? **AT 4 YEARS OLD.**
- HOW DID YOU ACQUIRE IT? **FROM MY ENGLISH FAMILY MEMBERS AND SCHOOL.**
- DO YOU THINK YOU HAVE FULLY ACQUIRED THE L2? **YES, BECAUSE I HAVE STUDIED MY WHOLE LIFE IN ENGLAND**
- DOES YOUR L1 KNOWLEDGE AFFECT YOUR L2 ACQUISITION? **IT HAS NO EFFECT ON MY L2 BECAUSE I LEARNED IT WHEN I WAS 3 AND HAVE BEEN STUDYING ENGLISH FROM THAT TIME. HOWEVER, I DO SOMETIMES USE TURKISH WORDS IN MY ENGLISH SENTENCES.**
- IN WHICH CONTEXT DO YOU USUALLY CODE-SWITCH OR CODE MIX? **WHILE SPEAKING TO MY GRANDPARENTS, SOMETIMES TO MY KIDS AND SOMETIMES UNCONSCIOUSLY.**
- WHICH LANGUAGE DO YOU USE MORE? **ENGLISH**
- HAS YOUR FIRST LANGUAGE GONE THROUGH ATTRITION? IF YES, HOW AND WHY? **I CAN COMMUNICATE WITH TURKISH SPEAKERS BUT I LACK SOME GRAMMATICAL POINTS OF IT AND I MISPRONOUNCE THE LONGER WORDS.**
- WOULD YOU CLASS YOURSELF AS A MAXIMALIST OR MINIMALIST BILINGUAL? **MAXIMALIST AS I HAVE FULLY ACQUIRED ENGLISH BUT NOT AS PROFICIENTLY AS MY L1**
- HOW DO THE LANGUAGES YOU SPEAK SHAPE YOUR IDENTITY? **I’M MORE CONFIDENT SPEAKING ENGLISH AS OPPOSED TO TURKISH.**

CONCLUSIONS...

MIHRIBAN IS AN EARLY CONSECUTIVE BILINGUAL. WE CAN CONCLUDE THIS BECAUSE SHE HAS HAD HER L2 ADDED IN EARLY CHILDHOOD.

AS SUGGESTED BY MYUSKEN (2003), "INSERTION OF LEXICAL ITEMS OR ENTIRE CONSTITUENTS FROM ONE LANGUAGE INTO A STRUCTURE FROM OTHER LANGUAGES" AND "DIFFERENT GRAMMATICAL INVENTORIES".

FOR EXAMPLE:

"BRING ME MY BABUÇ(S) ANNEM!" OR "AMANN! İ BROKE İT!"
[CODE MIXING] [SLIPPERS] [MY GIRL] [OH!]

ALTHOUGH SHE DEVELOPED TURKISH WHEN SHE WAS 3, WITHIN THE CRITICAL PERIOD, SHE HASN'T DEVELOPED IN THAT LANGUAGE DUE TO ENVIRONMENTAL FACTORS AND INCOMPLETE L1 ACQUISITION AS SCHMID (2001) SUGGESTED.

ATTRITION OF HER L1: HER TURKISH PROFICIENCY HAS DECLINED AS SHE DOES NOT USE IT ON A DAILY BASIS AND HAS NOT STUDIED THE FEATURES OF THE LANGUAGE AT SCHOOL AFTER THE AGE OF 4.



