

1. Record Nr.	UNINA9910450462503321
Autore	Caldas Stephen J. <1957->
Titolo	Raising bilingual-biliterate children in monolingual cultures [[electronic resource] /] / Stephen J. Caldas
Pubbl/distr/stampa	Clevedon, : Multilingual Matters, 2006
ISBN	1-280-50173-1 9786610501731 1-4237-8809-5 1-85359-877-1
Descrizione fisica	1 online resource (247 p.)
Collana	Bilingual education and bilingualism
Disciplina	306.44608309714
Soggetti	Bilingualism in children - Louisiana Bilingualism in children - Quebec (Province) English language - Acquisition French language - Acquisition Second language acquisition Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Front matter -- Contents -- List of Tables and Figures -- Acknowledgements -- Preface -- 1. Introduction and Focus of the Book -- 2. Bilingualism in America -- 3. Methodology: Taking the Measure of the Project -- 4. Bilingual Antecedents -- 5. Home and Community -- 6. The School -- 7. Reading, Media, Hobbies and Games -- 8. The Psychology of Pre- and Early Adolescent Bilingualism -- 9. The Psychology of Middle Adolescent Bilingualism -- 10. Emerging Bilingualistic Identities -- 11. Taking the Measure of Bilingualism -- 12. Lessons Learned, Broader Implications and Guidelines for Parents -- Bibliography -- Appendices -- Index
Sommario/riassunto	This book is a case study carefully detailing the French/English bilingual and biliterate development of three children in one family beginning with their births and ending in late adolescence. The author and researcher is the children's French/English bilingual American father, who was aided by his bilingual French Canadian wife (also the

children's mother). We reared our three children in two different cultures— essentially monolingual English-speaking Louisiana, and totally monolingual French-speaking Québec. The family spent academic years in Louisiana, and the summer months in Québec. Our strategy was to speak only French to our son and our identical twin daughters. We artificially orchestrated and manipulated both the strategies, and to the extent possible, even the children's environments to ensure the success of our project. Additionally, I carefully documented our progress using a variety of research tools, including audio and videotape recordings, teacher and child surveys, interviews with teachers, fieldnotes, psychological and diagnostic testing, and standardized assessment instruments.
