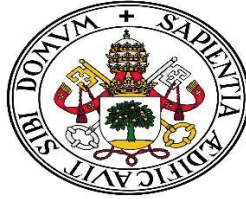


**MASTER IN ADVANCED ENGLISH STUDIES:
LANGUAGES AND CULTURES IN CONTACT**

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Final Master Thesis

Bilingual Acquisition and Developmental Patterns

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The work presented in this MA thesis is, to the best of my knowledge and belief, original and my own work, except as acknowledged in the text. The work in this thesis has not been submitted, either in whole or in part, for a degree at this or any other university.

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Approved

Dr. PEDRO FUERTES

Dedication

This research is dedicated to my family who supported me and encouraged me with patience, their belief in me gave me strength and kept me going even in the most challenging moments.

I would also like to dedicate my work to my Supervisor Dr, PEDRO FUERTES for his guidance and unwavering support and patience, throughout his comments and advice. I really appreciate all his efforts he made and all the insightful remarks he provided. I would not have accomplished the goal without his guidance.

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My heartfelt thanks go to my family, especially my parents, for their unwavering love, patience, and moral support during the course of my studies.

Finally, I extend my appreciation to my friends who encouraged along the way.

Abstract

This paper looks at how children learn and develop two languages. It focuses on the effects of age, practice, and social environment on bilingual development. The study combines surveys and observations to understand how children learn both languages and what challenges they face. It shows that early use of two languages helps children become fluent, while learning a second language later can be harder, especially for grammar and pronunciation. The paper also shows how family and community play an important role in helping children learn and keep both languages. The study gives ideas on how to support bilingual learning at home and at school and highlights the need for balanced exposure to both languages to avoid losing skills in one.

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General Introduction

In today's increasingly multilingual world, many children are brought up in environments where they are exposed to two or more languages from an early age. This phenomenon is referred to as known as bilingualism. It has become a heated topic in linguistic research affecting also educational research. Linguists have debated how children acquire and develop language skills when they are exposed to more than one language, and whether this exposure to two languages gives any cognitive benefits to learners or creates developmental difficulties. The ability to switch between two languages is considered a valuable asset, especially in multilingual or multicultural societies. However, the process which bilingual learners go through is complex and influenced by different and distinct factors.

Among the most widely discussed aspects of bilingual development is the age of acquisition. Researchers such as Lenneberg (1967) and De Houwer (1990) have stressed the importance of language exposure at early age of life. They suggested that children who begin learning two languages in their first years have high chances to achieve native-like fluency in both. Other scholars (Hoff et al., 2011; Sun, Toh, & Yang, 2023) focus on environmental input. They argue that consistent use of both languages and strong family support is extremely crucial for successful bilingual development. However, there is not an agreement on how factors like age, frequency of use, and social setting affect the outcomes of bilingual learning, particularly among children who learn their second language later in life (sequential bilinguals) (Roesch & Chondrogianni, 2016).

The present study investigates how bilingualism develops paying particular attention to the roles played by factors such as age and language use frequency. Drawing upon nativist and interactionist frameworks, this study investigates how biology and society impact bilingual development. This study also addresses the gap found in the literature particularly with regard

to how bilingual skills develop over time and how real life challenges, such as language dominance, affect bilingual learners. The study uses a mixed-methods design to provide both quantitative data and interpretation with regard to how bilingual children acquire and retain two languages in different contexts.

This paper explains first the main ideas and theories about how children learn two languages. It looks at how children's age, the frequency of language use, and the impact of family and community support on bilingual development. Next, the researcher describes the research design and data collection and analysis. Then, the results from the survey and observations are presented. After that, the researcher discusses the findings, what problems children confront. Finally, the paper gives a conclusion with the major ideas for supporting bilingual children's learning and development.

Chapter 1: Literature review

1. Literature review

1.1. Introduction

This chapter goes through the literature on bilingual language acquisition. It highlights important theories and findings that have been produced with regard to the current topic. Researchers have been debating the factors that influence children acquisition of two languages for a long time. Some scholars (Hoff et al., 2011; Sun, Toh & Yang, 2023) hold a firm belief that early exposure to languages is strongly influential. They argue that younger learners are more receptive to language input. However, other scholars focus on the role of environmental support. They say that continuous encouragement from family and community play a more significant role. While certain studies (e.g., Rivero, 2018) support the idea that children can acquire two languages simultaneously with reduced interaction, others believe that the development of one language influences or delays the other. These diverse opinions and perspectives provide a bigger picture of the complex nature of bilingual development in childhood.

1.2. Research problem

Bilingual acquisition is one of the heated topics that scholars are still investigating its specificities. It is a complex process that is usually influenced by age, exposure, and social environment as seen in this chapter. However, as mentioned above, research lacks agreement on how these elements shape language proficiency over time. While some studies (e.g., Bialystok, et al., 2012) shed light on the mental or cognitive benefits, other studies (e.g., Kroll, et al., 2014) shift the attention to the interference that occurs between languages, especially in sequential bilinguals. This study deals with how bilingual children develop and maintain proficiency in the two languages. It investigates how bilingualism develops over time and how

society affects language learning. This helps understand bilingual learning better and how it affects education.

1.3. Language acquisition

Language acquisition is the process whereby children acquire language¹. Humans acquire the ability to perceive and comprehend language, as well as to produce and use words and sentences to communicate. All human beings have an innate ability to acquire a language (Bavin, 2009). However, acquisition occurs passively and unconsciously through implicit learning. In other words, children do not need explicit instruction to learn their language but rather seem to pick up language in the same way they learn to crawl and walk (Bavin, 2009).

A child acquires his language under pressure of the necessity of communication with other people. The child feels the need to express his developing perception through more sophisticated terms of his language. He is aware that this would lead to mutual understanding and approximating more and more to the norms of the community in which he looks for winning membership.

Moreover, acquisition depends on children receiving linguistic input during the critical period hypothesis (Lenneberg, 1967), which claims that the first few years of life is the crucial time in which an individual can acquire language if presented with adequate stimuli. That is, Children must receive adequate linguistic input including phonology (speech sounds), semantics (meaning), vocabulary and grammar (syntax& morphology) and pragmatics before the end of this period in order to acquire language. There is strong evidence that children may never acquire a language if they have not been exposed to a language before they reach the age of six or seven. Or if the linguistic input is not adequate, children do not fully acquire language

¹ Wikipedia: language acquisition: https://en.wikipedia.org/wiki/Language_acquisition (Last access: June, 2025).

as is the case with Genie (Lenneberg, 1967), an abused and neglected girl who was discovered by authorities in 1970 in Los Angeles. Hence, the critical period hypothesis proposes that normal language acquisition is dependent on age and degree of maturation of cognitive structures. In other words, ability to acquire language gradually deteriorates with age (Penfield & Roberts, 1959, Hartshorne, Tenenbaum, & Pinker, 2018).

By studying, however, the areas of semantics, syntax, morphology and phonology, we could say that language is an extreme complex unit. Small children who cannot dress on their own and cannot feed themselves are able to conjoin sentences from relative clauses and use the phonological, morphological, semantic and syntactic rules of their language. The most striking fact about this early ability to use language is that children are not taught their first language but pick it up through positive input (Chomsky, 1965; Pinker, 1994). Therefore, this remarkable way in which young children acquire language has long fascinated linguists and developmental psychologists.