INTERVIEWEE #2

- WHAT DO YOU DEFINE AS BILINGUALISM? **SOMEONE WHO SPEAKS MULTIPLE LANGUAGES.**
- AT WHAT AGE DID YOU START LEARNING THE LANGUAGES? **ENGLISH AND BENGALI FROM BIRTH. ARABIC FROM THE AGE OF 17.**
- AT WHAT AGE DID YOU FULLY ACQUIRE IT? **ARABIC AT THE AGE OF 19.**
- HOW/WHERE DID YOU LEARN IT? **BENGALI FROM HOME, ENGLISH FROM HOME AND SCHOOL AND ARABIC FROM PRIVATE LESSONS IN EGYPT.**
- WHAT MOTIVATED YOU TO LEARN IT? **ENGLISH – SCHOOL AND FAMILY, BENGALI – FAMILY AND ARABIC – I WANTED TO LEARN ANOTHER LANGUAGE AND I WAS LIVING IN EGYPT SO I WAS AMONG NON-ENGLISH SPEAKERS.**
- WHICH LANGUAGE IS YOUR LA/LB AND WHAT CONTEXTS DO YOU USE THEM IN? **ENGLISH IS MY LA (EVERYDAY, HOME, WORK, FRIENDS) AND BENGALI IS MY LB (OLDER FAMILY MEMBERS) AND ARABIC IS MY LC (WITH SOME ARAB FRIENDS).**
- HOW HAVE THE LANGUAGES YOU LEARNT SHAPED YOUR IDENTITY? **LEARNING ARABIC ALLOWED ME TO UNDERSTAND A DIFFERENT CULTURE AND BENGALI IS MY PARENTS NATIVE LANGUAGE SO IT GIVES ME AN INSIGHT INTO THE CULTURE THEY GREW UP WITH.**
- HOW DOES YOUR L1 EFFECT YOUR L2? **ENGLISH AS L1 MADE LEARNING ARABIC DIFFICULT AS THE SENTENCE STRUCTURES ARE VERY DIFFERENT (ALMOST IN REVERSE).**
- WHICH LANGUAGE DO YOU THINK/DREAM IN? **ENGLISH**
- DO YOU AGREE THAT “**BILINGUALISM BEGINS WHEN THE SPEAKER OF ONE LANGUAGE CAN PRODUCE COMPLETE MEANINGFUL UTTERANCES IN THE OTHER LANGUAGE (HAUGEN, 1953:7)**”? **NO, I DISAGREE AS IN MY OPINION BEING BILINGUAL IS TO BE ABLE TO SPEAK MORE THAN ONE LANGUAGE FLUENTLY, NOT JUST A FEW UTTERANCES AS THIS DEFINITION IS VERY VAGUE**

CONCLUSIONS...

I WOULD CLASS ADIL AS AN '**EARLY BILINGUAL**' AS HE LEARNT BOTH ENGLISH AND BENGALI FROM BIRTH.

HOWEVER, FROM 17 AS HE LEARNT ARABIC, THIS WOULD COUNT AS '**CONSECUTIVE BILINGUALISM**', AS IT WAS LEARNT AFTER HE ALREADY KNEW ENGLISH AND BENGALI.

HE MOST COMMONLY FINDS HIMSELF IN A **BILINGUAL MODE**, AS FAMILY AT HOME IS ALSO BILINGUAL IN ENGLISH AND BENGALI, AS ARE SOME OF HIS FRIENDS.

HE HAD BOTH AN **INTEGRATIVE AND INSTRUMENTAL MOTIVATION** FOR LEARNING ARABIC AS HE WAS LIVING IN EGYPT AT THE TIME (HE NEEDED THE L3 TO INTEGRATE WITHIN THE SPEECH COMMUNITY), AND ALSO WANTED TO LEARN ANOTHER LANGUAGE AS HE THOUGHT IT WOULD BE USEFUL.

HE USES **CODE-SWITCHING** FROM HIS L1-L2 MOST COMMONLY IN A RELAXED ENVIRONMENT, FOR EXAMPLE AT HOME WITH FAMILY MEMBERS.

I WOULD CLASS CLASS ADIL ROUGHLY IN THE MIDDLE OF THE **MINIMALIST – MAXIMALIST CONTINUUM** BUT MORE TOWARDS THE **MINIMALIST** SIDE, AS HE DID NOT GIVE EXTENSIVE DETAIL IN EXPLAINING BILINGUALISM HIMSELF – HOWEVER, WHEN ASKED HIS OPINION ON THE DEFINITION I GAVE, HE RAISED SOME MAXIMALIST POINTS.

ATTRITION: ADIL ALSO MENTIONED HE DOES FEEL SINCE LEARNING ARABIC L3, HE HAS LOST SOME LANGUAGE FEATURES OF HIS L2 (BENGALI), AS WHEN HE WAS LIVING IN EGYPT, HE NEVER NEEDED TO SPEAK BENGALI.



