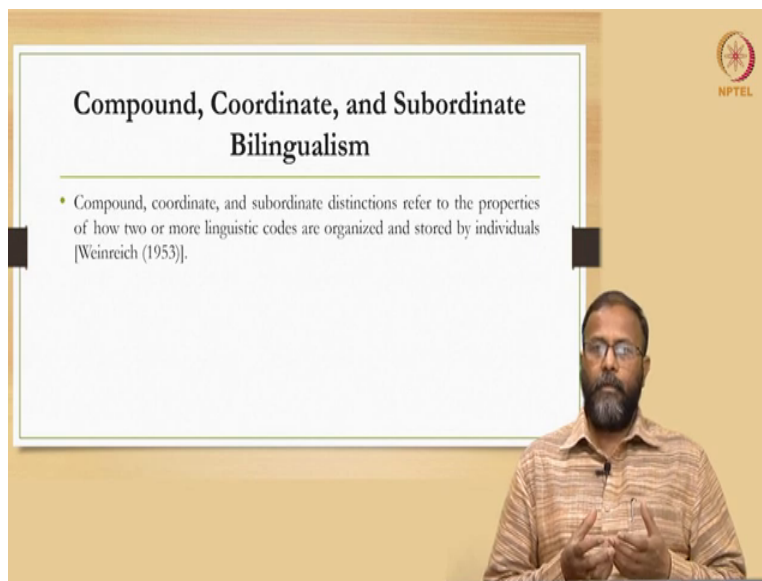


Fundamental Concepts in Sociolinguistics
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Lecture 20
Bilingualism - II

Welcome to class. Today we are going to talk about a very interesting and significant concept in linguistics called Bilingualism.

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The slide content is as follows:

**Compound, Coordinate, and Subordinate
Bilingualism**

- Compound, coordinate, and subordinate distinctions refer to the properties of how two or more linguistic codes are organized and stored by individuals [Weinreich (1953)].

The slide also features the NPTEL logo in the top right corner. In the foreground, a man with a beard and glasses is speaking, gesturing with his hands.

A very complex phenomenon where we will talk about this category called compound, coordinate and subordinate bilingualism. Let us take an example. So, suppose a Tamil-speaking family moves to Delhi which is dominantly a Hindi-speaking society let us look at the composition of the family, so there you have parents who are adults and two kids, let us say a girl of the age let us say 2 and a half or 3, and a boy of the age of let us say 7 or 8 years or 9 years old.

So, this is the composition where you have parents, father, and mother, who are above 30 or 25, minimum 25 plus. Then a girl child who is around 2 and a half years old, then a boy in the family who is around 8 or 9 years of age. So, there are native speakers of Tamil, so Tamil speaking family, moves to Delhi, and settles in Delhi.

Now let us look at the linguistic profile. What will happen? So, parents who are Tamil speakers also use English as their lingua franca. So, they go to Delhi with the family, they settle down there. Now, the kids also settle in the same speech community, same linguistic environment. What will happen to them?

And let us look at the linguistic profile before shifting and after shifting, settling there. Do you think the learning of Hindi, so do you think the learning of Hindi by this family will be similar, if we look at all the 4 members of the family individually, will learning be the same for these 4 or will there be a difference?

If there is a difference then what is the difference? If you understand these phenomena of learning let us say Hindi in Delhi, then you will be able to understand compound, coordinate and subordinate bilinguals. So, look at this youngest member of the family, this little child, the girl child.

Now, she has acquired her mother tongue which is Tamil partially but the acquisition of Tamil is still not complete, she is in the process of acquiring her first language her mother tongue, and then she is exposed to Hindi as L2. So, she is in the process of acquiring L1 and has partially acquired L1 and then she has been exposed to L2 which is Hindi.

So, imagine the early bilingualism where this girl child has access to two distinct linguistic codes simultaneously. However, Tamil precedes but not to a great degree, she is still in the process of acquiring the first language, and she has partially acquired it and she is in the process of completing her learning fast, meanwhile, she is exposed to L2, Hindi.

So, she will learn Hindi like a native child, a native speaker because she has not crossed the critical period of learning, the language learning. And she will acquire Tamil and Hindi with equal ease, so for her, there will be hardly any difference because she will acquire Hindi like a Hindi native speaker.