The following section covers two main theoretical approaches to child language acquisition which all of them have merit but none can fully explain the phenomenon of language acquisition.

1.4. Theories of Language Acquisition

The precise mechanism of how children grow into competent users of language has always been a difficult question to answer. Researchers and intellectuals from a variety of disciplines have been tackling this problem. They have been engaged in debates over the nature versus nurture issue in order to shed some light on the process of language acquisition (Lenneberg, 1967; Pinker, 1994). Consequently, several competing theories of language acquisition emerged, being relevant behaviorism and nativism.

1.4.1. Behaviorism

Behaviorism was a dominant theory in the field of psychology during the first half of 20 century. Behaviorists study only what is observable and try to find clues to changes in a child's behavior in the environment. They disregard existence of any internal process. That is, child is viewed only as a passive object receiving input. The 1950s brought B.F Skinner's Verbal Behavior (1957), which applies behaviorists' principles to language. Skinner argues that language is simply a component of overall human behavior, and thus it is believed that language is learned in the same way, through conditioning via association, imitation, and reinforcement (Skinner, 1957). As Harley puts it "Children learn language in the same way as rats learn to navigate a maze for the reward of a food pellet" (2010, 18). Palermo (1966) supports this view by demonstrating that children form associations between words and meanings through repeated exposure and reinforcement, highlighting the role of associative learning in language development

Behaviorism seems inadequate in explaining language acquisition and is targeted by many critics. The most remarkable criticism has been provided by Noam Chomsky. The problem with behaviorism is usually illustrated by following samples (Chomsky 1965):

First, the nature of language itself is conflicted with the notion that language can be acquired by imitation. Language is a creative entity bound by a set of rules. Although it incorporates these restricted elements, one can virtually create an infinite number of grammatical sentences. Presumably any of these sentences should be comprehensible to every speaker.

Second, children are able to acquire normally their mother tongue even though their caregivers do not provide them with continuous feedback. Caregivers usually do not judge grammaticality of their children's utterances, instead they focus on the context.

1.4.2. Nativism

Similar to behaviorism, nativism tends to put emphasis on one side of the nature versus nurture debate. In this case, any major Impact of environmental factor on language acquisition is overlooked. Thus, Stork& Widdoson (1974) formulate the basic tenets of nativism:

(1) All human beings learn a language; (2) All human languages are equally learnable for all human beings; (3) All human languages are different on the surface, but all have certain underlying features in common which accounts for their all being equally learnable; (4) These features which are universal to all human languages are the key to what is innate” (1974, p. 135)

The nativism approach is associated with Noam Chomsky who suggests that there is an innate mechanism of language development hard-wired into the human brain. Chomsky proposes that there must be an innate capacity for language because verbal input children receive is imperfect, therefore, insufficient to achieve successful development of all language components.

Chomsky has called this innate capacity language acquisition device (LAD) (Chomsky, 1967) .LAD predetermines that all human individuals are capable of developing language. Nevertheless, as the later models of language acquisition propose, children need to be exposed to language of their community in order to develop this genetic blueprint for language. O’Grady (2007) expands on this by emphasizing that while linguistic ability may be biologically pre-programmed, children must still engage with their environment to refine grammar and meaning. In similar line, Pinker (1994) argues that language is not merely learned but is an instinct embedded in the human brain, supporting Chomsky’s Universal Grammar theory while incorporating insights from cognitive science and evolution

Later Chomsky’s work substitutes LAD with the theory of universal grammar (UG). UG is described by Ingram (1989) “as a part of a genetic program containing a collection of

universal principles, which determine the form of any language” (Ingram, 1989 :25). The theoretical basis of UG is founded on the assumption that there is a deep level of similarity contained within all human languages given that each language governed by a set of comparable constraints.

1.5. Types of Bilingual Acquisition

1.5.1. Simultaneous bilingualism

There are two types of bilingual acquisition. The first one is referred to as simultaneous bilingualism. This is where the child acquires two languages from birth. The process of acquisition of the two languages usually takes place at the same time. One of the prominent scholars that have investigated this linguistic phenomenon is Annick De Houwer’s in her seminal book (1990) titled *The Acquisition of Two Languages from Birth: A Case Study*. She studied how a child acquiring Dutch and English, named Kate, acquires the two languages from birth. This study which was carried out between the ages of 2 years and 7 months to 3 years and 4 months sought to examine how the child develops grammar and sentence structures in both languages. One of the findings of her study is that bilingual children tend to create separate language systems early on, rather than mixing them. This research filled a great gap in the realm of bilingual language studies and supported the idea that children exposed to two languages from birth can develop them independently without confusion. This study provides important ideas into how young children naturally acquire multiple languages. Many other scholars have found similar findings include (Fred, 2005; Ellen, 2001; and Elizabeth, 1997)

1.5.2. Sequential bilingualism

Sequential bilingualism, unlike Simultaneous bilingualism, is the process of learning a second language after the first language has already been established (de Houwer, 1990). De Houwer’s research is insightful because it contributes to understanding of how children and

adults acquire a second language at different stages of development. In her work, *Bilingual First Language Acquisition* and *The Acquisition of Two Languages from Birth: A Case Study*, De Houwer (1990) investigates the role of age, exposure, and input in shaping second language acquisition (1990). She argues that sequential bilinguals tend to experience a phenomenon where the first language (L1) is dominating, while the second language (L2) developing at a different pace depending on the amount and quality of exposure (1990). She also argues that exposure to L2 is extremely important as it determines the accuracy and fluency of second language later. A groundbreaking discovery in her research is that younger children or learners tend to attain native-like pronunciation and grammar, while older learners may retain features of their first language, especially in phonology and syntax (1990).

De Houwer's research also opposes the idea that sequential bilinguals tend to experience interference from their L1. She argues that there are many factors that impact the success of second language acquisition such as social environment, educational setting, as well as motivation (1990). In addition, she further explores the cognitive benefits of bilingualism. She says that sequential bilinguals, like simultaneous bilinguals, are capable of developing metalinguistic awareness and problem-solving skills (1990). Nevertheless, she warns that inadequate exposure to the second language can lead to incomplete acquisition or language attrition, especially if the first language remains dominant in everyday life. De Houwer does contribute to the general understanding of the ways in which language input, interaction, and social context shape the learning trajectories of sequential bilinguals (1990).

1.6. Children's development of different language abilities

It is argued that children or young learners tend to develop different language competences because of the frequency and the setting of their use of the language (Grosjean, 2010). Grosjean argues that some learners grow up using both languages equally in different

situations and become balanced bilinguals. This means that they are fluent in both languages at the same level. Most bilingual children, however, tend to be more fluent in one language; scholars call it dominant bilingualism (Grosjean, 2010). It goes without saying that the child's dominant language is the one that they hear and use more often, especially in school or social settings. To give an example, if a child tends to use one language at home, but another one at school, he or she likely becomes more proficient with the school language over time. Studies (e.g., Grosjean, 2010; Unsworth, 2019; Hoff, Erika, et al., 2012; Paradis, Johanne, et al., 2011) show that the need to use each language and how rich the language environment play a crucial role in bilingual development. All these factors influence how well a child learns both languages. Another factor that leads to differences in language development is more of it natural. That is to say, some children are born with an ability to learn languages more easily. This helps them develop stronger skills in both languages (Grosjean, 2010). This is called linguistic intelligence. Clark (2009) further explains that children actively structure and refine their language abilities through exposure, feedback, and contextual variation, which supports the development of fluency and linguistic flexibility. To sum up, bilingual language ability is shaped by both the child's environment and their own learning strengths, which lead to differences in fluency between children.

