



SUBTRACTIVE BILINGUALISM

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- 6th semester
- English
- Currently studying my minor (AGC)

Subtractive Bilingualism among Children in Immigrant Families, Family Cohesion and Acculturation: A Critical Overview

- EL3
- Purpose: examine literature on subtractive bilingualism and family relationships
- Subtractive bilingualism:
 - Second language acquisition → deterioration of the first language
 - Bilingualism → limited bilingualism → (English) monolingualism
 - Children learn English faster than parents → dissonant acculturation
- Acculturation: culture contact
 - Dissonant acculturation: clash between 2 cultures/languages

Structure

1. Introduction
2. Subtractive bilingualism – why it happens
3. How it affects family cohesion
4. Types of acculturation associated with good family relationships
 1. Selective acculturation
 2. Consonant acculturation
5. Issues
6. Conclusion

Conclusion

- Subtractive bilingualism happens due to the pressure of assimilation
- Subtractive bilingualism often causes intergenerational conflict
 - Children and parents (and grandparents) aren't **communicatively competent in the same language** → unable to convey ideas + cultural values etc.
 - Language used as a barrier
- Heritage language proficiency → improved family relations

However,

- Bilingualism was positively associated with family cohesion
 - **Selective acculturation**
 - Pressure of assimilation (again)
 - Hybrid varieties, code-switching and brokering
- Mutual use of English was positively associated
 - **Consonant acculturation**

→ diverse ways of minimizing miscommunication

Problems

- Generalizing
- Language ≠ culture
- Didn't wish to problematize immigrant families
 - Very little literature on coping mechanisms