

**PROPONENTS AND OPPONENTS OF  
BILINGUALISM**

**Hind Majeed Salla**

Master of Arts in English Language and Linguistics  
**Ministry of Higher Education and Scientific Research**  
**Scholarships and Cultural Relations Office**

**Abstract**

Bilingualism is a multi-faceted phenomenon, opening to a variety of descriptions, interpretations and definitions. It may be tinged with bias, and it frequently carries either positive or negative connotations.

So, it is not an easy task to describe and delimit this phenomenon to those who are unaware of the notion of bilingualism and their individual bilinguality. Many people in general and students in particular who are not specialized in English language and linguistics do not know what is meant by the term ‘bilingualism’ ;whether they can be called bilinguals or not; and what are the necessary demands and factors for being proficient bilinguals.

This paper regards bilingualism as one of the most important aspects in worldwide communication. Therefore, each bilingual has to be conscious of his/her bilinguality in order to possess self-confidence during the use of the two languages.

This paper aims at bringing forth part of the phenomenon of bilingualism to those who are acquiring a new language. It also aims at pointing out how important to understand the real nature of this phenomenon in helping bilinguals to overcome many obstacles they might face during the acquisition of a new language and to improve their newly- acquired language by the aim this newly acquired language fulfils.

## **1. Introduction :**

Bilingualism is a lingual phenomenon relating to the individual's ability to use two languages alternatively in communication with a competence equal to his / her own native language.

There are proponent and opponent views concerning the notion of bilingualism.

The first view treats bilingualism as a rare phenomenon .This is because of the isolated environment in which individuals live whereas the second view regards it as a common phenomenon due to the bilingual or multilingual community in which individuals live.

Consequently, the rareness or uniqueness of this phenomenon depends on the environment in which it occurs.

## **2- Evolving of Bilingualism :**

Bilingualism has existed since communication between two groups of people of different languages took place. Mackey (1970:3) states that it arises as a result of contact whether it spreads throughout the community or not, and depends on whether the conditions for its developments are right. These conditions are determined by individual and group attitudes towards the two languages involved and bilingualism itself as a concept.

Hoffman ( 1991:1 ) states that over the years and centuries, communities all over the world establish links with one another, whether friendly, commercially, or belligerent. The result of such communication can be either positive or negative experiences.

They always influence in some way on the people's speech behavior. Therefore, eventually they will influence their languages. Sometimes, the result is bilingualism, and sometimes the languages are affected by borrowing or change. With the passage of time, one community may undergo gradual language shift replacing bilingualism with monolingualism, or it may adopt an unused language because of a sudden change in the conditions of life as

has become common in many parts of Africa and Asia.

Hoffman (ibid: 2) adds that historians did not record the linguistic impact of bilingualism on people during the course of countries' histories. This is due to the fact that in some countries this phenomenon is still strongly rejected or undesirable, because it influences their nationalism. Europe, for instance, became continent that possessed widespread bilingualism due to political and economic interaction. At a political level, most of the states consider themselves to be monolingual being influenced by political philosophies that encourage the one- nation one language ideal. However, this ideal is not inflected at the societal level, for multilingualism exists as a result of historical events which make changes in power, border, and immigration to new found lands .

### **3. Definitions of Bilingualism :**

Morris (1979:24) states that the word 'bilingualism' is of Latin origin from the word (Bi + lingua, tongue) meaning the ability to speak two languages.

Appel and Muysken (2005:15) define bilingualism as a concept that has open-ended semantics since in this way the researcher is able to choose the one that best suits his or her purpose.

Weinleich (1968:1), one of the founding fathers of bilingual studies and a bilingual himself, offers one of the shortest definitions in his book, language in contact: "The practice of alternately using two languages will be called bilingualism, and a person involved a bilingual."

Bloomfield (1933:55), in his book, language mentions that foreign language learning among immigrants may result in language shift. He also pays special attention to users who become so proficient in the new language that they are indistinguishable from the native speakers around them. Thus, in Bloomfield's point of view, the person who uses two languages, competently and fluently like that of a native speaker is called bilingual. He (ibid) states that:

In the case where this perfect-language learning is not accompanied by loss of the native language, it results in bilingualism, native-like control of two languages.

According to Bloomfield there is a condition that an individual must achieve in order to become a bilingual .He must acquire a new language with a native-like control of his/her language. He (ibid: 56) adds that one cannot define a degree of perfection at which a good foreign speaker becomes a bilingual: the definition is relative.