1.7. The Effect of Age on Bilingual Learning

An influential theory in linguistics is the Critical Period Hypothesis (CPH, for short). This concept suggests that the human mind is only capable of acquiring language at ease in the first seven years or so (Wilder & Lamar, 1959). This concept was popularized later by linguist Eric Lenneberg in his 1967 work. This latter argued that language acquisition needs to take place between age two and puberty. This is a period he believes coincides with the lateralization process of the brain (1967). According to this hypothesis, the neuroplasticity of children's brains facilitates the process of language acquisition for them and help them acquire it

effortlessly and naturally. The plasticity's role is to help their brains absorb linguistic structures and sounds by means of exposure and interaction with the surrounding, which leads to intuitive language learning (1967). However, as these children grow up, this innate plasticity goes away and diminishes, which makes language learning more difficult and challenging for them (1967). As they age and get older, their language learning becomes more reliant on explicit or formal instruction, conscious effort, and the application of grammatical structures learnt, instead of implicit absorption that features early language learning (1967). Research (Hartshorne, & Pinker, 2018) shows that while adults can still achieve proficiency in a new language, it may be more challenging for them to attain native-like proficiency or fluency as compared to those who start learning language during the critical period.

1.8. Children's development of language

1.8.1. Vocabulary development

Research by scholars such as Annick De Houwer (1990), Johanne Paradis (1996), and Erika Hoff (2013) has demonstrated that bilingual young learners usually develop their two languages at different rates. This tends to depend on many factors such as exposure and context. For instance, considering the example outlined above, a child might be more proficient and fluent in the language they use at school compared to the one they use at home (Houwer, 1990). This means that while they may know fewer words in each of their languages compared to monolingual children, their combined vocabulary in both languages may be larger than the sum of vocabulary acquired by monolingual children (1990). The exposure to linguistic input plays a crucial role in vocabulary development of young learners. For this reason, she advises that it is important to consider the linguistic environment when evaluating a bilingual child's language skills. Stork & Widdowson (1974) further explain that vocabulary acquisition is an active

cognitive process in which children construct meaning through repeated exposure and contextual usage.

1.8.2. Grammar Development

A remarkable feature of grammar development is called code switching (Poplack 1980). Bilingual children usually mix elements from different languages in their speech. This occurs when children combine words, phrases, or grammatical structures from two languages while speaking. Let's take an example, a child might say, "I should go to the tienda," which combines English and Spanish. Research shows that this mixing is very natural and normal in the language development of bilingual children and does not necessarily mean that they are confused or lack any language proficiency (Müller et al., 2012; Paradis et al., 1996; Johanne et al., 2018). Bilingual younger learners are capable of differentiating between their two languages and even using them appropriately in different situations and contexts (Müller, 1996). Over time, children learn to separate the grammar of each language as they get exposed to those languages. This leads to a more distinct language use. This process is part of the natural development of bilingual language skills. It should be noted there isn't only one type of code switching. There is intersentential code switching and intrasentential code switching (Poplack 1980). The former refers to the use of a sentence in one language and the next sentence in the other language. The latter refers to the use of two languages in one sentence. Benmamoun's (2013) research is a strongly relevant piece of research in which he illustrated how variations in syntactic structures across languages influence bilingual language development of learners.

1.8.3. Pronunciation Development

Bilingual learners or acquirers usually develop different or distinct accents in each of their languages. This could be influenced by many factors including age at which they were exposed to each language, and also the amount of practice of those languages as well as the

contexts in which they use them (Bongaerts et al., 2002). For example, a study by Bongaerts et al. (2002) demonstrated that early bilinguals, those who learnt two languages from a young age, are more likely to attain native-like pronunciation in both languages. However, late bilinguals tend to retain a foreign accent in the second language they acquire. This means that early adequate exposure to a language usually leads to more native-like pronunciation (2002). Not only that, how frequent learners use the language is also of great significance; those who use the language regularly and in distinct contexts are more likely to improve a pronunciation that sounds native-like. By contrast, limited exposure and practice may result in a more foreign-like accent (2002).

1.9. What Influences Bilingual Development?

1.9.1. Exposure to Language

As said before, exposure to each language is crucial in the development of bilingual children. So in terms of frequency, if one language is more frequent than the other, the children have the most frequent language as the dominant one. The reason for that is that children have chances to practice, correct, and make use of the language in different contexts and situations, which results in proficiency (Hoff, 2013). Using the same example, children who hear one language spoken in a great deal at home and another at school tend to improve skills in the language used at school. The frequency of exposure to a language is very significant because regular use of the language in different contexts helps children to acquire more vocabulary and comprehend grammatical structures and rules (Hoff, 2013; Yule, 1985)). This is supported by research from scientists such as Paradis et al. (2011), who found that children who are exposed to a language more often are capable of developing a larger vocabulary and more complex grammatical structures in that language.

Not only that, Hoff (2013) argues that bilingual young learners who are exposed to two languages in a balanced manner are more likely to reach proficiency in each, but those with more imbalanced exposure may show proficiency in one language while struggling with the other. It is noteworthy that social factors also contribute in a significant way because children often adapt their use of language to appropriate different contexts, such as using one language at home with family members and the other language at school with their peers and teachers (2013). Unsworth (2013) notes that this kind of differentiation in language use based on context further proves the idea of the dominance of the more frequently used language. Therefore, the amount and frequency of exposure to each language are fundamental in determining which language becomes stronger for a bilingual child.

1.9.2. The Role of Family and Community

The family as well as the community in which a child grows up plays a very important role in the linguistic development of that child. The development of bilingual competence for children is strongly influenced and impacted by their family behaviours and education. According to Bloom (2000) and Bohannon (1984), social interactions in these kinds of environments are vital because they enable children to understand meanings and intentions which facilitates language development.

1.9.3. Challenges of Maintaining Both Languages

Maintaining proficiency in both languages can be a difficult task. Those who have not been exposed properly to language usually end up suffering from language attrition. Language attrition is process of losing proficiency in a language mainly due to reduced use of language

or exposure². Schmid (2011) says that language attrition occurs in first and second languages. It leads to a decline that results in a decline in linguistic skills over time. There are a number of factors that cause language attrition. These include lack of exposure, limited use of language, and interference from the other language. To exemplify, a bilingual learner who moves to an environment where there is only monolingualism, he or she may experience a decline in proficiency in the language less used. Köpke and Schmid (2004) studied how language attrition can influence different linguistic areas such as vocab and grammar. In addition to this, the age of the learner and the context where the language is acquired both have strong influence on the degree of attrition. For instance, attrition related to the first language is observed usually in those who acquire a second language later in life and use it more frequently than the first language. Schmid and Köpke (2017) have studied the connection between first language attrition and language dominance. They believe that both processes are interlinked and represent stages of the same phenomenon.

