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Language is a system that consists of the development, acquisition, maintenance and use of complex systems of communication, particularly the human ability to do so. Due to the existence of a large number of languages in the world, people tend to speak several languages apart from their mother tongue. This particular situation has caused the arrival of the theories called "Bilingualism and Multilingualism." The main intention of this study is to discuss how bilingualism differs from multilingualism and the subcategories of these theories of linguistics. Bilingualism is the phenomenon of speaking and understanding two languages. Meanwhile, multilingualism is the use of more than two languages either by an individual speaker or a community of speakers. Many people become bilingual or multilingual considering several factors such as career advantage, broader education options and more interestingly according to the researches done by scientists, they have proven that bilingualism and multilingualism help to improve the power of thinking. Two categories can be seen under bilingualism namely Coordinate Bilingualism and Compound Bilingualism. Whilst Additive and Subtractive Multilingualism are the two major categories of multilingualism. According to the current statistics, the percentage of bilingual speakers of the world is 43% meanwhile the multilingual speakers own percentage of 13% of the world population. The statistics clearly demonstrate that the number of bilingual speakers in the world is outnumbered the number of monolingual speakers in the world which is 40% of the world population. In conclusion, the main objective of this research is to bring forward the linguistic background of Bilingualism and Multilingualism discussing the types, causes and effects of these two modern-day language concepts. Use of multiple languages" Bilingual" redirects here. For other uses, see Bilingual (disambiguation). The frontage of the Constitutional Court of South Africa, with text written in eleven of South Africa's twelve official languages. A multilingual sign outside the mayor's office in Novi Sad, Serbia, stands in the four official languages of the city: Serbian, Hungarian, Slovak, and Pannonian Rusyn. A stenciled danger sign in Singapore written in English, Chinese, Tamil, and Malay (the four official languages of Singapore). The logo and name of the Swiss federal administration in the four national languages of Switzerland (German, French, Italian, and Romanian). Multilingualism is the use of more than one language, either by an individual speaker or by a group of speakers. When the languages are just two, it is usually called bilingualism. It is believed that multilingual speakers outnumber monolingual speakers in the world's population [1][2] more than half of all Europeans claim to speak at least one language other than their mother tongue [3] but many read and write in one language. Being multilingual is advantageous for people wanting to participate in trade, globalization and cultural openness [4]. Owing to the ease of access to information facilitated by the Internet, individuals' exposure to multiple languages has become increasingly possible. People who speak several languages are also called polyglots. [5] Multilingual speakers have acquired and maintained at least one language during childhood, the so-called first language (L1). The first language (sometimes also referred to as the mother tongue) is usually acquired without formal education, by mechanisms about which scholars disagree. [6] Children acquiring two languages natively from these early years are called simultaneous bilinguals. It is common for young simultaneous bilinguals to be more proficient in one language than the other. [7] People who speak more than one language have been reported to be better at language learning when compared to monolinguals. [8] Multilingualism in computing can be considered part of a continuum between internationalization and localization. Due to the status of English in computing, software development nearly always uses it (but not in the case of non-English-based programming languages). Some commercial software is initially available in an English version, and multilingual versions, if any, may be produced as alternative options based on the English original. The first recorded use of the word multilingual in the English language occurred in the 1830s. The word is a combination of multi- ("many") and -lingual ("pertaining to languages"). [9] The phenomenon of multilingualism is as old as the very existence of different languages. [10] Today, evidence of multilingualism in an area includes things such as bilingual signs, which represent the same message in more than one language. Historical examples include glosses in textual sources, which can provide notes in a different language from the source text; macaronic texts which mix together two or more languages with the expectation that the reader will understand both; the existence of separate sacred and vernacular languages (such as Church Latin vs. common forms of Latin, and Hebrew vs. Aramaic and Jewish languages); and the frequency of linguistic borrowings and other results of language contact. [11] A bilingual "no trespassing" sign at a construction site in Helsinki, Finland (upper text in Finnish, lower text in Swedish). The definition of multilingualism is a subject of debate in the same way that of language fluency. At