Mackey (1970: 555) agrees with Bloomfield that the studies the phenomenon of bilingualism, linguists are forced to consider it as something entirely relative. He adds:

We must moreover include the use not only of two languages, but of any number of languages. We shall therefore consider bilingualism as the alternative use of two or more languages by the same individual.

Hamers and Blanc (1989:6) define bilingualism as an individual's ability to use two languages, his native language and a foreign language, in an alternative manner whether that individual possessed this ability in one or two fields of life or more.

The definitions of bilingualism reflect assumptions about the degree of proficiency that people must achieve before they are qualified as bilinguals whether comparable to monolingual native-speaker or something less than this, (Crystal, 1985:42).

So, the perfection of bilinguality of an individual is not decided by the number of fields that the individual is able to use, but rather how perfect the result is when he/she uses the two languages in any field.

Bloomfield (1933: 56) defines bilingualism as “near- native control of two or more languages”. Oestreicher (1974: 9) shares the same notion regarding bilingualism as a complete mastery of two different languages without interference. Such definitions express a perfectionist or maximalist view.

Hoffmann (1991: 21-3), who has treated bilingualism as a

continuum, begins with the maximum degree of bilingual competence in both languages. She mentions a number of terms for this degree of competence; those are: perfect bilingualism, true bilingualism, and ambilingualism.

Cristophersom (1948: 4) defines perfect bilingualism as a person who knows two languages with approximately the same degree of perfection as unilingual speaker of each of those languages.

Halliday (1970: 141) describes an ambilingual as a speaker who has complete control of two languages and makes use of both in all uses to which he puts either.

Lyons (1981: 282) states that perfect bilingualism, if it exists at all, is extremely rare. This is due to the fact that it is rare for individuals to be in a position to use each language in a full range of situations. Thus, true ambilingual speakers are very rare people.

A perfect bilingual has a maximum degree of competence in all of the four language skills; reading, writing, speaking and understanding speech, (Mare cited in Halliday, 1970: 142). He adds that a person can be considered to be a bilingual with a minimal degree of bilingualism if he possesses bilingual competence in only one of the aforementioned language skills.

In the middle of Hoffmann's continuum (1991: 23), there is another type of bilinguality: balanced bilingualism and dominant bilingualism. A balanced bilingualism is a bilingual with equal competence in both languages, but not necessarily ultimate competence and not in the four language skills. Balanced bilingualism is likely to be something of an ideal, since most bilinguals tend to be more fluent or generally proficient in one language or at any rate in some uses of it. They have a stronger or dominant language and a weaker one.

Accordingly, a dominant bilingual is a bilingual whose competence in one of the two languages, usually his/her mother tongue, is higher than his or her competence in the other language. A dominant bilingual has a higher degree of competence in all of the four language skills in his or her dominant language. However,

the bilingual may have language competence in either one or two of the four language skills in the other language. This type of bilinguality would be the bilinguals preferred language, the language that he or she feels more at home with , ( Hoffmann , ibid: 24).

#### **4. Types of Bilingualism :**

Hoffmann (1991: 33) suggests two types of bilingualism; early bilingualism and late bilingualism. Early bilingualism represents the act of acquiring a second language during the stage of infancy and childhood. It is related to primary bilingualism.

Romaine (1995: 38) states that young children who are exposed to more than one language before the age of puberty seem to acquire all the languages equally well. Many bilingual and multilingual speakers acquire their languages early in life. Sometimes the native language is the first learned, but if the child is exposed to additional languages at any early age they will also be learned.

Rodman (ibid: 20) mentions that learning a second language at the age of childhood or infancy is easier than learning it during adulthood. According to him, individuals who are self-conscious about making mistakes often find learning a second language difficult, which is not a problem for children who are unconcerned or unaware that they are making mistakes. Hoffmann (1991: 34) confirms that children are faster in acquiring a second language than adults due to the rapid mental development of a child's mind, but that depends on the mental and psychological state of individuals. Children acquire the aspects of language quickly and fluently, because they know that they are in need of language to form relationships with the surrounding community.

Liwei (2000: 20) agrees with Hoffmann's point of view supposing that if a child lives in a community which speaks a foreign language, he/she will do his/her best in order to acquire this foreign language.

One reported case has demonstrated that with deaf parents

who give their normal-hearing son ample exposure to TV and radio programs, the child does not acquire an ability to speak or understand English. What he/she learns by the age of three is the use of American Sign Language – the language he/she used to interact with his parents. So, the most basic requirement to acquire language is the opportunity to interact with others via language, (Lyons, 1981: 151).

