

BILINGUALISM AND MULTILINGUALISM:

Evaluation of language policies.

Author : Maitreyee Ghosh

Enrollment no: 12020002017023 **Roll no :** 13 **Section :** c

Stream: CSE IoT (Institute of Engineering and Management,
Salt Lake.)

Abstract :

This paper focuses on the process of bilingualism and multilingualism, which are highly complex, multidimensional linguistic, psychological, and social behaviours. The growth of interest in multilingual acquisition in recent years has challenged some of the existing methods and premises that were widely taken in bilingualism and second-language acquisition. Multilingualism usually refers to a speaker's knowledge and efficiency of using three or more languages while bilingualism is the sociolinguist's term to suggest a speaker's knowledge and use of more than one, i.e. two, languages - their mother tongue and an additional language. This ensures that an individual understands the languages separately, in separate environments, and maintains this ideologies after gaining both.

Keywords :

- Linguistic behaviour •Knowledge
- Multilingual acquisition •Separate environments.

Bilinguals and Multilinguals :

Bilingual and Multilingual Education Policy focuses on the promotion of linguistic and cultural diversity have developed different perspectives and definitions for the concept of bilingualism and multilingualism. The term multilingualism as employed here have across those implied or asseverated in these sections. Hence, multilingualism is considered first, as implying bilingualism, since for to be a multilingual, one has to be exposed to at least one circumstance or experience of bilingualism. It is anticipated that all the characteristic features that hold for multilingualism do so too for bilingualism. But since multilingualism involves the use of more than two languages, it continues to be a more complex scenario with operational characteristics that eventually overlap with those of the bilingual set up .

Nonetheless, the definition of multilingualism is as different as many interrelated disciplines that identify with it and the goal(s) of the research in question. Asserting that bilinguals or multilingual individuals have more improved cognitive ideas than monolinguals is never a sentimental claim, but one substantiated by scientific experiments conducted to ratify the point. The 1989 publication of Foster and Reeves [24], for example, details the use of the Ross test for cognitive function and the Butterfly and Moths test instruments for the assessment of metacognitive processes in a group constituting English-French bilinguals receiving instruction in French under the control group of English monolinguals. They came up with the unique findings that "The students who have had received foreign language instruction scored higher on tasks including evaluation which is the highest cognitive skill according to Bloom's taxonomy. The linear trend analysis showcased that the students who had studied French had the longest, performed the best."

Thus ,the bilinguals and multilinguals have proven to be more imaginative and apt with respect to creative thinking ability .

The first language acquisition :

The French psychologist Ronjat carried on with the first study of bilingual first language acquisition in 1913. He made detailed records of his son Louis' speech from birth till the age of 5. The family was from Paris. The mother and Nanny spoke Germany ; the father was a native speaker of French. They only used their mother tongue with Louis.

Ronjat's study showed that Louis' bilingual upbringing had no ill effects on his cognitive development; that grammar, phonology, and lexis developed togetherly ; that the child realized very soon the existence of two languages and acted as an inter- preter; that language mixing was always not wide and tended to disappear toward his fourth birthday; and that Louis showed a more abstract conception of language. Ron- jat's deed was a milestone, as it refuted the claim that early bilingualism had ill

effects. These days there is broad agreement among researchers that academicians possess the perceptual and memory capacities that help them , acquire several languages simulta- neously from birth. They form differentiated linguistic systems from the first input they

take(during babbling). Their pattern and rate of language acquisition is generally compared to the monolingual peers, still the vocabulary size might be somewhat smaller in the weaker languages. There are obviously more precedences of cross-linguistic transfer and intentional or non-inntentional code-switching in the speech of multilin- gual children, but these remain quite restricted in space and time. Code-switching is now no longer seen as an indicator of the inability to keep languages apart, but more as the manifestation, in specific ways, of a multicultural personality. Dewaele

(2013) found a positive connection between high levels of self-reported proficiency in varied

languages and self-reported frequency of code-switching. Multilingual children have other benefits, such as a better awareness of the dominant nature of language, an extra width of understanding, and more developed and more emphatic communication.

Linguistic Diversity and its impact :

The linguistic diversity of the world has great impact on the world population and the number of languages in the world. The world population has seen a growth from about 300 million at the time of Christ to an estimated 1 billion in the year 1804, 2 billion in the year 1927, and 6 billion at the end of 1999, and is projected to reach 10 billion around the year 2183. In 1950 there were only four nations with a national population greater than 100 million persons. In 2003, the number of such nations had grown to eleven. The United Nations projects that in 2050 such countries will number eighteen. India, China, and the United States were the top 3 nations at each of these points in time. One should keep in mind as well that the distribution of the population and its languages around the world is uneven, have grown over time, and are expected to continue such alteration, at least in the nearer future.