MINIMALIST



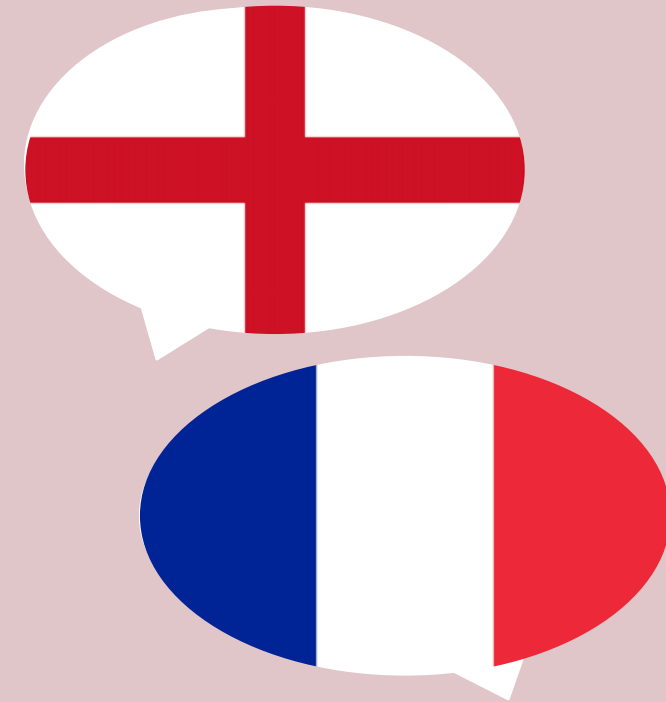
MAXIMALIST

INTERVIEWEE #3

- AT WHAT AGE DID YOU START LEARNING YOUR L2? WHEN WAS 12 AND CARRIED ON THROUGHOUT HIGH SCHOOL, THEN A-LEVELS AND UNIVERSITY.
- AT WHAT AGE DID YOU FULLY ACQUIRE YOUR L2? IT'S HARD TO SAY REALLY, I COULD HAVE ONE-ON -ONE CONVERSATIONS ABOUT MOST GENERAL THINGS BY A-LEVEL, SO 17 OR SO. BUT OBVIOUSLY I GOT BETTER AND BETTER AS THE YEARS WENT ON. AT UNIVERSITY I WAS DEFINITELY FULLY COMPETENT, SO 18 OR 19 YEARS OLD.
- HOW AND WHERE DID YOU LEARN YOUR L2? I LEARNT FRENCH AT SCHOOL THROUGH MY TEACHERS.
- WHAT MOTIVATED YOU TO LEARN IT? I REALLY LOVED FRENCH AS SOON AS I BEGAN LEARNING IT AND THE IDEA OF BEING ABLE TO SPEAK MORE THAN ONE LANGUAGE WAS SOMETHING THAT REALLY APPEALED TO ME. IT WAS MY FAVOURITE SUBJECT AT SCHOOL SO I CARRIED IT ON FOR AS LONG AS I COULD.
- WHICH IS YOUR LA/LB AND IN WHAT CONTEXTS DO YOU USE THEM? I LIVE IN PARIS SO I USE FRENCH THE MOST AS MY LA. I SPEAK TO MY FAMILY EVERYDAY IN ENGLISH. I AM ONLY ALLOWED TO TRANSLATE INTO ENGLISH, SO I GUESS YOU COULD SAY THAT ENGLISH IS MY LA, SINCE IT IS MY NATIVE LANGUAGE AND I ALSO HAVE TO AT LEAST WRITE IN IT EVERYDAY.
- HOW DO THE LANGUAGES YOU SPEAK SHAPE YOUR IDENTITY? I DO REALLY IDENTIFY WITH FRENCH AND I FEEL LIKE FRANCE IS MY HOME, A LOT MORE THAN ENGLAND IS. A LOT OF PEOPLE MISTAKE ME FOR BEING FRENCH, WHICH I REALLY LIKE. I'M NOT SURE I THINK OF MYSELF AS ACTUALLY BEING FRENCH THOUGH, DEFINITELY BRITISH.
- HOW DOES YOUR L1 AFFECT THE USE OF YOUR L2? WELL I HAVE TO USE BOTH TO TRANSLATE, BUT IN MOST SITUATIONS I'M IN I USE MY L2.
- WHICH LANGUAGE DO YOU THINK/DREAM IN? I THINK IN ENGLISH AND I MOSTLY DREAM IN IT TOO, BUT I DO HAVE DREAMS THAT ARE IN FRENCH. APPARENTLY I SLEEP TALK IN BOTH OF THEM!
- DO YOU CONSIDER YOURSELF TO BE BILINGUAL? YES DEFINITELY.

CONCLUSIONS...