### **5. Views of Bilingualism :**

Bilingualism, like many other phenomena, has its faults and virtues. Hoffmann (1991: 138) states that the idea of using two languages creates a problem to those who are preoccupied with reconsidering its benefits. They take their national language as a sign of their nation's unity and a symbol of its identity. Fasold (1984: 4) suggests that multilingualism works against nationalism in countries which are still undergoing a process of nation building.

Wardhaugh 1987 (cited in Hoffmann, 1991: 5) argues that some kind of conflict between languages will ensue once the boundaries between them and that may result in a major change in a group language patterns:

When such boundaries are weak, the languages will not only be in contact, they will also be in competition. Bilingualism may not be a real choice in some circumstances; it may be no more than a temporary expedient, a somewhat marginal phenomenon, because when one language encroaches on another, bilingualism may prove to be only a temporary way stage to unilingualism in the encroaching language as the latter assumes more and more functions and is acquired as the sole language by greater number of speakers.

Accordingly, Wardhaugh (ibid) finds that speakers of the losing languages may find themselves pushed to the political, social or cultural margin, and they may feel that their national identity is under threat, along with the survival of their language. Thus, acquiring a new foreign language will represent a threat to the independence and nationalism of their developing countries.

Hoffmann (1991: 138) mentions that one of the influential German educationalists, Friedrich Ludwig John who is claimed that bilingualism would retard the linguistic and cognitive of children. John, and others after him, argued that a child can cope with only one mother language. Another negative attitude towards bilingualism is that it would tear the young learner. Till the nineteenth century this view was still widespread; for instance, the English educationalist Laurie, 1890, (cited in Hoffmann, 1991: 138) states that a child who lives in a two language environment will have separate intellectual and spiritual growth, and the unity of his/her mind and character would have difficulties in asserting itself in such circumstances.

The claim that bilingualism causes intellectual retardation, linguistic chaos, and conflicting identity continued to the twentieth century where a new view appeared, claiming that bilingualism has a negative effort on the development of the individual: as left-handedness and stuttering, or even, in certain cases, intellectual or moral inferiority and social marginality were possible consequences, (Hoffmann, 1991: ibid).

Hoffmann (ibid) states that Weinreich in his book language in contact (1953), includes an appendix entitled "Effect of Bilingualism on the Individual", in which he surveys the writings of some fifty authors on the subject. In the majority of cases negative views have been expressed. This is due to the fact that people's feelings of bilingualism are shaped by their opinions on such matters as diverse and intelligence, language learning, education, the position of minorities, and the states of one's mother tongue as a world language.

### **5. 1 Psychological Aspects :**

This section deals with two areas of research whose special attention by many linguists concentrating on the possible effect of bilingualism on an individual's personality development.

### **5. 1.1 Stuttering ;**

It has been claimed that bilingual children are more likely to stutter than monolingual ones. This claim was based on reports on the observation and treatment of language in which bilingualism was deemed to have been a contributing cause. For instance, in 1937 the French doctor Pichon and Borel-maisonny published a book on stuttering in which they state that 14 % who used more than one language stuttered. Pichon (1936) argued that bilingualism had detrimental effects on children's cognitive development, (cited in Hoffmann, 1991:139). However, Baker and Prys Jones (1998: 82) indicate that the symptoms described in Pichon and Borel-maisonny's book are also found in monolingual stutters.

Another study undertaken in the 1930s came to the conclusion that the incidence of stuttering was higher among bilinguals (2.8%) than for monolinguals (1.8 %).

Baker and Prys Jones (ibid) suggest that stuttering is a neurotic symptom for which there may be certain number of psychosomatic or socially induced reasons. However, bilingualism has not been shown to be one of them, although stammering may, of course, be brought about in a bilingual child whose social and educational experience is so devastating as to disturb his/her psychological well-being.

### **5. 1.2 Personality Development :**

Hoffmann (1991: 142) states that much of the nineteenth and early twentieth centuries thinking of education was influenced by the belief that the development of the personality of the child is shaped by the language and culture in which the individual grows up. This means that there is a close connection between language

and an individual using that language. However, such theoretical standpoints face a problem of how to accommodate two languages and cultures in the case of bilingual child.