So, her competence in both the languages L1 and L2 will be like native-like competence, she will develop native-like intuition. So, she will have equal access, ease, and competence in L1 which is Tamil, and L2 which is Hindi. So, she will have two codes but the understanding of the

pragmatics, pragmatic aspect of learning, or the semantic field will be one, so she will use two different structures for the same meaning which is the beauty of her age and advantage.

Then let us look at this boy who has already learned Tamil as his mother tongue, the acquisition of his mother tongue is complete by the time he shifts to Delhi with the family and he is exposed to Hindi. So, he goes to school, he has exposure to Hindi in school, on the street, in the neighborhood, or possibly if there is a domestic help, Hindi speaking domestic help, so both these children have exposure to Hindi as well at home.

But the learning of Hindi between the girl child and the boy child will not be the same. The girl child acquires Hindi as a native speaker but the boy will have successive understanding or learning. That means learning Tamil as language 1 is complete and then the child is exposed to L2, learning the second language. So, the boy will learn language still easier effortlessly but not effortlessly the way the girl learns.

So, his learning will have certain restrictions, restrictions like native-like competence and intuition. So, the boy will have learned Hindi L2 to a great degree that the boy will not have a problem in using Hindi as a second language, boy will be able to use, understand and sustain and meet all linguistic demands in Hindi. But the competence level will not be the same compared to his sibling the 2-and-a-half-year-old girl.

Then let us look at the parents. What will happen to them? They will have limited access to Hindi because they have already crossed the age of critical period, their learning of their mother tongue is complete and they will use Hindi as a second language only in restricted domains because their learning will be limited to their needs based on their needs, motivation, and needs.

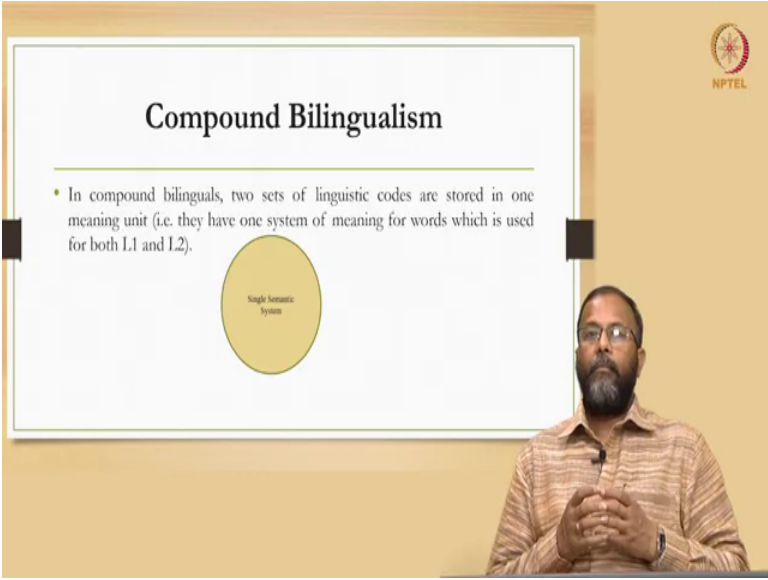
And then their mother tongue like Tamil will always be dominant, dominantly interfering in their learning and dominantly controlling their learning of Hindi, a second language. So, now we have three conditions, three states, number 1 the girl child, number 2 the boy, and number 3 the parents, all three conditions are manifested and reflected in terms of compound, coordinate and subordinate bilingualism.

So, for the girl child, it is compound bilingualism where she will have access to the structures and the meanings in both languages with equal ease. So, she will have one semantic system and

two codes, so she will, she can use two different structures for one meaning. Opposed to that girl's competence we have the boy who has access to both languages with comfortable ease, but he has a better understanding in his mother tongue but no less in the other tongue like Hindi.

So, he belongs to that coordinated bilingual category. And the parents who have limited access and where L2 understanding and learning of L2 is dominated and controlled by their L1 belong to that subordinate bilingual category.