- I WOULD LABEL HIM AS A *LATE CONSECUTIVE BILINGUAL AS HE BECAME A BILINGUAL AFTER CHILDHOOD (LI WEI, 2006)*
- I PLACED ALEX AS DEFINITION ONE OF BILINGUALISM – *“BILINGUALISM MEAN SHAVING A “NATIVE LIKE CONTROL OF TWO LANGUAGES” (BLOOMFIELD 1933:53), SINCE HE HAS A DEGREE AND A MASTERS IN FRENCH/TRANSLATION AND MOST FRENCH PEOPLE THINK HE IS FRENCH.*
- HOWEVER, HE SAID THAT HE WOULD IDENTIFY WITH DEFINITION SIX - *“BILINGUALS DO NOT NECESSARILY NEED TO HAVE PERFECT KNOWLEDGE OF ALL THE LANGUAGES THEY KNOW TO BE CONSIDERED AS SUCH” (GROSJEAN & LI, 2013:7), SINCE HE STILL HAS TO DO RESEARCH FOR DIFFERENT PIECES HE TRANSLATES AND STILL LOOKS UP THE MEANING OF SOME WORDS TOO. NOBODY REALLY EVER HAS PERFECT KNOWLEDGE DUE TO THE DEPTH AND BREADTH OF LANGUAGE.*
- ATTRITION: NO ATTRITION OCCURRED
- I WOULD CLASS HER AS A MAXIMALIST.



MINIMALIST



MAXIMALIST

INTERVIEWEE #4

- DO YOU CONSIDER YOURSELF TO BE BILINGUAL? **“YES.”**
- HOW WOULD YOU DEFINE BILINGUALISM? **“SPEAKING 2 OR MORE LANGUAGES.”**
- WHEN DID YOU LEARN YOUR SECOND LANGUAGE? **“FROM THE START, BUT NEVER PERFECTLY BECAUSE I ONLY SPOKE FRENCH WITH MY FATHER. I SPOKE DUTCH (FLEMISH) WITH MY MOTHER, AT SCHOOL AND OTHER SOCIAL SETTINGS. I OFFICIALLY LEARNED ENGLISH FROM THE AGE OF 13 AND SPANISH FROM THE START OF MY MOVING TO MEXICO (I.E. 4 YEARS AGO).”**
- HOW DID YOU LEARN YOUR L2 (AND L3, L4)? **L2: FRENCH SPEAKING FATHER + SCHOOL (FRENCH AS 2ND LANGUAGE). L3: EFL AT SCHOOL + TELEVISION + TRAVELLING. L4: SPANISH LEARNED THROUGH IMMERSION IN MEXICO. WHICH LANGUAGE DO YOU USE MORE OFTEN? ~ 85% SPANISH, 5% ENGLISH, 5% FRENCH AND 5% DUTCH.**
- DO YOU THINK YOU FULLY ACQUIRED THE SECOND (L2) LANGUAGE? **“I SPEAK ALL OF THE LANGUAGES FLUENTLY BUT I MAKE A FEW GRAMMAR MISTAKES.”**
- HOW DOES YOUR L1 KNOWLEDGE AFFECT YOUR L2? **“MY L1 HASN'T AFFECTED MY L2 BUT MY L2 (FRENCH) HAS HAD AN EFFECT ON LEARNING THE L4 (SPANISH).”**
- IN WHICH CONTEXT DO YOU USUALLY CODE-SWITCH? **WHEN SPEAKING SPANISH WITH A MEXICAN WHOSE L2 IS ENGLISH OR FRENCH, HE SOMETIMES USES SPANGLISH OR FRAÑOL TO HELP HIMSELF OUT. HE'D OCCASIONALLY SPEAK DUTCH TO HIS FATHER.**
- HAS YOUR LANGUAGE GONE THROUGH ATTRITION? HOW AND WHY? **IN FORMAL OCCASIONS IT TAKES LONGER TO COME UP WITH THE RIGHT THINGS TO SAY. HOW DO THE LANGUAGES YOU SPEAK SHAPE YOUR IDENTITY? BECAUSE OF HIS BILINGUALISM HE IS MORE OPEN AND SOCIABLE. HE SOMETIMES BEHAVES DIFFERENTLY DEPENDING ON THE LANGUAGE HE'S SPEAKING. (E.G. MORE RUDE IN SPANISH WITHOUT REALISING IT AND MORE POLITE IN FRENCH THAN HE IS IN DUTCH)**

CONCLUSIONS...

HE CAN BE CLASSED AS A **SIMULTANEOUS BILINGUAL**.
WE ARGUE THIS BECAUSE HE IS SOMEONE WHOSE TWO LANGUAGES WERE PRESENT FROM THE ONSET OF ACQUISITION.