Weinreich 1968 (cited in Hoffmann, *ibid*) warns that this may lead to emotional problem which is caused by bilingualism. He adds that for the individual who finds himself/herself cut off from his/her first language it may be necessary to assure that there would be a shift from bilingualism towards monolingualism. However, he argues that for a minority group a shift away from bilingualism may not solve. The social or psychological problems, on the contrary, may become aggravated. He states that a Turkish community in Federal Republic of Germany is likely to be considered foreign whether they have lost their mother tongue or not. Therefore, for Weinreich to abandon the home language in the hope of ridding oneself to the stigma of being a member of an immigrant group may be too higher price to pay and pointless.

## **5. 2 Linguistic Aspects :**

This section deals with assessing bilingual's linguistic competence as the object of assessment, measuring bilingual language skills and the problems of assessing bilingual proficiency.

### **5. 2.1 Assessing Bilinguals :**

Alder (1977: 13) observes that an individual who acquires two languages in an instructed manner without undergoing some kind of systematical training is referred to as “a natural bilingual” or “a primary bilingual”. A bilingual through systematic or structured instruction, that is undergoing some kind of training, is known as “a secondary bilingual” and the type of bilingualism assessed is referred to as “achieved bilingualism”.

Stephen (1982:95) refers to a natural bilingual as “a school bilingual” and to a secondary bilingual as “cultural bilingualism”. He states that the distinction between the two types is that in school bilingualism implies that an individual does not normally

have much opportunity to practise the language outside the classroom environment. While cultural bilingual provides wider opportunity for practicing the second language.

Hoffmann (1991: 21) mentions two cases in which bilingualism may be acquired. The first is the “additive bilingualism” in which an individual searches for learning an additional language to enrich his social and linguistic abilities. This case shows the increase in the person's abilities to use two languages. The second is the “subtractive bilingualism” in which an individual gains a second language due to specific reasons depending on the environment in which he or she lives. Thus, when individuals are becoming more proficient in second language, they are going to lose skills in the first language. So, this will result in a decrease in the proficiency of the native language, (ibid).

### **5. 2.2 Linguistic Competence as the Object of Assessment :**

Bilingualism is an unstable phenomenon and bilinguals differ from one another in the degree of proficiency they achieve and the extent to which they maintain their languages. Bilingual individuals usually gain full communicative competence in at least one of their languages and they are rarely fluent in the two languages because the needs and uses of each are usually quite different. The individual may prefer to use the language he or she feels more confident in since he/she will not undergo the experience of being unstable to express his/her thoughts and feelings by using the uncontrolled language, (Wardhaugh, 1986: 120).

Kessler (1984: 30) asserts that bilingual competence includes both the internalized knowledge of a particular linguistic code and the ability to use it in acts of communication. She establishes a theoretical framework for communicative competence in which she identifies four areas of knowledge and skill involved in the process of language acquisition.

- Grammatical (or linguistic) competence refers to the mastery of

the linguistic code.

- Sociolinguistic competence applies to the acquisition of the sociocultural rules that define the appropriate use of language in different social context, e.g. children have to learn where, when and to whom they can (not) use informal speech or style.
- Discourse competence is concerned with learning to combine utterances into meaningful entities; it entails, for instance, the knowledge of how to introduce or close a topic, and turn taking conventions.
- Strategic competence refers to the pragmatic strategies a native speaker resorts to when communication breaks down and he or she needs to compensate for a failure in language performance: paraphrase, circumlocution, and repetition and avoidance are examples of such strategies.

Kessler (ibid) points out that there is a linguistic dimension to consider. For her the acquisition of communicative competence in two languages must further take into account the interaction between two language systems.

She adds that a number of interrelated factors will impinge upon the acquisition of communicative competence in two languages. These are the following:

1. The linguistic environment determines the nature and degree of language input. For instance, language used in the home and among friends tends to be highly context-bound, and speakers can depend on paralinguistic features such as mimicry, gestures and non-linguistic sounds. Language at school, on the other hand, differs increasingly from that used outside, that is to say the content is constantly being renewed and the language is often highly decontextualized.

2. The relationships between an individual and the home, friends and members of the peer group will influence the kind of social interaction and communication situations experienced by the person.
3. Affective variables are also necessary to be used, such as the individual emotional bonds with various speakers of his or her two languages, or the perception of prevailing attitudes towards both the languages and cultures.
4. The needs to use the first language and second language will result from a combination of factors (1), (2) and (3).

