

# 'Mami, lietadlo! Aeroplane, daddy!': A Case Study Exploring Bilingual First Language Acquisition in a Mixed- Lingual Family

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## List of abbreviations

BFLA	Bilingual First Language Acquisition
CDI	MacArthur Communicative Development Inventory
CDS	Child Directed Speech
CS	Code-switching
ENI	English Noun Inflection
ESLA	Early Second Language Acquisition
IDS	Infant Directed Speech
IPA	International Phonetic Alphabet
MFLA	Monolingual First Language Acquisition
OPOL	One parent-one language
SG	Slovak Gender morpheme
SNI	Slovak Noun Inflection
SPA	Slovak Phonetic Alphabet
SVI	Slovak Verb Inflection
TE(s)	Translation Equivalent(s)
1P/1L	1 parent/1 language
1P/2L	1 parent/2 languages
1P/1L & 1P/2L	1 parent/1 language & 1 parent/2 languages
1sg	1 <sup>st</sup> person singular
2sg	2 <sup>nd</sup> person singular
3sg	3 <sup>rd</sup> person singular
1pl	1 <sup>st</sup> person plural
2pl	2 <sup>nd</sup> person plural
3pl	3 <sup>rd</sup> person plural

## **Abstract**

Family environment plays a crucial role in bilingual language socialization in early childhood. The bilingual family introduces the child not only to the languages-in-acquisition, but also to the preferred language use patterns. In recent years the discussion on how and when a bilingual child comes to use her two languages in contextually appropriate ways has become central to Bilingual First Language Acquisition (BFLA). While evidence for language differentiation and sensitivity to interlocutor's preferred language is available in the two-word stage, few studies consider the language learning environment and its impact on bilingual development in the one-word stage and early combinatorial speech.

This longitudinal case study reports on linguistic developments from birth to 2;0 in a child who was acquiring Slovak and English simultaneously in the home. The effects of the child's language learning environment on linguistic development from the onset of speech were considered, focusing on lexical development, word combinations, emerging morpho-syntax, and pragmatic aspects such as language choice and mixing.

The child's two languages developed separately in a side-by-side fashion, as shown by use of translation equivalents and language specific morphological markers from the beginning. She used the two languages in contextually sensitive ways from the one-word stage, relying on several pragmatic language choice strategies. Mixing was productive and accounted only for a small proportion of productions. It was explained by sociolinguistic as well as psycholinguistic factors. Language differentiation thus emerged as grammatical as well as pragmatic differentiation at the end of the one word stage.



## **Declaration**

I certify that this work contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text. In addition, I certify that no part of this work will, in the future, be used in a submission for any other degree or diploma in any university or other tertiary institution without the prior approval of the University of Adelaide.

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