Previous studies show similarities and differences in how bilingual children learn two languages. De Houwer (1990) and Paradis et al. (2011) found that children who tend to be exposed to both languages from birth learn them more easily. But De Houwer (1990) also says that if a child learns a second language later, the first language stays stronger. Unsworth (2019) explains that how much a child hears and uses a language affects how well they learn it. Some researchers, like Chomsky, believe that language learning is natural and happens in the brain, but Hoff (2013) and Vygotsky say that children learn better when they talk to others and get help from their environment. Schmid (2011) found that if a child stops using a language, they may forget it, but Grosjean (2010) says that bilinguals can change their stronger language

² Language Attrition: Wikipedia:
https://en.wikipedia.org/wiki/Language_attrition#:~:text=Language%20attrition%20is%20the%20process,in%20or%20losing%20a%20language. (last Access:June, 2025).

depending on their situation. These studies show that both the brain and the environment are important for learning two languages.

Although many studies did talk about bilingualism, there are still gaps that need to be dealt with. Most studies target young bilingual children, but we do not know much about how bilingual competences and skills evolve over time or if both languages maintain the same degree of strength. More than that, many of the previous studies focus on bilingualism in schools, but they largely ignore how other factors such as family, culture, and social life influence language learning. Another missing part is about sequential bilinguals, who learn a second language after their first one. There still a need to understand how age, practice, and motivation influence their learning. This study fills these gaps by looking at how bilinguals develop their skills, social factors affect them, and how different types of bilinguals learn.

This study on bilingual acquisition and developmental patterns are conducted while considering principles of two theories as theoretical frameworks: nativist and interactionist theories. Chomsky's Nativist Theory is relevant because it explains how bilingual children acquire two languages despite differences in input quality. In other words, the theory suggests that there is an inborn ability to develop complex linguistic structures. Also, this study considers the interactionist perspective which deals with the role of social environment and interaction in developing bilingual proficiency. Vygotsky's Sociocultural Theory supports this by highlighting how family, education, and community influence bilingual development by means of interactions. By combining these theories, this research gives a better understanding of how both biological and environmental factors work together to bilingual language development.

Chapter 2: Research Methodology

2. Research Methodology

2.1. Introduction

This chapter details the research methodology that is adopted in the present study. It presents the research design and data gathering and analysis. The chapter also describes the targeted population, the criteria for selecting participants, and the sampling methods used. It also explains the instruments and procedures used for data collection. Ethical considerations are discussed to ensure the protection and informed consent of participants throughout the research process. Finally, the chapter addresses the study's limitations and conclusion.

2.2. Research Objectives

- To explain how early use of two languages helps children become proficient in both.
- To describe the challenges children face when learning a second language later, particularly with grammar and pronunciation.
- To understand how family and community support help children learn and maintain both languages.
- To explain how using one language more can strengthen it and weaken the other.

2.3. Research Questions

The present study poses the following questions:

1. How do children learn and keep two languages?
2. How do age, time, and language choice affect learning?
3. How does family and community help with learning?
4. What problems do children face when learning two languages?

2.4. Research Hypotheses

The researcher hypothesises the following:

- Children who are exposed to two languages from an early age reveals high levels of proficiency in both languages, particularly in vocabulary and grammar.
- Children who acquire a second language after early childhood faces difficulties with grammatical accuracy and native-like pronunciation compared to early bilinguals.
- Consistent support from family and community importantly improves children's ability to develop and sustain proficiency in both languages.
- When one language is used more frequently than the other in daily interactions, it becomes dominant.

2.5. Research Design

This study uses a mixed-methods research design which puts together both qualitative and quantitative approaches. It begins with the quantitative phase where data is collected through a survey that provides numerical data for analysis. The qualitative component emerges in the discussion section where the findings are interpreted in a subjective way, which provides important insights. In other words, the qualitative design provides the interpretation of the results, without falling in bias. While the quantitative design focuses on numbers, the qualitative design focuses on words, opinions, and perspectives. Combining these two approaches constitutes the mixed-methods design.

Having said that, the study provides an understanding of bilingual acquisition and developmental patterns. The quantitative phase functions as the basis of the study and involves the collection of structured, numerical data by means of a closed-ended questionnaire. This data collection tool is designed by the researcher to help understand frequencies and general attitudes with regard to language use and exposure in bilingual contexts.

After the quantitative analysis, the qualitative component of the study is used in the interpretation phase. This component includes a thematic analysis of the quantitative results. It includes the representations of the findings accompanied with the interpretation from the perspective of the researcher. The purpose of this phase is to gain understanding by exploring the subjective meanings and social dynamics behind the numerical trends. The mixed methods design ensures a complementary role played by both designs. So while subjectivity is favored, bias is frowned upon. The researcher ensures the interpretation is not biased.

2.6. Sample of Population

In this study, the researcher uses purposive sampling to select the participants. The individuals who are closely connected to the research topic are chosen. The sample includes two groups:

- The first group consists of mothers of bilingual children, who are actively supporting their children in learning two languages. These mothers can share their perspectives on how their children are learning to speak and understand both languages at home and in the community.
- The second group includes adults who grew up as bilingual children. These adults can reflect on their personal experiences of learning two languages during their own childhoods.

The researcher gathers information from both groups by providing them with a survey. The survey contains closed-ended questions. This format makes it easy and efficient for participants to respond. By using this survey, clear and concise data from a broad group of participants will be obtained, which certainly helps understand how children acquire bilingual skills and how family and community support contribute to this development. It should be noted that gender is not an important variable in the present study. So it is not considered in the questionnaire.

The survey is administered first to those that the researcher knows to have gone through bilingual acquisition or whose children are bilingual learners. After that, the survey link is shared on WhatsApp groups and Facebook groups to ensure the data collection tool reaches as many bilinguals as possible. Similarly, nationality and gender are not relevant in the current research. That means respondents may include people of Spanish or Moroccan nationality or any other nationality. Thus, the only variables relevant in this study are bilingualism and its developmental patterns. Since the whole population of bilinguals cannot be counted, the sample is unlikely to represent all bilinguals at least in Spain and Morocco.

2.7. Research Instrument

Data is gathered by distributing a survey containing 12 questions. The questions are closed-ended. To ensure the study meets the deadline, there are two types of questions: yes/no and scale questions. This allows participants to answer with simple options. The survey is shared on WhatsApp and social media platforms. It ensures easy access for participants using their phones or computers. Before starting the actual study, there is a pre-test of the survey to ensure the questions are clear and easy to understand. Participants are informed about the study's purpose and their right to withdraw at any time.

2.8. Validity and reliability

Validity and credibility are also taken into consideration. The content validity is ensured by making survey items that accurately reflect the research objectives, the questions, and the theoretical frameworks of the present study (Morrison et al., 2018). The questionnaire is pre-tested to ensure that all items are clearly understood by the participants. This ensures face validity. Moreover, the use of closed-ended questions ensures that the responses are consistent, which enhance internal reliability (Morrison & Furlong, 2018). To enhance external reliability, the questionnaire is distributed on WhatsApp and social media platforms following a

standardized procedure. Although some sections of the sample is purposive and not random, efforts are made to ensure the participants' responses are genuine and reflect honest bilingual experiences.