Consequently, the most influential factor in developing bilingual competence as Hoffmann (1991:86) suggests is the context, particularly human context. Its importance is in deciding the role of each language in the individual's mind and in helping him or her to acquire the second language. This context does not have to be a person; it can be the physical or situational environment as well. Accordingly, the separation of context, i.e. using one language at home and the other outside will facilitate the child's learning and the individual's learning of a second language fluently.

### **5. 2.3 Measuring Bilingual Language Skills :**

Hoffmann (1991:151) states that the traditional method of bilingualism was to assess individual language skills and proficiency in each language by, for instance, testing bilinguals understanding and producing of certain lexical or grammatical items, in either spoken or written, or by measuring their reaction to various linguistic clues in terms of speech or correctness, or by asking them to carry out linguistic operation (such as filling in blanks, retelling a story, completing a sentence, etc. ).

He (ibid) adds that a number of different techniques have been

advised for appraising bilinguals, with a view to arrive at valid ways of comparing them with monolinguals. For example, record of spontaneous speech can be analyzed for a number of variables, such as, sentence length and complexity or richness of vocabulary; the recordings are often played back to monoglots who pass judgment on the language without necessarily knowing that the speakers are bilingual.

There are also other procedures as Hoffmann suggests (ibid: 152) for finding out which of bilingual persons languages is the dominant one. Such procedures include word-association tests, true / false statements and presenting words with identical form and meaning in the two languages, e.g., German real, English real considering the different pronunciations of words, i.e., the language to which the pronunciation chosen most often belongs is considered to be the stronger one. Other ways of assessing relative proficiency involve various translation exercises, responses to spoken or written stimuli or verbal instructions. Many of these tests are carried out under laboratory conditions and the response time is recorded; the higher speed of reaction is then attributed to the dominant language.

### **5. 2.4 The Problem of Assessing Bilingual Proficiency :**

Hoffmann (1991: 152) states that measuring bilingualism remains notoriously difficult and so far none of the methods and techniques used have been found to be generally satisfactory. For Hoffmann the problem concerns the nature of the linguistic means employed. For instance the language used for a given test may be related to a topic or couched in a style unknown to the bilingual person being assessed; it may not accurately reflect a person's social or cultural experience; or it may require the use of skills (e.g. reading and writing) not normally used by the subject in the language being evaluated.

Grosjean (1997: 163) finds another problem concerning bilingual's language competence. For him the results of such tests can only allow the formulation of tentative statements about the

bilingual's partial proficiency in each language but not about his or her full bilingual communicative competence.

Thus, this may be due the fact that linguistic proficiency is variable and unstable because of the existence of varying degrees of functional bilingualism, and this depend on the different bilinguals who have distinct uses as well as various levels of competence for each code.

### **6.0 Bilingualism as a Problem and Resource :**

Individual bilingualism, in the past, often been blamed for a bilingual child's underachievement at school and in intelligence tests, and it has been considered to lie at the root of minority members lack of assimilation to mainstream society. Hoffmann (1991: 4) suggests that social causes rather than bilingualism are usually responsible for problems of this kind.

However, a preoccupation with the problems associated with bilingualism should not obscure awareness of its likely benefits. For Hoffmann (Ibid: 5) individual bilingualism is often experienced as an enriching attribute that facilitates a better understanding of the nature of language and provides an opportunity for gaining deep insight into two cultures.

However, this favorable perception appears to depend on the socio-cultural context of bilingualism, as it is unlikely to be shared by those members of linguistic minorities who find themselves discriminated by the dominant majority.

Another possible advantage mentioned by Hoffmann (ibid: 6) for members of multilingual groups is that they have at their disposal a wide range of linguistic resources than those who belong to monolingual communities. This may enable them to communicate with others in a more flexible and diverse way.

Hudson (1989: 10) states that the study of bilingualism can provide greater awareness of the versatility of social organization and the resourcefulness of human behavior. Additionally, he states that bilingualism may help to eliminate prejudice or fear.

Obler and Albert (1978: 9) propose that learning a second

language expands mental abilities in which people who know more than one language make use of a large part of the brain than monolinguals do. Though the evidence is scant, it appears that the part of the brain that is used in a second language functioning remains undeveloped in a monolinguals brain. In this view, one may have a reason to learn a second language.

Dulay et al (1982:10) indicate that people whose control over more than one language are verbally more skilful than monolinguals and they mature earlier with respect to linguistic abstraction skills. They add that bilinguals have better auditory memory than monolinguals and better at intuiting meaning from unknown words. They also discover that low-income bilingual children are better at learning new labels than low-income monolinguals.