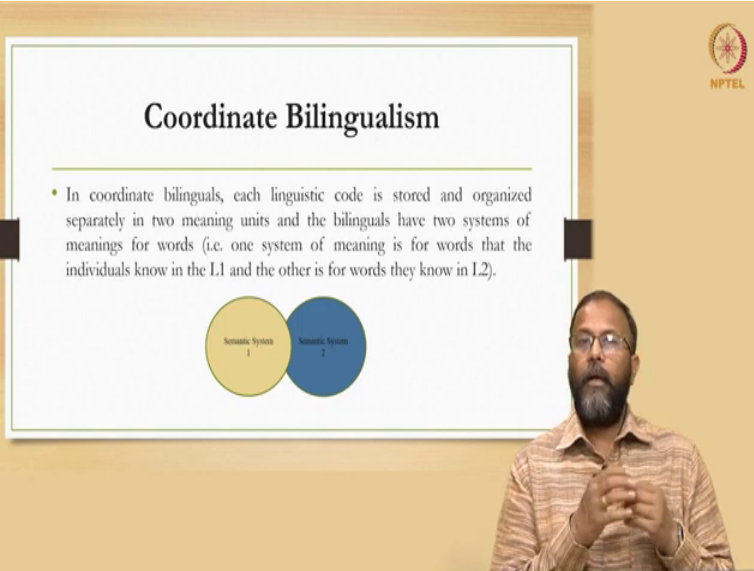
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The image shows a video lecture slide. The slide has a white background with a black border. At the top center, the title "Compound Bilingualism" is written in a bold, black, sans-serif font. Below the title, there is a horizontal line. Underneath the line, a bullet point reads: "• In compound bilinguals, two sets of linguistic codes are stored in one meaning unit (i.e. they have one system of meaning for words which is used for both L1 and L2)." Below the text, there is a yellow oval containing the text "Single Semantic System". In the top right corner of the slide, there is a small red and white logo with the text "NPTEL" below it. In the foreground, a man with a beard and glasses, wearing a light-colored striped shirt, is speaking. He has his hands clasped in front of him.

So, if you look at compound bilingualism, compound bilinguals have two sets of linguistic codes, and two sets of linguistic codes are stored with one meaning unit, so a single semantic system. That means they have one system of meaning for words which is used in both L1 and L2, so they can have one concept and two references, one concept one meaning, and two structures with one meaning and two words, so concepts, they have unified concept but they have two structures for that to represent that.

So, they have two different codes, two linguistic codes let us say L1 and L2 structurally for one with one single semantic system. That means the concepts will be the same. So, for the same concept they are, they can easily represent the same concept in two different structures without any problem, so you cannot separate their understanding of L1 and L2, this is compound bilingualism.

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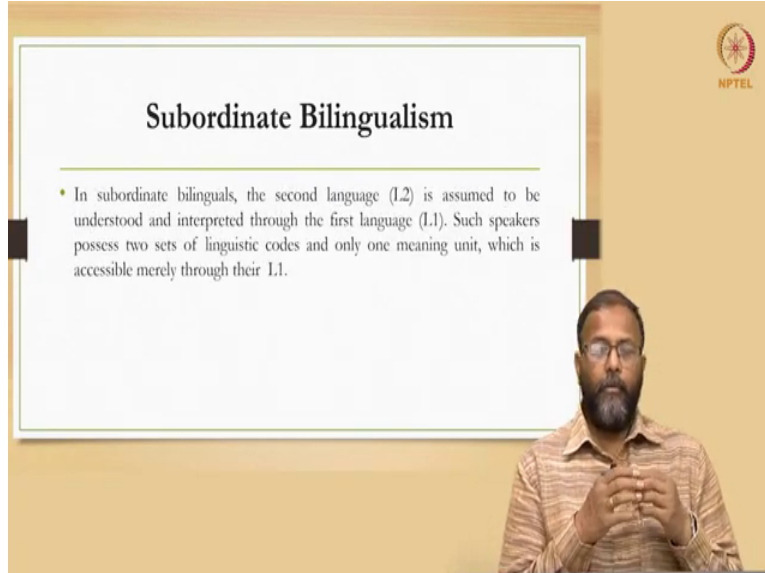
The slide is titled "Coordinate Bilingualism" and features a bullet point explaining that in coordinate bilinguals, each linguistic code is stored and organized separately in two meaning units, resulting in two systems of meanings for words. A diagram below the text shows two overlapping circles: a yellow circle labeled "Semantic System 1" and a blue circle labeled "Semantic System 2". The NPTEL logo is visible in the top right corner of the slide.