2.9. Data analysis and interpretation plan

The collected data is presented and interpreted as shown along the following lines. First in the data analysis section, the researcher displays the gathered data in the form of charts which will be followed by a short description of the stats shown in the charts. The description will be objective and neutral in the sense that, the researcher's perspective will not be integrated until later phase. The interpretation section discusses the findings in a more subjective manner. The researcher in this phase will be able to voice her perspective on the results. The discussion of the findings will be based on the research questions, hypotheses, and objectives. In other words, the discussion will proceed in light of these three elements. The theoretical frameworks of nativism and interactionism will guide the interpretation. The discussion will avoid citing other works at all costs since the interpretation is expected to be subjective. Themes trends will emerge from the charts only. Since the survey does not include any space for qualitative data (opinions or attitudes) there will be no themes emerging from discourses. For that reason, the researcher discussion of the data will target theme trends shown by the charts.

2.10. Ethical considerations

Before beginning the study, all ethical guidelines are carefully followed. Participants are clearly informed about what the study is about, how their answers are used, and that their participation is voluntary. They are told they can stop answering the survey at any time if they feel uncomfortable. All answers are kept private, and no names or personal information are shared. This helps protect the participants' rights and privacy. Approval is obtained from the

appropriate authority before the research is started to ensure that all rules for ethical research are followed.

Chapter 3: Data analysis and Interpretation

3. Data analysis and Interpretation

3.1. Introduction

This chapter shows the results of a questionnaire answered by 60 people. The questions were about using two languages at home, school, and in everyday life. The goal was to understand how children learn two languages, how often they use them, and what problems they face. The answers were shown in charts to make them easier to read. Under each chart there is a description to help understand what people said. This chapter also gives some ideas about what the answers mean and how they help answer the research questions.

3.2. Findings

- **Do you currently speak more than one language at home?**

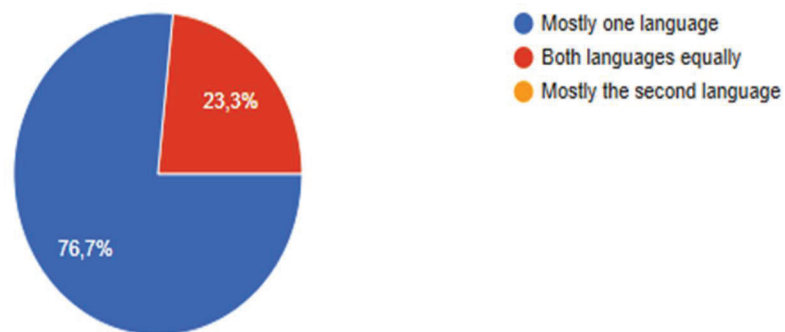
60 réponses



The figures above represent the results of a survey answered by 60 respondents. The charts illustrate that 100% of participants selected the “yes” option. No respondents selected “no”. This finding indicates a complete consensus among the respondents, showing that all participants agreed with the survey statement.

- **How often does your child (or did you as a child) use each language daily?**

60 réponses

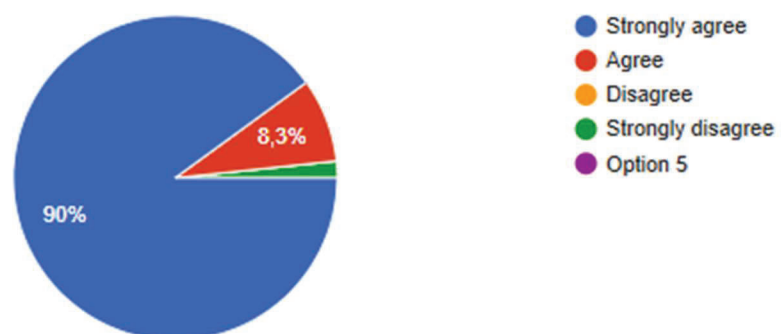


This chart shows that the biggest part (76.7%) said that their children tend usually to use one language. There's also a small red section (23.3%) for “both languages equally”.

Interestingly, no one ticked the “mostly the second language” option. This means that the first language tends to dominant.

- **Do you believe that learning two languages helps with overall learning and thinking?**

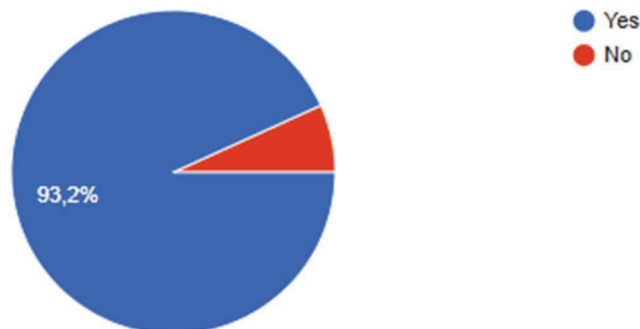
60 réponses



This chart above reveals that most of the responses (90%) are for “strongly agree”. A smaller number of responses (8.3%) ticked the “agree” option. A very small number of responses (about 1%) chose “strongly disagree”. No one chose “disagree”. This means that many people felt very positive about the first option

- **Does your child (or did you as a child) attend a bilingual school or daycare?**

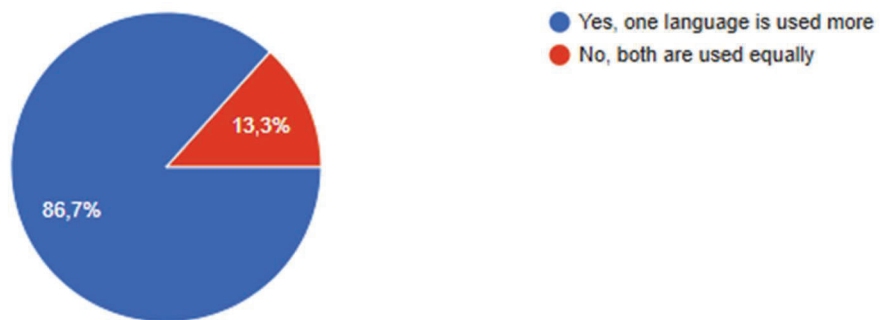
59 réponses



This chart investigates about whether children attend bilingual schools or daycares. Most of the responses (93.2%) said “yes”. Only a few responses said “no”. This means that most people are interested in making their children master two languages.

- **Is there a clear preference for one language at home?**

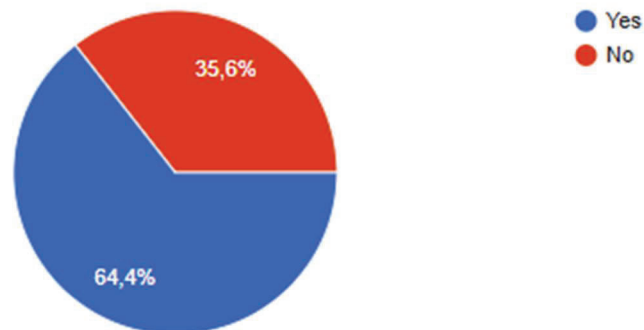
60 réponses



This question asks about the respondents’ preference of languages at home. Most of the answers (86.7%) said that they prefer to use only one language at home. A smaller part (13.3%) negative attitude towards the use of a single language at home, and prefer to use more two languages. This means that most people feel that one language is used more than the other.