FURTHER EXPANDING ON CODE SWITCHING...
(CODE-SWITCHING) "OCCURS WHEN A BILINGUAL INTRODUCES A COMPLETELY UNASSIMILATED WORD FROM ANOTHER LANGUAGE INTO HIS SPEECH." (HAUGEN 1956:40)

"CODE-SWITCHING IS A VERBAL SKILL REQUIRING A LARGE DEGREE OF LINGUISTIC COMPETENCE IN MORE THAN ONE LANGUAGE, RATHER THAN A DEFECT ARISING FROM INSUFFICIENT KNOWLEDGE OF ONE OR THE OTHER." (S. POPLACK, 1980)

HE SAID WHEN SPEAKING SPANISH WITH A MEXICAN WHO HAS ENGLISH OR FRENCH AS L2, HE SOMETIMES USES SPANGLISH OR FRAÑOL TO TRY TO MAKE CLEAR WHAT HE'S SAYING WHEN HE DOESN'T KNOW HOW TO IN SPANISH.
= *REFERENTIAL FUNCTION (APPLE & MUYSKEN, 1987)*

HE MAINLY SPOKE DUTCH WITH HIS (FRENCH-SPEAKING) FATHER IF HE WAS ANGRY.
= *REFERENTIAL, DIRECTIVE (EXCLUDE FATHER) OR EXPRESSIVE FUNCTION (TO EXPRESS FEELINGS)? (APPEL & MUYSKEN, 1987) MOOD OF THE SPEAKER? (L2 TAKES LESS EFFORT) (D. CRYSTAL, 1987)*
HAS A DEGREE AND A MASTERS IN FRENCH