Whereas in coordinate bilingualism each linguistic code is stored and organized separately and they have two meaning units and two systems of meaningful words. So, there is a certain overlap, they are not completely different, and disjoint there is certainly overlap. And if you look at this picture representation, they have semantic system 1 for L1 and semantic system 2 for L2, so they have two separate codes and two separate semantic systems with little overlap.

So, one system of meaning is for words that the individuals know in L1 and the other is for words they know in L2. So, they will have two different semantic systems. So, you can identify and you can distinguish. So, in a compound, there is one semantic system, one meaning system. In coordinate, you have two meaning systems, one which in you know L1 and also L2 for other words other than what you know in L1 for other words you have L2, so they have two distinct systems of structures and meaning.

So, that is the difference between compound and coordinate bilingualism, where in compound bilingualism L1 and L2 two codes are available to the user with one semantic system, one meaning system. But in coordinate bilingualism, you have two codes available to the user L1 and L2, and two semantic systems.

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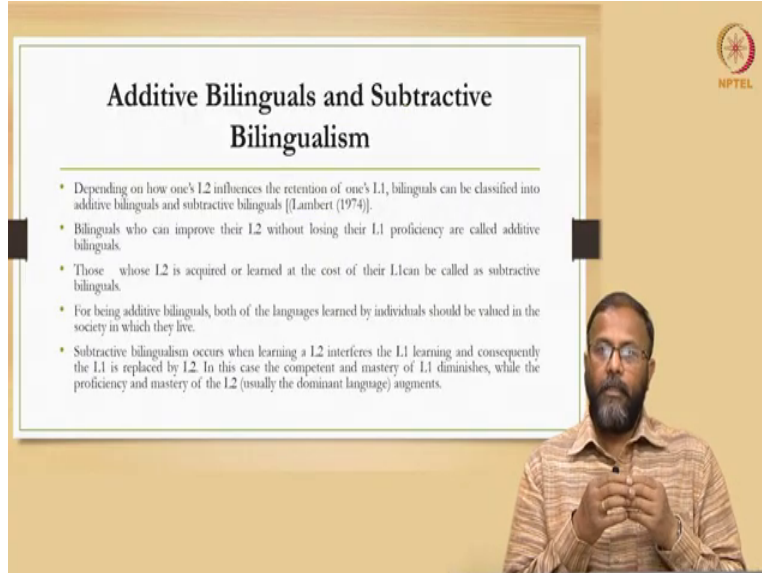
The image shows a video lecture slide. The slide has a white background with a black border. At the top center, the title "Subordinate Bilingualism" is written in a bold, black, serif font. Below the title, there is a single bullet point: "• In subordinate bilinguals, the second language (L2) is assumed to be understood and interpreted through the first language (L1). Such speakers possess two sets of linguistic codes and only one meaning unit, which is accessible merely through their L1." In the bottom right corner of the slide, there is a small red circular logo with a white star and the text "NPTEL" below it. In the foreground, a man with a beard and glasses, wearing a light-colored striped shirt, is speaking with his hands clasped in front of him.

In subordinate bilingualism, subordinate bilinguals, the second language L2 is assumed to be understood and interpreted through the first language. So, the first language essentially dominates the understanding and use of the second language, In the case of parents, you can imagine. Such speakers possess two sets of linguistic codes and one, only one winning unit, but not like compounds they have restrictions, and limitations, so they are one system L1 semantic system and they hardly have anything in L2.

So, whatever interpretations and use they do, they do in terms of the resources available in L1. So, L1 becomes their primary source of understanding and interpreting. But it is not like compound bilingualism where also you have one semantic unit, there their understanding in L2 and L1 is not restricted, so they have equal ease of competence and absolutely no language dominates the other. But here, your L2 is strongly dominated and controlled by your learning in L1, you have limited access to L2.

Look at the case of parents, how much Hindi they will learn, and to what extent? They will learn Hindi only that much which is essential for them to survive. So, going to the market, talking, going to the street buying vegetables, and talking to domestic health is very limited access. But the boy has to interact in school, he has to survive, and his learning style will be different. The girl is like a native speaker. So, that is compound coordinate and subordinate bilingualism.