one end of the linguistic continuum, multilingualism may be defined as the mastery of more than one language. The speaker would have knowledge of and control over the languages equivalent to that of a native speaker. At the opposite end of the spectrum would be people who know enough phrases to get around as a tourist using the alternate language. Since 1992, Vivian Cook has argued that most multilingual speakers fall somewhere between maximal and minimal and maximal definitions. Cook calls these people multi-competent. [12] [13] In addition, there is no consistent definition of what constitutes a distinct language. [14] For instance, scholars often disagree whether Scots is a language in its own right or merely a dialect of English. [15] Furthermore, what is considered a language can change, often purely for political reasons. One example is the creation of Serbo-Croatian as a standard language on the basis of the Eastern Herzegovinian dialect to function as umbrella for numerous South Slavic dialects; after the breakup of Yugoslavia, it was split into Serbian, Croatian, Bosnian and Montenegrin. Another example is the historical dismissal of Ukrainian as a Russian dialect by the Russian tsars to discourage national feelings. [16] Many small independent nations' schoolchildren are today compelled to learn multiple languages because of international interactions. [17] For example, in Finland, all children are required to learn at least three languages: the two national languages (Finnish and Swedish) and one foreign language (usually English). Many Finnish schoolchildren also study further languages, such as India, schoolchildren may routinely learn multiple languages based on where they reside in the country. In many countries, bilingualism occurs through international relations, which with English being a global lingua franca, sometimes results in majority bilingualism even when the countries in question have just one domestic official language. This occurs especially in regions such as Scandinavia and the Benelux, as well as among Germanophones, but the phenomenon has also been expanding into some non-Germanic countries. [19] Main article: Language acquisition. Language acquisition, Language education, Second-language acquisition, and Simultaneous bilingualism. Bilingual acquisition One view is that of the linguist Noam Chomsky in what he calls the human language acquisition device mechanism that enables a learner to recreate correctly the rules and certain other characteristics of language used by surrounding speakers. [20] This device, according to Chomsky, wears out over time, and is not normally available by puberty, which he uses to explain the poor results some adolescents and adults have when learning aspects of a second language (L2). If language learning is a cognitive process, rather than a language acquisition device, as the school led by Stephen Krashen suggests, there would only be relative, not categorical, differences between the two types of language learning. Rod Ellis quotes research finding that the earlier children learn a second language, the better off they are, in terms of pronunciation. [14] European schools generally offer second language classes for their students early on, due to the interconnectedness among neighboring countries with different languages. Most European students now study at least two foreign languages, a process strongly encouraged by the European Union. [21] Based on the research in Ann Fathman's The Relationship Between Age and Second Language Productive Ability, [22] there is a difference in the rate of learning of English morphology, syntax and phonology based upon differences in age, but the order of acquisition in second language learning does not change with age. In second language class, students commonly face difficulties in thinking in the target language because they are influenced by their native language and cultural patterns. Robert B. Kaplan believes that in second language classes, foreign students' papers may seem out of focus because the foreign student employs rhetoric and sequences of thought that violate the expectations of the native reader. [23] Foreign students who have mastered syntactic structures have still demonstrated an inability to compose adequate themes, term papers, theses, and dissertations. Robert B. Kaplan describes two key words that affect people when they learn a second language. Logic in the popular, rather than the logician's sense of the word, is the basis of rhetoric, evolved out of a culture; it is not universal. Rhetoric, then, is not universal either, but varies from culture to culture and even from time to time within a given culture. [24] People who learn multiple languages may also experience positive transfer the process by which it becomes easier to learn additional languages if the grammar or vocabulary of the new language is similar to those of the languages already spoken. On the other hand, students may also experience negative transfer interference from languages learned at an earlier stage of development while learning a new language later in life. [25] Translanguaging also supports the acquisition of new languages. It helps the development of new languages by forming connections from one language to another. Second language acquisition results in a lexical deficit. [26] Further explanation needed [Main article: Passive speaker (language)] Receptive bilinguals are those who can understand a second language but who cannot speak