

Contents

Acknowledgements	xi
Preface	xiii
1: Introducing Bilingual First Language Acquisition	1
What is Bilingual First Language Acquisition (BFLA)?	2
The family as the primary socialization unit for BFLA	7
Is BFLA a common phenomenon?	9
A brief history of the study of BFLA	10
Summary box	14
Suggestions for study activities	15
Recommended reading	15
2: Bilingual children's language development: an overview	17
Early interaction, socialization and the child's own developmental path	19
Language learning in the first year at the intersection of interaction, socialization and maturation	20
An outline of bilingual development in the first five years of life	29
Normal variation in BFLA and MFLA	40
Bilingual children's language repertoires	41
Language choice	46
The relation between BFLA children's two developing languages	47
Summary box	50
Suggestions for study activities	50
Recommended reading	51
3: Research methods in BFLA	53
Why this chapter is important even if you are not embarking on a study of BFLA	54
Need for bilingual researchers	56
Subject selection: making sure you are dealing with BFLA	57
Deciding on how many subjects you should study	57
When and where to collect data: need for sociolinguistic authenticity	59
Data handling: transcription and coding	60
CHILDES as an important tool in BFLA for corpus-based work	66
Bilingual corpora available through CHILDES	69
The CDI as an important tool for lexical research in BFLA	71
Other recommendations specific to BFLA	76
Need to clearly describe the BFLA learning context	77
Summary box	79

Suggestions for study activities	79
Recommended reading	80
4: Socializing environments and BLFA	83
Preliminaries	86
It all starts with love... and positive attitudes	86
Attitudes and beliefs	90
Bilingual children's language learning environments	96
What BFLA children hear	98
Young BFLA children's linguistic soundscapes	98
Language models	104
The role of language presentation	107
Language orientation	116
Input frequency in BFLA	119
What BFLA children say	127
Changes in BFLA children's linguistic soundscapes and their effects	127
Speaking the 'right' language and what it depends on	132
Explaining the composition of young BFLA children's linguistic repertoires	145
Summary box	148
Suggestions for study activities	148
Recommended reading	149
5: Sounds in BFLA	151
Breaking the code	153
The sounding world of BFLA children	156
Early bilingual speech perception	160
Speech perception and word learning	164
Making the melody of speech	166
Bilingual babbling	167
More on melody	171
Syllable structure and stress as used by BFLA children	172
Bilingual speech segments	175
Phonological processes	180
Perfecting their skills	183
In conclusion	185
Summary box	187
Suggestions for study activities	188
Recommended reading	190
6: Words in BFLA	191
The words that BFLA children hear	193
Early bilingual word comprehension	198
Translation equivalents in comprehension	202
The Mutual Exclusivity Bias in BFLA	205
Early comprehension vocabularies: BFLA and MFLA compared	206

Comprehension and production: two sides of the same coin?	209
Words and meanings in early production	212
Early bilingual word production	217
The rate of lexical development in bilingual production	223
How many words do BFLA children produce?	226
The size of BFLA early production vocabularies compared to MFLA	228
Translation equivalents in production	230
What drives the production of TEs, or what hinders it?	236
Translation equivalents and language choice	238
In conclusion	241
Summary box	246
Suggestions for study activities	247
Recommended reading	248
7: Sentences in BFLA	251
The need for more meanings	253
The grammatical status of early word combinations	254
Different paths in learning to combine words	255
When do BFLA children first start to combine words from scratch?	256
Lexical development and the transition into sentences	259
Beyond early word combinations: sentences	263
Sentences and BFLA children's language repertoires and language choice	267
Unequal skill in Language A and Language Alpha	272
The Separate Development Hypothesis: BFLA children's sentences develop separately in each language	277
The Separate Development Hypothesis: methodological issues	280
What makes separate development possible?	284
Crosslinguistic influence in unilingual utterances	287
BFLA compared to MFLA	288
BFLA compared to ESLA	290
The structural features of mixed utterances	291
The development of narrative	293
In conclusion	295
Summary box	298
Suggestions for study activities	299
Recommended reading	301
8: Harmonious bilingual development	303
The whole child	305
BFLA: good or bad?	307
Comparisons with monolinguals	308
Harmonious bilingual development or the lack of it	310
And what happens when BFLA children get older?	324
Needed: an alternative research paradigm	326
In conclusion	327

Summary box	330
Suggestions for study activities	330
Recommended reading	331
Resources for parents and educators	331
Appendices	
Appendix A Subject selection: making sure you are dealing with BFLA	333
Appendix B Behavioral studies of early speech perception in BFLA infants	337
Appendix C Behavioral studies of early phonetic word learning in BFLA infants	341
Appendix D Studies of the use of speech rhythm in young BFLA children	343
Appendix E Studies of the use of speech segments in young BFLA children	346
Appendix F Studies comparing lexical development in MFLA and BFLA/ESLA	348
Appendix G Studies of BFLA supporting the Separate Development Hypothesis	350
Appendix H Main morphosyntactic topics investigated in empirical studies of BFLA supporting the SDH	354
Appendix I <i>Not</i> using particular kinds of grammatical elements and what this might mean in terms of crosslinguistic influence	356
Glossary	359
Bibliography	371
Child index	405
Language index	407
Subject index	409