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Additive Bilinguals and Subtractive Bilingualism

- Depending on how one's L2 influences the retention of one's L1, bilinguals can be classified into additive bilinguals and subtractive bilinguals (Lambert (1974)).
- Bilinguals who can improve their L2 without losing their L1 proficiency are called additive bilinguals.
- Those whose L2 is acquired or learned at the cost of their L1 can be called as subtractive bilinguals.
- For being additive bilinguals, both of the languages learned by individuals should be valued in the society in which they live.
- Subtractive bilingualism occurs when learning a L2 interferes the L1 learning and consequently the L1 is replaced by L2. In this case the competent and mastery of L1 diminishes, while the proficiency and mastery of the L2 (usually the dominant language) augments.

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Moving on we move to another category called additive bilinguals and subtractive bilinguals, additive bilingualism, and subtractive bilingualism. So, we move to another category additive bilinguals and subtractive bilinguals or additive bilingualism and subtractive bilingualism. How do we understand that? What does it mean?

So, depending on how one's L2 influences the retention of one's L1. So, what is the impact of learning a second language on the first language? If it adds to your understanding and knowledge of language one, that is called additive bilingual or additive bilingualism. But if one language has to pay price for learning the second language, then it is subtracted.

So, what do you mean by paying price? If one language dominates, takes over and the user gets hardly any chance to use the second language or the L1 because of multiple social and linguistic factors. Possibly the social conditions or the cultural setting does not allow you, it happens with the majority, in the majority of cases it happens with speakers of minor languages, they have to learn a dominant language at the cost of their own language.

So, additive and subtractive bilingualism depends on how one's L2 the language 2 or the second language influences the retention of L1, so bilinguals who can improve their L2 without losing their L1 proficiency are called additive bilinguals. Why? Because they are adding another

linguistic resource to already existing their mother tongue L1. So, L2 is an addition to L1, it does not diminish curtail or control your L1, it is an addition to L1.

So, as a user you have an additional linguistic resource, access to an additional linguistic resource and the L2 does not demand L1. So, you are adding another language, so this is additive. But those whose L2 is required or learned at the cost of the L1 can be called subtractive bilinguals. That means the learning of L2 has bearing on L1 and it restricts and diminishes the use of it, the, for the functional domain of it and it takes over.

Then you are subtracting L1 from L2. So, you are not a balanced bilingual and the situation does not allow you to be a balanced one. So, for being additive bilinguals, both the languages learned by individuals should be valued in the society in which they live. See, always remember why we lose our language.

Because one language may be dominant and controlling the other language. So, socially, politically, and contextually one language enjoys primacy over the other language. So, even if you both languages you have limitations of the usage of it because you do not get opportunities to use them outside your personal domains.

And this linguistic status and stratification force us to be subtractive bilinguals where L1 may not enjoy a similar status, or equal status in society or the community or this speech community where you are using it and they do not have equal status so language with a higher prestige value will take over the language on the lower or inferior prestige value. So, in that case, you become subtractive bilingual where you're learning and use of L2 completely dominates your understanding and use of L1.

Subtractive bilingualism occurs when learning an L2 or a second language interferes the L1 learning and consequently, L1 is replaced by L2, and it has happened to many societies like let us say Bhojpuri and Hindi for that matter, let us say Bhojpuri and Bajika for that matter, Hindi and Bajika. So, Hindi has taken over because Hindi gives you upward mobility, and opportunity, Hindi enjoys primacy, and prestige value compared to Bhojpuri.

So, even if that Bhojpuri speech community is bilingual but Hindi takes over, it may not be a good example where Hindi has completely replaced Bhojpuri but of course in the controls. So,

gradually in this case the competent and master competence and mastery of L1 diminishes, so your mastery in your native language will diminish because you have already learned L2, and mastery and competence of L2 usually increase and dominate. So, while proficiency in the master of L2 arguments, dominates, this is subtractive.

Additionally, when you learn another language that enjoys equal importance and has equal opportunities outside your personal domain, so the linguistic status of L1 and L2 are almost similar, at least not discriminatory, at least not, L2 is not subordinate or L1 is not subordinate to L2 or L1. So, there is no subordinate and superordinate relationship.