it or whose abilities to speak it are inhibited by psychological barriers. Receptive bilingualism is frequently encountered among adult immigrants to the U.S. who do not speak English as a native language but who have children who do speak English natively, usually in part because those children's education has been conducted in English; while the immigrant parents can understand both their native language and English, they speak only their native language to their children. If their children are likewise receptive bilingual but productively English-monolingual, throughout the conversation the parents will speak their native language and the children will speak English. If their children are productively bilingual, however, those children may answer in their parents' native language, in English, or in a combination of both languages, varying their choice of language depending on factors such as the communication's content, context or emotional intensity and the presence or absence of third-party speakers of one language or the other. The third alternative represents the phenomenon of "code-switching" in which the productively bilingual party to a communication switches languages in the course of that communication. Receptively bilingual persons, especially children, may rapidly achieve oral fluency by spending extended time in situations where they are required to speak the language that they theretofore understood only passively. Until both generations achieve oral fluency, not all definitions of bilingualism accurately characterize the family as a whole, but the linguistic differences between the family's generations often constitute little or no impairment to the family's functionality. [27] Receptive bilingualism in one language as exhibited by a speaker of another language, or even as exhibited by most speakers of that language, is not the same as mutual intelligibility of languages; the latter is a property of a pair of languages, namely a consequence of objectively high lexical and grammatical similarities between the languages themselves (e.g., Norwegian and Swedish), whereas the former is a property of one or more persons and is determined by subjective or intersubjective factors such as the respective languages' prevalence in the life history (including family upbringing, educational setting, and ambient culture) of the person or persons. [28] In sequential bilingualism, learners receive literacy instruction in their native language until they acquire a "threshold" literacy proficiency. Some researchers use age three as the age when a child has basic communicative competence in their first language (Kressler, 1984). [29] Children may go through a process of sequential acquisition if they migrate at a young age to a country where a different language is spoken, or if the child exclusively speaks his or her heritage language at home until he or she is immersed in a school setting where it is the dominant language. In simultaneous bilingualism, the native language and the community language are simultaneously taught. The advantage is literacy in two languages as the outcome. However, the teacher must be well-versed in both languages and also in techniques for teaching a second language. The phases children go through during sequential acquisition are less linear than for simultaneous acquisition and can vary greatly among children. Sequential acquisition is a more complex and lengthier process, although there is no indication that non-language-delayed children end up less proficient than simultaneous bilinguals, so long as they receive adequate input in both languages. [30] A coordinate model posits that equal time should be spent in separate instruction of the native language and the community language. The native language class, however, focuses on basic literacy while the community language class focuses on listening and speaking skills. Being bilingual does not necessarily mean that one can speak, for example, English and French. Research has found that the development of competence in the native language serves as a foundation of proficiency that can be transposed to the second language the common underlying proficiency hypothesis. [31] [32] Cummins' work sought to overcome the perception propagated in the 1960s that learning two languages made for two competing aims. The belief was that the two languages were mutually exclusive and that learning a second required unlearning elements and dynamics of the first to accommodate the second. [33] The evidence for this perspective relied on the fact that some errors in acquiring the second language were related to the rules of the first language. [33] Another new development that has influenced the linguistic argument for bilingual literacy is the length of time necessary to acquire a second language. Previously, children were believed to have the ability to learn a language within a year, but today, researchers believe that within and across academic settings, the period is closer to five years. [34] [35] Need development? An interesting outcome of studies during the early 1990s, however, confirmed that students who do complete bilingual instruction perform better academically. [34] [35] These students exhibit more cognitive flexibility, including a better ability to analyze visual patterns. Students who receive two-way bilingual immersion a form of dual language education that brings together students from two different language backgrounds to learn in both