Contents

A	cknowledgements	xi
Pı	reface	xiii
1:	Introducing Bilingual First Language Acquisition	I
	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 Language learning in the first year at the intersection of interaction,	19
	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	4 7
	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	70

vii

	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	209
	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	22
	How many words do BFLA children produce?	220
	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	24
	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

Bilingual First Language Acquisition

Summary box	(330
Suggestions f	or study activities	330
Recommende	ed 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	Not using particular kinds of grammatical elements and	
	what this might mean in terms of crosslinguistic influence	356
Glossary		359
Bibiliography		371
Child index		405
Language index		407
Subject index		409