In that case, when you learn two languages, you are additive bilingual because you have added one more linguistic resource to your already existing native new linguistic resource. But in the cases where your mother tongue has no prestige value compared to the other language that you are learning or you have learned with the L2 completely taking over L1, then gradually your mastery and proficiency will diminish and the mastery and proficiency in L2 will augment.

So, in one case where you have equal mastery and proficiency plus equal social value attached to both the codes then this is called additive bilingualism, where you have access to two linguistic resources, and both are respected, enjoy important significance in the society and they have equal status, social status.

But if the case where L2 takes over the L1 because of multiple social and linguistic reasons then your mastery and proficiency in L1 will diminish and your mastery and proficiency in L2 will augment because of the higher social value attached to it, you tend to use, tend to learn, tend to understand L2 better than L1.

So, it is not adding to your verbal repertoire, it is subtracting from your mother tongue and that is why you are subtractive, this phenomenon is subtractive bilingualism. So, that is the difference between additive and subtractive bilingualism.

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Folk and Elite Bilingualism

- Folk and Elite Bilinguals are distinguished in terms of variables such as cultural identity, language usage, and social variables.
- Depending on the social status of language, bilinguals can be classified into 'folk' and 'elite' bilinguals [Fishman (1977)].
- Folk bilinguals belong to minor language speech community whose own language does not have a prestige value and a high status in the predominant language society in which they live.
- In contrast, elite bilinguals speak a dominant language in a given society and they can speak another language which provides them added advantage, value and benefit within the society.



Moving on we have folk and elite bilingualism. And what does it mean? So, folk and elite bilingualism are distinguished in terms of variables like cultural identity, linguistic and social variables, there are multiple factors, like social factors, cultural factors, linguistic factors, identity, and issues of identity and it happens because of multiple socio-political regions.

So, depending on the social status of the language, not the speakers, the social status of language, how one language enjoys primacy over the other, it happens in a society where you have linguistic hegemony where one language dominates specific languages. In such cases, they can be classified into folk and elite bilinguals.

Now, folk bilinguals belong to a minor language speech community and do not go by the literal meaning of the word folk and elite, broadly it corresponds to the same distinction, but it does not literally mean what we mean in sociology, folk and elite bilingualism refers to the status of mastery and proficiency according to the linguistic demands and use in the society.

So, folk bilingualism belongs to the minor language speech community. What does it mean? Minor language speech community means the language does not enjoy the primacy and status compared to language X which is there spoken in the society. So, one language may be the status of language may be inferior to the dominant language.

So, in that case, it is predominant, predominantly L2 will control, and L2 will dominate. So, it happens in those societies where a minor language speech is a minor language, it does not have prestige value and high status in the predominant language society or language community in which you live.

In contrast, elite bilinguals speak a dominant language in a given society and they are going to speak another language which provides them added advantages value, and benefits within the society. So, that means they are the native speakers of the dominant language, they are not the native speaker of the minority language in the society, they are speakers of a dominant language.

And they have another language or another minor language as an additional advantage to have access to other linguistic social resources, and cultural resources. So, let us say language 1, language A is spoken by a very small population of the society and that society is a bilingual society and everyone speaks two languages, but those speakers who speak L1 have lower social status and lower social prestige attached to L1, compared to the speakers who speak L2 which is the dominant language of the society and they also have access to L1.

And so we have two sets of native speakers, native speaker 1 whose native language is L1, and native speaker 2 whose language is L2, the native language is L2. But interestingly L2 is the dominant language. So, that means they are the native speakers of a dominant language socio-politically dominant language, but they have access to L1 as well.