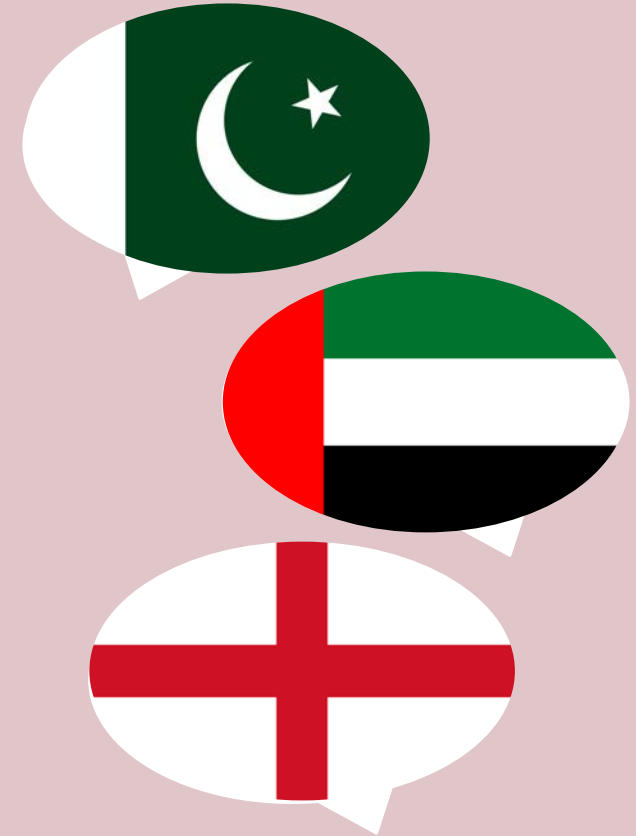


INTERVIEWEE #5

- DO YOU CONSIDER YOURSELF BILINGUAL? **YES, FOR SURE**
- WHAT IS YOUR DEFINITION OF BILINGUALISM? **WHEN A PERSON HAS GOOD COMMAND OVER THE LANGUAGES AND HE SPEAKS FLUENTLY IN BOTH OF THEM. THEY HAVE TO KNOW THE LANGUAGE TO BE ABLE TO SPEAK AND CONVERSE IN IT AND IF HE DOESN'T KNOW IT FULLY, I DON'T THINK HE CAN BE CONSIDERED AS A BILINGUAL.**
- HOW MANY LANGUAGES CAN YOU SPEAK? **URDU, ENGLISH AND ARABIC**
- AT WHAT AGE DID YOU START LEARNING THE LANGUAGES? **URDU FROM BIRTH, ENGLISH WHEN I STARTED SCHOOL WHEREAS ARABIC IN 1980 WHEN I WAS 23.**
- WHY DID YOU START LEARNING ARABIC? **TO LEARN THE LANGUAGE OF THE LAND. IN ORDER TO GET WORK AND EASILY COMMUNICATE WITH THE PEOPLE OF THE COUNTRY I STARTED LEARNING ARABIC. I WANTED TO LEARN THE ARAB CULTURE AND LIFESTYLE SINCE I WAS LIVING IN AN ARAB COUNTRY.**
- WHICH LANGUAGE DO YOU USE MORE? **I MAINLY USE ENGLISH AND URDU MORE. ENGLISH WITH MY COLLEAGUES AND GENERALLY WITH PEOPLE IN THE WORKPLACE, MY KIDS ETC. AND MAINLY URDU WITH MY WIFE. I CONVERSE IN ARABIC WHEN I'M TALKING TO MY ARAB FRIENDS AND COLLEAGUES IN MY OFFICE.**
- WHAT IS YOUR LA/LB? **MY DOMINANT LANGUAGE IS ENGLISH AS I USE IT EVERY DAY AND THUS MY LB WOULD BE URDU AS I ONLY CONVERSE IN IT WITH MY MEMBERS OF MY FAMILY AND CLOSE FRIENDS. MY LC WOULD BE ARABIC AS I ONLY USE IT WHEN TALKING TO LOCAL FRIENDS AND COLLEAGUES.**
- HOW AND WHERE DID YOU LEARN ARABIC? **IN A CLASSROOM WITH 5-10 OTHER PEOPLE OF DIFFERENT BACKGROUNDS. A MIDDLE AGED ARABIC GENTLEMAN TAUGHT ME.**
- WHAT LANGUAGE DO YOU THINK/DREAM IN? **I THINK IN ENGLISH 95% OF THE TIME. FOR ARABIC I HAVE TO TRANSLATE MY SENTENCES FROM ENGLISH AND THEN VOICE THEM. I DREAM IN BOTH ENGLISH AND URDU.**
- HOW DOES THE LANGUAGE SHAPE YOUR IDENTITY? **CONNECTING WITH PEOPLE IS EASIER. HELPS ME UNDERSTAND THEIR CULTURE AND WAY OF LIFE AND MOST OF THE TIME I FEEL WHEN I AM WITH THEM, I AM A PART OF THEM, THEIR GROUP, THEIR CULTURE. I DON'T FEEL LIKE AN OUTSIDER BY SPEAKING ARABIC. URDU ON THE OTHER HAND IS MY NATIVE LANGUAGE.**
- DOES YOUR L1 AFFECT YOUR L2? **MY L1 DOES NOT AFFECT MY L2 BUT MY L2 DOES AFFECT MY L3 WHICH IS ARABIC.**

CONCLUSIONS...

- WHEN I ASKED WHAT DEFINITION OF BILINGUALISM HE MOST RELATED WITH, HE REPLIED BY SAYING THE FIRST ONE. HE THINKS THAT IN ORDER TO BE BILINGUAL, ONE HAS TO HAVE A GOOD COMMAND OVER THE LANGUAGES THEY ACQUIRED.
- THEY HAVE TO KNOW THE BASICS AS WELL AS THE COMMONLY USED JARGON IN EVERYDAY LANGUAGE TO BE ABLE TO IDENTIFY AS A BILINGUAL.
- CLASSIFIED AS A SEQUENTIAL BILINGUAL AS HE ACQUIRED L2 A FEW YEARS AFTER L1 AND L3 EVEN LATER.
- HE USES **CODE-SWITCHING** FROM L2-L3 (ENGLISH-ARABIC) WHEN CONVERSING WITH LOCAL COLLEAGUES AND FRIENDS IN SITUATIONS WHERE HE IS UNABLE TO FIND THE EXACT WORD IN ARABIC.
- I WOULD CLASSIFY HIM UNDER THE **MAXIMALIST** INTERPRETATION OF BILINGUALISM AS IT IS WHEN *“THE SPEAKER IS ABLE TO CONDUCT ALL OF HIS ACTIVITIES IN A GIVEN DUAL LINGUISTIC ENVIRONMENT SATISFACTORILY.”* (BEARDSMORE, 1982: 15)
- NO ATTRITION OCCURRED.



