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## Code separation and code mixing in early bilingualism with minority languages

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In: *Ikastaria*. 12, 9-30

Abstract: In this article, the authors will analyse some of the basic concept of bilingual language acquisition. When and how should children hear and develop their two languages if we want the development to be considered simultaneous? Where can the differences between simultaneous development of both languages and the acquisition of one of them as a second language be found? Is it different to learn both languages at home or one of them at home and the other one at school? Do children who become bilingual through second acquisition at school show a different development? Do grammatical and pragmatic competence develop in the same way?

Key Words: Bilingual acquisition. Code mixing. Code switching. Bilingualism. Grammar fusion. Grammar separation. Language acquisition. Second language acquisition.

**Ezeizabarrena, María José** (Euskal Herriko Unib. Filologia, Geografia eta Historia Fak. Hizkuntzalaitza Arloa. Unibertsitatearen pasealekua, 5. 01006 Gasteiz): Aditz-finitotasuna haur elebidunen euskarán eta gaztelanian (Verb finiteness in the speech of Basque/Spanish bilingual children) (Org. eu)

In: *Ikastaria*. 12, 31-46

Abstract: This paper deals with the acquisition of verb morphology by bilingual children acquiring Basque and Spanish simultaneously, in order to further the discussion about the fusion or separation of languages. Despite the different organisation of person markers, the acquisition of Basque and Spanish verb-morphology takes place following a very similar sequence: subject-agreement markers on the verb appear earlier than object markers. Moreover, these acquisitional steps are chronologically parallel in the two languages. However, these acquisition steps are chronologically parallel in the two languages. However, the distribution of infinitive verb forms in main sentences appear to be quite different in both languages: they are more frequent and appear in a larger variety of context in Basque.

Key Word: Verb. Bilingualism. Code separation. Infinitive. Agreement. Paradigms. Person. Morphology.

**Elosegi Aduriz, Kristina** (Euskal Herriko Unib. Donostiako Irakasleen Unibertsitate Eskola. Hizkuntza eta Literaturaren Didaktika Saila. Oñati Plaza, 3. 20018 Donostia): Kasuak eta preposizioak jabekuntza elebidunear: bi sistema, bi gramatika (Cases and prepositions in bilingual acquisition: two system, two grammars) (Org. eu)

In: *Ikastaria*. 12, 47-68

Abstract: From the video-tapings carried out fortnightly of a child that has been in contact with the two target languages (Basque and Spanish), we have gone on to analysing the acquisition and development of the cases in Basque and of the corresponding prepositions and pronouns in Spanish, from ages 1;11 to age 3;06. The result show that most of the cases in Basque as well as their corresponding prepositions and pronouns in Spanish, and the functions they fulfil, have appeared in the target child languages before the age of three and a half.

Key Woeds: Bilingual acquisition. Case. Clitic pronoun. Grammar separation. Longitudinal Research. Preposition.

**Barreña, Andoni** (Univ. de Salamanca. Dpto. de Lengua Española. Fac. de Filología, Plaza de Anaya, 1. 37008 Salamanca); **Zubiri, Juan Joxe** (Nafarroako Unibertsitate Publikoa. Filologia eta Literatura Saila. Campus Arrosadia z/g. 31006 Iruñea): Subjektu eta objektu markak euskaraz eta gaztelaniaz haur elebakar eta elebidunengan (Marking of subjects and objects in Basque and Spanish by monolinguals and early bilinguals) (Orig. eu)

In: *Ikastaria*. 12, 69-106

Abstract: The authors will analyse the marking of subjects and objects in monolinguals and Basque Spanish bilinguals. It is a well-known fact that at NP level, subjects of transitive verbs in Basque take the -k ergative case mark, whereas objects and also subjects of intransitive verbs take the Ø marking, corresponding to the absolutive case. Subject morphemes also show different forms with transitive and intransitive verbs. In Spanish, on the contrary, neither subjects nor objects and object are differentiated in morphology. Subject morphemes are identical with transitive and intransitive verbs and object are not reflected in the verbal system. After analysing the productions in both languages, the authors will prove that both codes develop separately from the very beginnig.

Key Words: Accusativity. Agreement. Bilingualism. Ergativity. Grammar separation. Language acquisition. Object. Subject.

**Favereau, Francis** (Université de Rennes II. Université de Haute-Bretagne. 6 Avenue Gaston Berger. 35043 Rennes-Roazhon. Bretagne - France): Early bilingualism and word order in Breton (Orig. en)

In: *Ikastaria*. 12, 107-122

Abstract: The aim of this investigation is to analyse word order in the productions of children who are acquiring Breton as a second language at school, in order to detect influences from their first language. The author has organised the paper as follows: in the introduction, general characteristics of the Breton language; in part one, adult word order in Breton; in part two, word order in childrens' speech and, finally, conclusions. The productions analysed have been collected from children aged 3 to 6 taught in Breton at a different school. According to the author, the different word orders used by adults are also found in these childrens' production. Influence from French is strong during the initial stage of schooling. By the age of 6, however, children have acquired the structures offered by school and environment.