- **Do you think bilingual children start speaking later than monolingual children?**

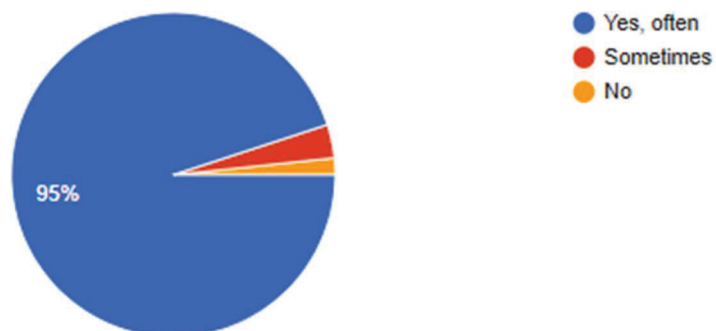
59 réponses



This question asks about whether bilingual children start speaking later than monolingual children. Most of the respondents (64.4%) said “yes”, while a small portion of them said (35.6%) “no”.

- **Does your child (or did you as a child) mix the two languages in one sentence?**

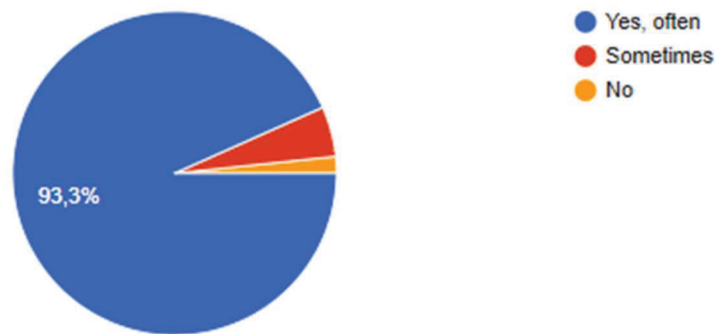
60 réponses



This chart shows how often bilingual learners mix two languages happens. The biggest number of the respondents (95%) chose “yes, often” option. A small portion of 3% said “sometimes” and an even smaller portion said “no”.

- **Do you (or did you) read stories or books in both languages?**

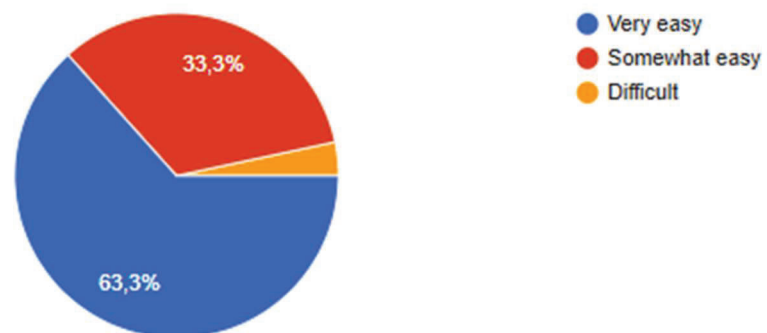
60 réponses



This question asks if the respondents do or ever read stories or books in both languages. The largest portion (93.3%) said “yes, often”. There’s a small portion of the participants who went for “sometimes” and a tiny number said “no”.

- **How easy is it for your child (or was it for you) to switch between languages?**

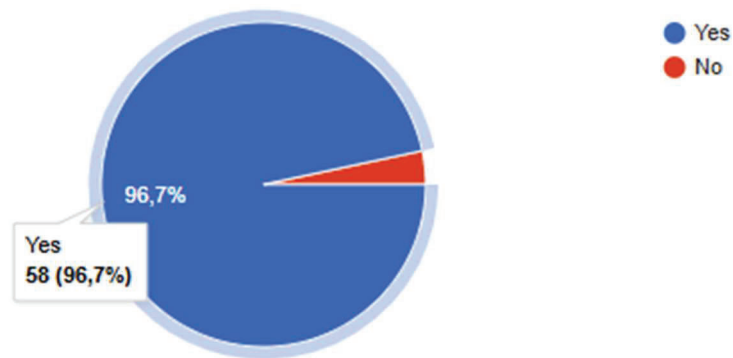
60 réponses



This chart shows how easy switching between the two languages is. 63.3% of the respondents said it is very easy. 33.3% of the participants said somewhat easy, and the small yellow part represent 3,4% of those who chose “difficult” option.

- **Do family members help the child use both languages?**

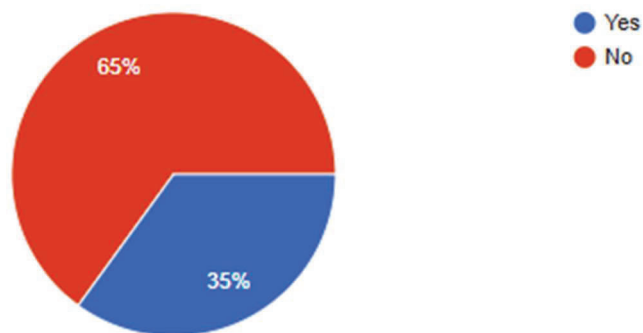
60 réponses



The chart above asks if family help their children use both languages. 96.7% of the participants said yes, while 3,3 said no.

- **Have you noticed any challenges your child (or you) face with learning two languages?**

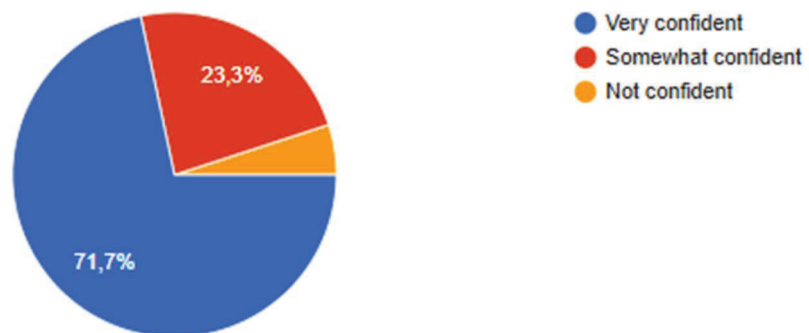
60 réponses



The chart above demonstrates respondents' answers to a question about the challenges faced by bilingual children while learning two languages. 65% said no, while 35% said yes.

- **How confident are you that your child (or you) develops strong skills in both languages?**

60 réponses



The last question revolves around the confidence of the respondents about their children developing strong skills in both languages. 71.7% of the respondents said that are very confident, while 23.3% of the participants said they are somewhat confident. The smallest number 5% said they are not confident.

3.3. The Presentation of the findings and Analysis

This chapter provides an up-close analysis of the findings of a questionnaire administered to a sample of participants in a bidirectional attempt to disentangle the complex dynamics of child bilingualism. In an era of increasing globalization and culture contact, these dynamics have never been more critical. More than a recounting of the numbers themselves, this analysis weaves the quantitative results into narrative, taking into account the results in the context of existing linguistic and cognitive theory. The aim is to construct a composite model of the bilingual experience for this population, examining the interplay between the linguistic environment, behavioral patterns of language use, the psychological topography of attitudes and beliefs, and the facilitatory role of support networks. By placing the outcomes of the surveys in conversation with initial research by researchers such as François Grosjean, Jim Cummins, Ellen Bialystok, Annick De Houwer, and King, Fogle, and Logan-Terry, this chapter

tries to unravel processes below that contribute to these children's biliteracy and bilingual acquisition.