Therefore, apart from the problems of bilingualism, expanding mental abilities may be a good reason for learning a second language.

## **Conclusions :**

Bilingualism can be described in a variety of definitions as a linguistic, psychological, social and cultural aspect of language. This is due to the fact that bilingualism has a multifaceted nature depending on different factors in the process of communication, i.e. contextual, psychological, social, sociological and linguistic. Like many other phenomenon, bilingualism has its faults and virtues.

The controversy between proponents and opponents of bilingualism is an old one. It seems that the debate was fuelled by people who seem to be unqualified to pass judgment because of their apparent lack of experience of bilingualism and bilinguals or those who take their national language as a sign of their nation's unity and identity. However, nowadays bilingualism is no longer considered to impair the intelligence of the individual or to be the cause of emotional problems. On the contrary, it can contribute to enhance intellectual abilities. Obviously, the main point of

departure in the debate of bilingualism is due to the fact that linguists observe that bilingualism has some kind of influence on the bilingual individual's bilinguality. Consequently, bilingualism is considered to be a normal requirement for daily communication. It has become inevitable issue as a result of global communication and its existence and development will depend on the development of individuals and communities.

However, it seems that a lot of individuals do not comprehend the true necessity of this field of study. They do not comprehend the new communication which plays a great role in our world. They must come to realize that learning another language is not merely attempting to speak another language but rather it is attempting to express an individual-true existence in another language to reach to the world.

Accordingly, individual should be acquainted with this phenomenon since many of them disregard the importance of this study in developing their skills in languages, their native language and their foreign or second language. It is not necessary to be proficient in all of the four language skills, i.e., reading, writing, speaking, and understanding, to be called bilinguals. An individual is a bilingual even if he/she can just read another language. Therefore, individuals must acquire knowledge relating to the nature of this phenomenon in order to acknowledge their capabilities and improve them. They must try to define their abilities and possess a certain degree of bilinguality in order to become fluent speakers in communications.

Another conclusion is that the psychological factor is the most important factor that determines the ability of learning a new language rather than the biological factor. It is true that human beings have innate predisposition to acquire language. However, this is not enough; they need to interact with others via language whether the first or second. Adults, for example, face so many responsibilities and matters of wider significance which prevent them from learning a second language quickly as children. However, if an adult faces few responsibilities in his/her life and

has much time to practice a second language and strong determination to learn it, he/she may succeed in doing so quickly and fluently. Therefore, learning a second language is a self-labor. It depends on the individual's determination and how much he/she insists on learning a second language and how much he/she exerts himself/herself to do well.

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### الخلاصة

الثنائية اللغوية هي ظاهرة متعددة الواجه، يمكن وصفها وتفسيرها وتعريفها من نواحي متعددة. وكما يمكن ان تسمع بانحيازية اي انها كثيرا ما تحمل المعنى الايحائي

الاجبائي او السلبي .  
ومن اجل ذلك فانه ليس من السهل وصف وتحديد هذه الظاهرة الى اولئك  
الاشخاص الغير العارفين بفكرة الثنائية اللغوية وبكونهم ثنائيو اللغة .  
يوجد العديد من الناس بصورة عامة والعديد من التلاميذ بصورة خاصة من غير  
المتخصصين باللغة الانكليزية و علم اللغة الذين لايعرفون ماذا يعني مصطلح الثنائية  
اللغوية ، او ان هل بالامكان تسميتهم بثنائيو اللغة ، وما هي المتطلبات والعوامل  
الضرورية ليكونوا ثنائيو لغة بارعين عند التحدث بلغتين .  
يعد البحث الثنائية اللغوية احد اهم النواحي في التواصل العالمي الانتشار لذلك  
يجب على كل ثنائي لغة ان يكون مدرك بكونه ثنائي لغة ليحوز على ثقة ذاتية بالنفس  
من خلال استخدامه للغتين .  
يهدف البحث الى بيان ثمرة معرفة الثنائية اللغوية لمن يكتسب لغة جديدة وكذلك  
يهدف الى الاشارة الى اهمية فهم الطبيعة الحقيقية لهذه الظاهرة ليتمكن ثنائيو اللغة من  
تجنب العديد من العوائق التي يمكن ان تواجههم خلال عملية اكتسابهم للغة جديدة  
وكذلك يهدف الى تحسين لغتهم الجديدة المكتسبة .