MINIMALIST



MAXIMALIST

INTERVIEWEE #6

- WHAT DO YOU DEFINE AS BILINGUALISM? **SOMEONE WHO SPEAKS 2 OR MORE LANGUAGES.**
- AT WHAT AGE DID YOU START LEARNING THE LANGUAGES? **SOMALI AND ENGLISH FROM CHILDHOOD.**
- AT WHAT AGE DID YOU FULLY ACQUIRE IT? **I FULLY ACQUIRED SOMALI WHEN I WAS 5 AND ALSO ENGLISH WHEN I WAS 5 YEARS OLD.**
- HOW/WHERE DID YOU LEARN IT? **I LEARNT THE BASICS OF ENGLISH AT HOME FROM MY ENGLISH SPEAKING FAMILY MEMBERS AND FURTHER DEVELOPED MY ACQUISITION WHEN STARTING SCHOOL**
- WHICH LANGUAGE DO YOU USE MORE? **I THINK I USE ENGLISH A LITTLE MORE THAN SOMALI AS I AM USUALLY IN ENVIRONMENTS WHERE I'D HAVE TO, LIKE UNIVERSITY AND WORK. SOMALI IS MAINLY MY 'HOME' LANGUAGE, TO COMMUNICATE WITH SOME FAMILY MEMBERS.**
- WHAT MOTIVATED YOU TO LEARN IT? **ENGLISH BECAUSE I ATTENDED SCHOOL AND WANTED TO BE ABLE TO COMMUNICATE, MAKE FRIENDS AND SO ON AND SOMALI BECAUSE ITS MY NATIVE LANGUAGE AND I WANTED TO BE ABLE TO COMMUNICATE TO MY EXTENDED FAMILY (GRANDPARENTS, AUNTIES) WHO ONLY SPEAK SOMALI.**
- WHICH LANGUAGE IS YOUR LA/LB AND WHAT CONTEXTS DO YOU USE THEM IN? **ENGLISH IS MY LA (EVERYDAY, HOME, WORK, FRIENDS) AND BENGALI IS MY LB (OLDER FAMILY MEMBERS) AND ARABIC IS MY LC (WITH SOME ARAB FRIENDS)**
- HOW DO THE LANGUAGES YOU LEARNT SHAPE YOUR IDENTITY? **LEARNING SOMALI ALLOWED ME TO HAVE A STRONGER CONNECTION TO MY CULTURE AND EXTENDED FAMILY WHO ONLY SPEAK SOMALI. ENGLISH ALLOWED ME TO HAVE BETTER COMMUNICATION IN TERMS OF WORK AND SCHOOL.**
- HOW DOES YOUR L1 EFFECT YOUR L2? **MY L1 ACTUALLY HAS NO EFFECT ON MY L2.**
- WHICH LANGUAGE DO YOU THINK/DREAM IN? **ENGLISH**
- WOULD YOU CLASS YOURSELF A BILINGUAL? **YES DEFINITELY**

CONCLUSIONS...

- I WOULD DEFINE FAISA AS A SIMULTANEOUS BILINGUAL AS BOTH HER LANGUAGES, SOMALI AND ENGLISH, WERE PRESENT FROM THE ONSET OF ACQUISITION.
- SHE IS AN EARLY BILINGUAL AS HER L2 WAS ACQUIRED WITHIN CHILDHOOD.
- *LANGUAGE MODE (GROSJEAN, 2009), REFERS TO THE STATE OF ACTIVATION OF THE BILINGUALS' LANGUAGES AND LANGUAGE PROCESSING AT A GIVEN MODE IN TIME.*
- SHE SAYS SHE IS MAINLY ALWAYS IN A MONOLINGUAL MODE AS ALMOST ALL OF HER DAY-TO-DAY INTERACTIONS ARE WITH OTHERS THAT DO NOT SPEAK THE SAME LANGUAGE AS HER.
- I WOULD ALSO LABEL HER AS A MAXIMALIST
- ATTRITION: SHE SAYS THAT LEARNING HER L2 HAD NO EFFECT ON HER L1, AND SHE CAN SPEAK BOTH LANGUAGES WITH A NATIVE PROFICIENCY.