3.4. The Foundational Ecosystem: A Deliberate and Asymmetrical Dual-Language Immersion

The findings demonstrate that the participants are surrounded by an originally bilingual and naturally asymmetrical foundation ecosystem. The most conclusive result is the across-the-board agreement of all participants to a home environment that is multilingual, setting the family household as the common point of origin for dual-language exposure. This is a simple statement of what researchers like King, Fogle, and Logan-Terry have called "Family Language Policy" (FLP) (2008), the explicit and implicit family decisions on language use. Institutional decisions strongly back this home policy, with a resounding majority confirming that the child attends a bilingual school or daycare. This mutualism between the home and school offers a model of twin immersion in which language learning is not confined to a single sphere but is openly scaffolded across the child's primary social and educational settings. This congruence is fundamental, signaling to the child that both languages hold social as well as intellectual value.

But a significant level of complexity is added by the fact that it was discovered that an overwhelming majority of respondents indicated they had a strong preference for use of one language at home. This instantly corresponds to the behavioral evidence, where an overwhelming majority stated they used "mostly one language" daily. It shows what the brilliant scholar of bilingualism, François Grosjean (2010), has been arguing for decades: bilinguals are not two monolinguals in one person. Their languages also have multiple functions in multiple areas and one is typically more prevalent. Evidence in this case is one of "asymmetrical bilingualism," where one language (the most common being the majority language of society) is used as the general medium of everyday routines, public sphere, and general mass media, while the second language (often the minority or heritage language) is maintained by diligent,

careful efforts as hearth, family, and cultural language. This imbalance is not a failure of the bilingual endeavor but a correct reflection of the functional segregation of languages in the life of a bilingual.

3.5. The Dynamics of Language Use, Biliteracy, and Cognitive Control

The behavior of the children in this study illustrates a sophisticated interaction with their two language systems, even in the asymmetrical setting. One nearly universal finding is that children "tend" to mix the two languages within the same sentence. Many years ago, this phenomenon, known as code-switching, was accounted for from a deficit perspective as a sign of linguistic confusion. Yet recent linguistic research, pioneered by scholars like Shana Poplack (1980) and Carol Myers-Scotton (1993), has firmly established code-switching as a rule-governed, highly competent communicative skill. It demonstrates that the bilingual brain has simultaneous access to both lexicons and grammar systems and selects material from each to create the most effective and nuanced utterance. It is a hallmark of the proficient "bilingual mode" of communication, as described by Grosjean (2001). This is not a question of alternating between two separate systems but operating within a single linguistic repertoire.

This cognitive flexibility is further refined through biliteracy. The finding that a tremendous majority of families "often" read books in both languages is simply crucial. This practice specifically targets Jim Cummins's initial (1979) "interdependence hypothesis," which states that literacy skills and conceptual knowledge acquired in one language can be transferred to the other. Through learning literacy in both languages at the same time, these families are establishing one, unified "Central Operating System" for literacy, thus lending scholarly potential in both languages greater strength. The direct consequence of this active, multimodal engagement is exemplary cognitive flexibility. A general consensus was that a vast majority

indicated it was easy to shift between languages, with the majority of those who said so indicating that it was "very easy" and the remainder as "somewhat easy."

This reflects a high level of executive function, the set of cognitive processes that includes inhibitory control, working memory, and cognitive shifting. As extensive research by Ellen Bialystok (1999) has shown, the constant mental exercise of managing two languages and suppressing the non-target language strengthens these executive control networks, yielding what is often termed the "bilingual advantage."

3.6. The Psychological Landscape: Overwhelmingly Positive Attitudes and Resilient Confidence

This entire bilingual endeavor documented throughout is reinforced by a robust and far-reaching psychological frame of healthy assumptions and unbreakable self-confidence. There exists a virtual consensus of opinion concerning cognitive benefits of bilingualism with an over-twenty-to-one majority "strongly agreeing" and almost all others "agreeing" that it enhances general learning and thinking. This discovery is an echo of the dramatic change in public and academic opinion since a seminal study by Peal and Lambert (1962), which initially consistently defied the myth that bilingualism was an intellectual disability. Now, the advantages these respondents identified with are echoing current scholarship, making this group not only motivated but also highly informed, basing their assumptions on a modern knowledge of linguistics and neuroscience.

This deeply rooted belief system allows parents to put differences in development in perspective. For instance, while a vast majority hold the folk belief that bilingual children start speaking later, a widespread folklore, it does not make them less optimistic overall. Research by other researchers including Annick De Houwer (2009) and Laura-Ann Petitto (2000) has indicated that a bilingual child's lexicon in one language may be smaller initially, but their

conceptual lexicon across the two languages is equal to or higher than monolinguals', and they pass significant developmental milestones within the typical range. Parents within this sample appear to instinctively understand this, viewing any apparent delay not as a lack but as an immediate and temporary trade-off for ultimate gain.

Furthermore, this confidence of the parent is sure to transfer to the child as well, affecting their own emerging linguistic identity. A child who grows up in an environment with such unadulterated confidence is less likely to be self-conscious about their language mixture or accent, and more likely to develop a proud and intact sense of self as a bilingual speaker. This perspective produces the high level of optimism found: an overwhelming majority have faith in their child's long-term success, a solid majority feeling "very confident" and a significant minority feeling "somewhat confident." Confidence is not a passive feeling but an active force, likely motivating the very parental behaviors (support, biliteracy routines) that produce a successful outcome.

3.7. Redefining Challenges through Normalization and Robust Support Systems

A notable finding arises from the manner in which this group perceives and manages likely difficulties. The role of the family as a supportive context is essential, with a nearly unanimous response stating that members of the family support the child to make use of both languages. This is consistent with Vygotsky's (1978) sociocultural theory, which is directed towards the role of a "More Knowledgeable Other" in facilitating learning. Here, the family members act as language scaffolders, creating a Zone of Proximal Development for bilingual development. This robust support system is at the center of how challenges are framed. When explicitly asked if they had faced any significant challenges, a large majority answered "no."

This result is a significant finding, given that the same respondents had embraced phenomena like late onset of speech and prolific language switching. The only rational pairing of these facts is that these indicators of development are not yet considered to be obstacles. Through a process of normalization, fueled by optimistic attitudes and firm informational and affective support, such events are reexplained as normal, transitory, even beneficial indicators of an active bilingual mind at work. This reexplanation is characteristic of what might be referred to as "linguistic security", a condition where the family's language ideology is so secure that normal developmental differences are not seen as threats. A "challenge," in this instance, is best described perhaps as a more intense, enduring problem, one with which few others will have had to deal. That power to render what would otherwise be considered a problem normal is a measure of how robust the family's ideology of language is and how effective their support system is, rendering the bilingual process from a series of challenges to be overcome a normal process.

Chapter 4: Limitations of the Study

4. Limitations of the Study

While this study provides an up-close account of an extremely engaged bilingual community, its limitations must be recognized. The small, non-probability sample, recruited through convenience sampling through social media, precludes generalizability to the broader population. This subgroup may represent an "ideal" or highly engaged subset of the bilingual community, and their experiences may not be indicative of families that are facing more socioeconomic, institutional, or societal obstacles to minority language maintenance. Moreover, the application of self-reported, quantitative data from a closed-question questionnaire deprives one of a more detailed, richer "emic" understanding of the participants' perceptions. For just one example, the survey doesn't assess the quality of linguistic input, only perceived frequency, and fails to examine the multilayered motivations for specific FLP options. Qualitative methods such as interviewing or narrative analysis would be required to explore these intricacies fully.