Costs and benefits of bi- and multilingualism for the individuals and the society:

For a longer time, monolingualism has been seen as the norm and bi- or multilingualism were considered to be the exception. This view has grown, as it appears that bi- and multilingualism are in fact the norm rather than the exception. Researchers now have acknowledged that bilingualism is not in itself harmful in any way and it "brings opportunities not only to the individual but also to the society as a whole" (Li, Dewaele, & Housen, 2002, p. 3). This constitutes an assertive reappraisal of the earlier views that bilingualism was a psychologically and socially adverse phenomenon.

Edwards

(2003) comments on the list of so-called effects linked to bilingualism—moral depravity, stuttering, left-handedness, idleness, excessive materialism—protruding out that most of them are simply dumb and reflects on the "anti-foreign" prejudices: "Where emotional problems are connected with bilingualism, we have a classic example of the fallacy that correlation is implied on causation; as noted above, the more likely explanation is that sociological pressures actually lead to psychological manifestations."

The Research Trends of Multilingualism in Applied Linguistics and Education (2020-2021):

The bibliometric trend was used in the present study and the methods for retrieval of data and instructions are described as follows: The bibliometric trend, also known as informetrics and scientometrics, refer to the quantitative analysis of academic literary based on relevant bibliometric data such as the writers, the publication venues, and citation counts. The database of Web of Science Core Collection was retrieved on January 20, 2020. The database was used for the reason that they included not only the high-impact journal publications but also their corresponding bibliometric data such as the writers, the journals, the abstracts, and the article citation counts that were to be used for the bibliometric analyses. The queries presented were used to extract the bibliometric data that was necessary for the follow-up analyses. To be specific, the purpose of retrieving was to search the articles of bilingualism or multilingualism in the areas of linguistics and education. The bibliometric data of the entries included article titles, authors, journal titles, publishing years, abstracts, citation counts of each article, etc. The entries without information such as the publishing year, the journal title, or an abstract was excluded, and the left 6909 entries were employed for the follow-up analyses.

The number of databases published in each year of the examined span was comprehended for the analysis of the publication trend. Also, the data of journal titles was used and counted for the analysis of the important publication venues.

The data of citation counts of each article was used for the analysis of the most influential articles. The number of citations that an article receives is closely related with the number of years it has published. That is, the longer an article has been published, the more citations it might have got.

Social psychological trends on bi- and multilingualism:

Bi- and multilinguals seem to have an edge in divergent thinking, one of the important components of creativity (Kharkhurin, 2012). This could be linked to the fact that they perceive the world through the amalgamation of two different conceptual prisms and events from a broader and enriched range of experiences. The writer expected that bilinguals with comparable levels of linguistic proficiency and with similar patterns of linguistic dominance eventually perform better on nonverbal creativity, whereas monolinguals score higher on verbal creativity. Bilinguals score higher than their monolingual peers on resistance to premature closure, an important indicator of creativity. He comprehends the positive effects of bilingualism on creativity and argues in favour of institutions where linguistic and cultural diversity are valued and creativity is encouraged. A multilingual and multicultural academician population provides a rich source of learning opportunities that can potentially validate the acquisition of a large range of competencies such as initiative taking, entrepreneurship, creative and imaginative problem-solving and idea generation, and cultural awareness and consciousness (Kharkhurin, 2012).

References :

- Baetens Beardsmore, H. Who is afraid of bilingualism? In J.-M. Dewaele, A. Housen, & W. Li (Eds.), *Bilingualism: Basic principles and beyond*. Clevedon, UK: Multilingual Matters.
- Bialystok, E., Craik, F. I. M., & Luk, G. Bilingualism: Consequences for mind and brain. *Trends in Cognitive Sciences*, 16, 240–250.
- Cook, V. J., & Bassetti, B. *Language and bilingual cognition*. New York, NY: Psychology Press.
- Costa, B., & Dewaele, J.-M. Psychotherapy across languages: Beliefs, attitudes and practices of monolingual and multilingual therapists with their multilingual patients. *Counselling and Psychotherapy Research*, doi: 10.1080/14733145.2013.
- Dewaele, J.-M. . *Emotions in multiple languages* (2nd ed.). Basingstoke, UK: Palgrave Macmillan.
- Dewaele, J.-M., & Li, W. multilingualism linked to a higher tolerance of ambiguity? *Bilingualism: Language and Cognition*, 16, 231–240.
- Dewaele, J.-M., & Stavans, A. The effect of immigration, acculturation and multicompetence on personality profiles of Israeli multilinguals. *The International Journals of Bilingualism*, 18, 203–221.
- Edwards, J. The importance of being bilingual. In J.-M. Dewaele, A. Housen, & Li Wei (Eds.), *Bilingualism: Basic principles and beyond* . Clevedon, And ' Matters.