languages. [36] Will perform at an even higher level. [citation needed] Examples of such programs include international and multi-national education schools. "Polyglot" redirects here. For other uses, see List of polyglots. [Pvt. Lloyd A. Taylor, 21-year-old transportation dispatcher at Mitchell Field, New York City, who knows Latin, Greek, Spanish, French, German, and Japanese, studies a book on Chinese. A former medical student at Temple University, he passes two hours a day studying languages as a hobby. "This picture was taken during World War II. A multilingual person is someone who can communicate in more than one language actively (through speaking, writing, or signing). Multilingual people can logically speak any language they write in (aside from mute multilingual people). [37] But they cannot necessarily write in any language they speak. [38] More specifically, bilingual and trilingual people are those in comparable situations involving two or three languages, respectively. A multilingual person is generally referred to as a polyglot, a term that may also refer to people who learn multiple languages as a hobby. [39] [40] Multilingual speakers have acquired and maintained at least one language during childhood, the so-called first language (L1). The first language (sometimes also referred to as the mother tongue) is acquired without formal education, by mechanisms about which scholars disagree. 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The Multilingual App Toolkit (MAT) [92] was first released in concert with the release of Windows 8 as a way to provide developers a set of free tools for validating and granular specifications of language experience in order to identify boundary conditions of possible cognitive effects. [55] [60] [61] [62] Second language acquisition results in a lexical deficit due to second language acquisition [63] and bilingualism results in decreased verbal fluency. [47] Bilingual and multilingual individuals are shown to have superior auditory processing abilities compared to monolingual individuals. [63] Several investigations have compared auditory processing abilities of monolingual and bilingual individuals using tasks such as gap detection, temporal ordering, pitch pattern recognition etc. In general, results of studies have reported superior performance among bilingual individuals. Furthermore, among bilingual individuals, one's level of proficiency in one's second language was also reported to influence auditory processing abilities. Bilinguals might have important labor market advantages over monolingual individuals as bilingual people can carry out duties that monolinguals cannot. [64] Such as interacting with customers who only speak a minority language. A study in Switzerland found that bilingualism has substantial economic benefits, as bilingual people were found to earn around \$3,000 more per year in salary than monolinguals. [66] A study in 2012 found that using a foreign language reduces decision-making biases. It was surmised that the framing effect disappeared when choices are presented in a second language. As human reasoning is shaped by two distinct modes of thought: one that is systematic, analytical and cognition-intensive, and another that is fast, unconscious and emotionally charged. It was believed that a second language provides a useful cognitive distance from automatic processes, promoting analytical thought and reducing unthinking, emotional reaction. Therefore, those who speak two languages have better critical thinking and decision-making skills. [67] A study published a year later found that switching to a second language seems to exempt bilinguals from social norms and constraints, such as political correctness. [68] In 2014, another study showed that people using a foreign language are more likely to make utilitarian decisions when faced with moral dilemmas, such as the trolley problem and its variations. Participants in this study chose the utilitarian option more often in a Fat Man dilemma when it was presented in a foreign language. For the related Switch Track dilemma, however, the use of a foreign language lacks the emotional impact of one's native language. [69] Because it is difficult or impossible to master many of the high-level semantic aspects of a language, it is the use of a foreign language that is the primary reason for the lack of proficiency in a second language. This study found that the emotional impact of a foreign language is not as strong as the native language. [70] The study found that the emotional impact of a foreign language is not as strong as the native language. [71] [72] These findings suggest that the emotional impact of a foreign language is not as strong as the native language. [73] Some studies have found that the emotional impact of a foreign language is not as strong as the native language. [74] Thus, multilingualism is said to create multiple personalities. Xiao-lei Wang states in her book Growing up with Three Languages: Birth to Eleven: "Languages used by people with one or more than one language are used not just to represent a unitary self, but to enact different kinds of selves, and different linguistic contexts creates different kinds of self-expression and experiences for the same person." [75] However, there has been little rigorous research done on this topic, and it is difficult to define "personality" in this context. Francois Grosjean wrote: "What is seen as a change in personality is most probably simply a