Key Word: Breton/French. Early bilingualism. Emphatic order. Language acquisition. Non-emphatic order. Schooling immersion. Second language acquisition at school. Word order.

**Stephen, Janig** (University of Wales Institute Cardiff. Faculty of Community Health Sciences. Wersten Avenue, Llandaff. Cardiff CF52YB. Wales): The development of grammatical structures in the Breton of nurse school children (Orig. en)

In: *Ikastaria*. 12, 123-142

Abstract: The great majority of children attending the Breton medium schools in Brittany are monolingual French speakers. The descriptive analysis of the data indicates that the children have become competent speakers by the end of the four years in Breton nurse schools. Although there is some indication of transfer from French to Breton in the initial stage of Breton acquisition, the children acquire the range of Breton grammatical structures including those not shared with French.

Key Words: Bilingual acquisition. Breton/French. Functional and lexical categories. Grammatical category. Grammatical structure. Language acquisition. Parametric variation. Word order.

**Idiazabal, Itziar** (Euskal Herriko Unib. Filologia eta Geografia-Historia Fak. Euskal Filologia Saila. Unibertsitatearen etorbidea, 5. 01006 Vitoria-Gasteiz): Hizkuntza trebetasunen transferentzia programa elebidunetan (Transfer of skills in bilingual school programs) (Orig. eu)

In: *Ikastaria*. 12, 143-154

Abstract: This work concern the experimentation of a didactic sequence to learn written argumentation in Basque. The subjects are two equivalent groups of 13 years old bilingual children. The experimental group follow the didactic sequence. The control group, however, does nothing special during the same period. Both groups do write argumentative texts before (pre-text) and after (post-text) the experimental period in Basque and in Spanish. As we expected, the writing preproduction in Basque of the experimental group is better in the post-text; but it has also improved in Spanish after the Basque teaching experience. We assume that the cross linguistic transfer explains this fact. The control group does not show significant progress in any of the two languages.

Key Words: Argumentative text. Basque/Spanish. Cohesion mechanisms. Connection linkers. Teaching sequence. Cross linguistic transfer. Modalization. Experimental teaching.

**Sotés, Pablo** (Nafarroako Unibertsitate Publikoa. Psikologia eta Pedagogia Saila. Campus Arrosadia z/g. 31006 Iruñea): Euskararen jabeakuntza Nafarroako inmertsio programa batean (The acquisition of Basque in an immersion program in Navarre) (Orig. eu)

In: *Ikastaria*. 12, 155-176

Abstract: This article analyses the learning and use of Basque as a second language (L2) in Spanish speakers beginning an immersion programme in Navarre. The only exposure of learners to Basque is in the school context where the language is used as the medium of communication and content instruction. This study is set within the theoretical framework which presupposes that the discourse, jointly constructed by the teacher (native speaker) and the students (learners), is responsible for L2 learning. The main aim of this study consists in identifying the learning processes (social, linguistic and cognitive) of L2 and the strategies (learning, communicative and social) applied by the learner when faced with the new language in a context of instruction and evidence of individual differences.

Key Words: Second language acquisition/learning. School context. Immersion programme. Learning process. Communicative skills. Cognitive process. Linguistic process. Social process.

**Stephens, Janig** (University of Wales Institute Cardiff. Faculty of Community Health Sciences. Wersten Avenue, Llandaff. Cardiff CF52YB. Wales): Aspects of early bilingualism in Brittany and Wales (Orig. en)

In: *Ikastaria*. 12, 177-188

Abstract: The bilingual environment in which children develop their second language is influenced by the convergent and divergent characteristics of the two languages. Breton and Welsh are two Celtic languages and have a number of common properties. It is also apparent that the long contact situation with French and English respectively is gradually bringing changes to Breton and Welsh. The following comparison between early bilingual acquisition in Brittany and Wales examines differences the acquisition of the second language by young children in Brittany and Wales.

Key Words: Celtic languages. Code mixing. Cross-linguistic comparison. Early bilingual acquisition. Functional and lexical categories. Interference. Languages contact. Principles and parameters.

**Favereau, Francis** (Université de Rennes II. Université de Haute-Bretagne. 6 Avenue Gaston Berger. 35043 Rennes-Roazhon - France): Evolution of bilingual education in Brittany (Orig. en)

In: *Ikastaria*. 12, 189-198

Abstract: In this investigation, the author analyses the function of the Breton language throughout history, in society, and specifically in education. Except for a period at the outbreak of the French Revolution (1789), with a number of decrees written in French and in Breton, French authorities have always promoted monolingualism, so as to keep Breton out of public functions. However, a change into a mainly positive attitude is also noticeable from 1968 on. Thus, in education, the schools teaching in Breton are acquiring more and more force. Today, there are in all 5,000 students in these models and another 12,000 students are learning Breton as a second or third language.

Key Words: Bilingual education. Breton language. Catholic school. Diwan schools. Evolution of bilingualism. Negative identity. State school.