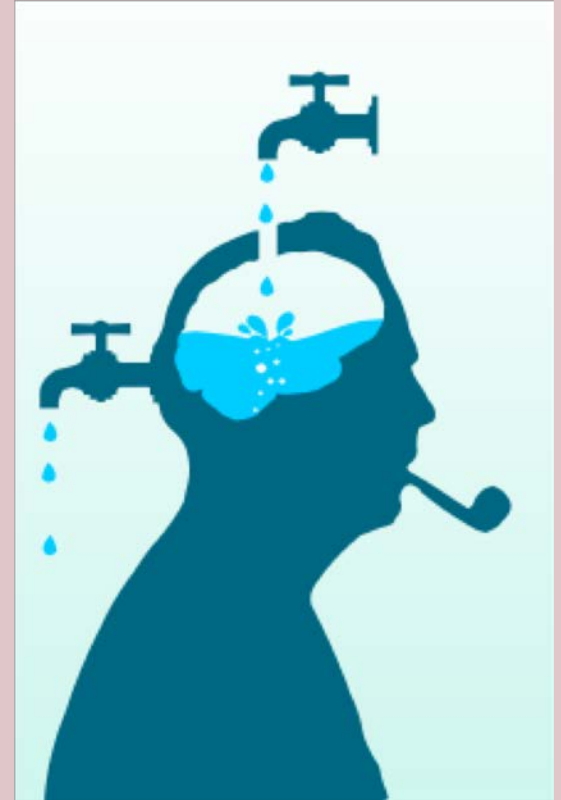
MINIMALIST



MAXIMALIST

SUMMARY...

- IN REGARDS TO THE PARTICIPANTS WE INTERVIEWED, BILINGUAL ACQUISITION WAS MAINLY ACQUIRED FOR SOCIAL AND COMMUNICATIVE REASONS. OUR INTERVIEWS ACQUIRED THEIR L2 TO BE ABLE TO COMMUNICATE FOR WORK, SCHOOL AND THE LANGUAGE COMMUNITIES THEY HAD MOVED TO.
- THROUGH THE INTERVIEWS CONDUCTED, WE FOUND THAT ATTRITION DID TAKE PLACE, SPECIFICALLY WITH INTERVIEWEE ONE (TURKISH) AND INTERVIEWEE TWO (BENGALI). BOTH INTERVIEWEE'S SAID THAT WHEN LEARNING THEIR L2/L3 THEIR PROFICIENCY IN THEIR L1/L2 DECLINED AS THEY WERE NO LONGER COMMUNICATING OR PRACTICING THE FEATURES OF THE LANGUAGE IN SCHOOL OR SOCIAL ENVIRONMENTS, AS THEY WERE SPEAKING THE LANGUAGE OF THE ENVIRONMENT THEY WERE IN.
- THIS CAN BE LINKED TO THE *ACTIVATION THRESHOLD HYPOTHESIS (PARDIS 2007) WHICH PREDICTS THAT LANGUAGE DISUSE LEADS TO GRADUAL LOSS OVERTIME AND THE MOST FREQUENTLY USE ELEMENTS OF L2 WILL REPLACED THE LESS USED L1 COUNTERPARTS.*
- WE CAN SEE THROUGH THE TWO INTERVIEWEES THAT THEIR L1 DISUSE HAS LEAD TO GRADUAL L1 ATTRITION AND WE BELIEVE THIS IS DUE TO THE FACT OF THE LANGUAGE NOT BEING PRACTICED AND USED FREQUENTLY. WE CAN SEE THAT THOSE INTERVIEWEES THAT USE BOTH THEIR L1/L2 AND EVEN L3 ARE NOT UNDERGOING LANGUAGE ATTRITION, AS THEY ARE CONSTANTLY USING THE LANGUAGES AND THERE IS NO 'LOSS' OF THEIR L1.



IN SUMMARY

- THE IDEA OF THE CRITICAL PERIOD HYPOTHESIS CAN ALSO BE INTRODUCED. *LENNEBURG (1967) SUGGESTED THAT THERE WAS A NEUROLOGICALLY BASED CRITICAL PERIOD FOR SECOND LANGUAGE ACQUISITION, ENDING AROUND THE ONSET OF PUBERTY, BEYOND WHICH COMPLETE MASTERY OF A LANGUAGE, FIRST OR SECOND, IS NO LONGER POSSIBLE. (CITED FROM BONGAERTZ ET AL 1997:447)*
- HOWEVER, AS EXEMPLIFIED THROUGH OUR INTERVIEWS, WE CAN CONCLUDE THAT THIS MAY NOT BE TRUE. FOR EXAMPLE, INTERVIEWEE 2 ACQUIRED ARABIC FULLY AT THE AGE OF 19, AFTER THE ONSET OF PUBERTY, THEREFORE OPPOSING THIS CONTROVERSIAL VIEW.
- SOME STUDIES, SUCH AS BONGAERTS ET AL (1997) HAVE FOUND THAT LATE L2 LEARNERS CAN BE ABLE TO ACHIEVE NATIVE PROFICIENCY LEVELS IN THEIR L2, AND THEY DO.



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