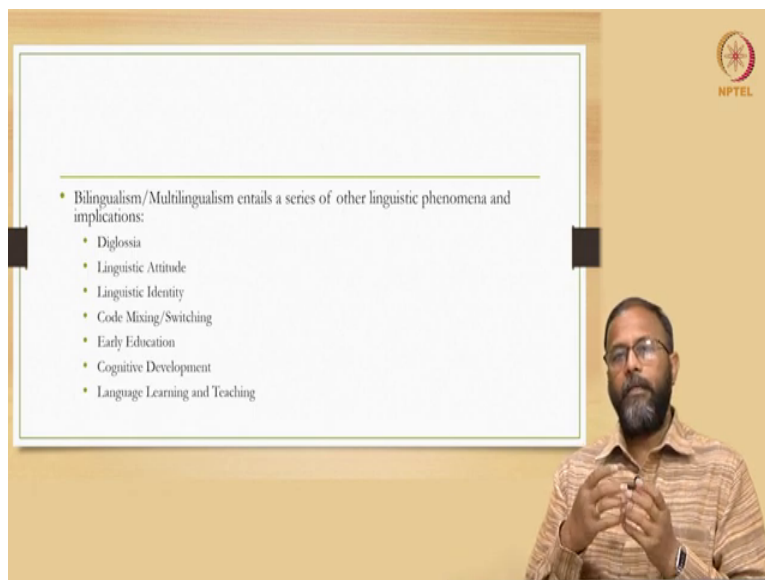
So, the status will be different, the status of L1 as a native speaker and the status of L1 as a second language speaker will be different. Because the native speakers of L2 will enjoy primacy and they will dominate the speakers of L1, L2 will dominate L1. So, the folk bilinguals are those who are native speakers of L1, they are speakers of L2 but they have learned L2 or they have acquired L2 as they live in a society where L2 is predominantly important, socio-politically important, so at the cost of their L1. So, they are folk bilinguals.

But look at the other class or another case where you are native speakers of, you are a native speaker of L2 which is the dominant period of, the predominant language of the society and you also know L1, so you are elite bilingual, so you are elite bilingual. So, folk and elite bilingualism. So, we have so far learned many categories and they are all overlapping categories,

when we say categories, different researchers have suggested these categories but there are a lot of overlaps, these categories are not linear in nature this category ends here, another category begins here, there are overlaps.

So, it is a very complex phenomenon where a, bilingualism very complex phenomena where a single user has access and ability to use two languages in a given context depending on the mastery and proficiency and degree of their proficiency, depending on the background of their learning, depending on the manner in which they acquire, depending on their ability to use and the degree of use, we have these categories. But these are all broad categories, they are not restricted and are very rigid categories, we have overlaps, but we need to understand broadly such phenomena and these categories.

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The image shows a man with a beard and glasses, wearing a striped shirt, speaking in front of a presentation slide. The slide is titled "Bilingualism/Multilingualism entails a series of other linguistic phenomena and implications:" and lists the following items:

- Diglossia
- Linguistic Attitude
- Linguistic Identity
- Code Mixing/Switching
- Early Education
- Cognitive Development
- Language Learning and Teaching

The NPTEL logo is visible in the top right corner of the slide.

So, bilingualism or multilingualism entails a series of other linguistic phenomena and it has a lot of implications we have been talking about such phenomena and implications as well like you might have heard diglossia, social bilingualism, diglossia where two languages exist but it is according to the use of it, the user has equal access to these two languages but based on the use of it we term it diglossia, it is a bilingual situation where one language is restricted to a particular domain and the domains are different.

Issues like linguistic attitude, issues like language and identity, identity issues, bilingual or multilingual and how they have advantages, languages are used to express solidarity and you might have heard this William Labov's great work, initial works, one of the initial works, this Martha's Vineyard Island study, so identity issues it entails.

Then phenomena like code-mixing and code-switching. Why do we mix two codes in a single sentence? Or sometimes we switch over from code 1 to code 2, it is a bilingual phenomenon, a multilingual phenomenon. It has implications in early education, it has implications on our cognitive development, it has implications in our social bonding, and socialization process, it has implications on our cognitive development, it has huge implications of teaching and learning of a second language.

So, bilingualism is a beautiful phenomenon and it allows users to use two linguistic resources with ease, it gives a lot of advantages of being bilingual and multilingual and it has a lot of cognitive advantages, people who are bilinguals or kids or children who are bilinguals have better mathematical abilities, analytical abilities, creative abilities.

So, bilingualism or at the same time, at the top of it bilingualism is a very normal natural phenomenon, it is not something special, it is very common and natural, being monolingual is now questioned, uncommon and now theoretically we question it because nobody is monolingual. We all speak one variety of language, a variety of languages, but we understand many other varieties of the same dialects, so dialects, we understand the dialects of the same language, we may speak one of the dialects, so we are all naturally bilingual or multilingual. So, this is it for the day. Thank you very much.