Also, the survey contains no objective assessment of language proficiency but relies on parents' self-assessment of facility and confidence. The study also fails to distinguish between the specific language pairs involved because they could imply a great deal of significance due to linguistic distance and social status. Finally, the cross-sectional design of this study obtains a snapshot at one moment. It cannot measure the longitudinal trajectory of language development, i.e., it cannot reveal how language dominance, attitudes, and self-reported difficulty might shift as the children age and their social and school environments expand. To reach beyond these indicative but limited results, research in the future would need mixed-methods and longitudinal designs.

Chapter 5: A Synthesized Model of Successful Childhood Bilingualism

5. A Synthesized Model of Successful Childhood Bilingualism

5.1. Statistics

The statistics given are not merely isolated data; they allow us to construct an integrated, circular theory to explain the success of the bilingual program among this specific population. That theory is not linear but dynamic, consisting of interrelated components that reinforce one another mutually and produce a strong and self-maintaining system of language acquisition. We can see it as a four-component "Virtuous Cycle of Intentional Bilingualism."

5.2. The Ideological center

The Ideological Center: Core Beliefs and Positive Orientation. At the center of the model is the psychological setting. The near-universal belief in the intellectual and personal benefits of bilingualism is the power behind the entire system. This energizing, motivating ideology provides the "why" for all that the family does, a buffer against monolingual pressures in terms of affect, and allows parents to make obstacles out, not failures, but normal milestones in a valuable investment.

5.3. The Dual-Scaffolding Framework

The Dual-Scaffolding Framework: The Home-School Partnership. This ideological center explicitly undergirds the construction of the child's world. The evidence finds a robust "dual-scaffolding" system established by the fully multilingual home environment and supplemented by the vast majority of children in bilingual schooling. This dualism legitimates both languages, avoiding minority language marginalization and delivering a strong message to the child about the value of their entire linguistic repertoire.

5.4. The Active Engagement Engine

The Active Engagement Engine: Patterns of Use and Biliteracy. Spurred by faith and supported by the context, active engagement is the subsequent stage. The key behaviors that were found, such as omnipresent use of reading in both languages, almost universal acceptance of code-switching, and ongoing support from family members, act as the engine of language development. These focused, high-leverage strategies equate ideology with day-to-day practice needed to build real-world competency.

5.5. The Reinforcing Feedback Loop

The Reinforcing Feedback Loop: Perceived Competence and Confidence. The final component of the model is the outcome, which feeds back to reinforce the initial ideology. The active engagement yields tangible results: children who overwhelmingly switch between languages with ease and parents who feel overwhelmingly confident in their child's success. This perceived competence validates the parents' initial beliefs, solidifies their commitment to the dual-scaffolding framework, and encourages the continuation of active engagement behaviors, thus closing the circle and ensuring the system's long-term resilience.

In essence, the success observed in this cohort is not accidental but the product of a deliberate, self-reinforcing system where positive beliefs shape a supportive environment, which in turn fosters effective behaviors, leading to successful outcomes that strengthen the original beliefs.

Chapter 6: Recommendations for Policy and Practice

6. Recommendations for Policy and Practice

Based on the synthesis of these findings, and acknowledging the study's limitations, several actionable recommendations can be made for key stakeholders aiming to support childhood bilingualism. These recommendations are designed to help replicate the "virtuous cycle" identified in this study for a broader population.

6.1. For Parents and Caregivers:

First, parents and caregivers are encouraged to embrace and plan for asymmetry. The data shows that a clear preference for one language is the norm. Parents should develop a realistic Family Language Policy that acknowledges that languages will likely serve different functions, aiming for functional proficiency and active use rather than perfect symmetry. Furthermore, it is recommended that they prioritize active biliteracy. The widespread practice of reading in both languages highlights a critical action point, and parents should go beyond oral exposure to engage in biliteracy from an early age. Additionally, parents should aim to construct a confident narrative around bilingual development. They should be empowered with information to reframe phenomena like code-switching and speech onset variations not as problems, but as hallmarks of a brain actively managing two complex systems. Finally, it is vital to cultivate a support network. For families without an extended network of bilingual relatives, actively seeking community is essential to normalize the experience and provide the emotional and practical support necessary to sustain the long-term effort.

6.2. For Educators and School Administrators:

For educators, a primary recommendation is to forge proactive home-school partnerships. Schools should move beyond simply enrolling bilingual children to actively partnering with parents by inquiring about a family's FLP and providing resources that celebrate their diverse linguistic backgrounds. Following this, schools should provide parent

education on bilingual milestones. Educational institutions are in a prime position to combat misinformation by hosting workshops based on current research from experts like De Houwer (2009) and Petitto(2000) , thereby helping to align parental expectations with scientific reality. Moreover, a key pedagogical shift involves implementing translanguaging pedagogy. Instead of correcting code-switching, educators should be trained in approaches, championed by scholars like Ofelia García(2009) , that treat a bilingual's linguistic repertoire as a single, integrated system, thereby validating their identity and deepening their learning.

6.3. For Policymakers and Governmental Bodies:

First, policymakers need to invest in and expand public bilingual education. The significance of bilingual education for this cohort's success underlines the necessity of public investment in high-quality dual-language immersion programs to provide this model to all families. Second, in order to shift societal attitudes, government institutions need to implement public awareness campaigns. All these campaigns can distribute factual, research-based information about the social and cognitive benefits of bilingualism that make it a valued feature of the person and society alike. Finally, teacher training needs to be standardized and guaranteed. The success of bilingual programs largely relies on highly qualified teachers, and hence policymakers need to establish clear guidelines for bilingual teacher certification, fund professional development, and offer incentives for recruiting and retaining highly qualified bilingual teachers.

6.4. For Future Researchers:

For future research, the first priority should be to employ longitudinal and mixed-methods designs. It is essential to track bilingual development over time and to combine this with qualitative methods like interviews and ethnographic observation to capture the rich perspectives that quantitative surveys cannot. In addition, researchers must endeavor to

diversify the research sample. To develop equitable and effective policies, future research must intentionally recruit participants from a wider range of socioeconomic backgrounds and with varying levels of access to institutional support. Finally, future work should investigate the role of specific language pairs and societal context. It is important to examine how the dynamics of bilingualism differ based on the social status and linguistic distance of the languages involved, exploring how the broader sociopolitical context interacts with a family's internal efforts.

7. General Conclusion

This study's aim was to investigate the ways in which children acquire and develop bilingual ability. It examined how frequent use of language and social environment both influence this process. By examining both simultaneous and sequential bilingualism, the research explored how language proficiency develops over time and how different elements contribute to language dominance. Having used a mixed-methods approach which puts together surveys and thematic interpretation, the present study sought to understand the actual and real linguistic experiences of bilingual individuals and their families. The overall goal was to provide a clearer understanding of how early language learning and continuous environmental support shape bilingual development.

The findings showed that children who are exposed to two languages early in life tend to achieve proficiency in both languages, particularly in vocabulary and pronunciation. Most respondents said that one language usually becomes dominant when used more frequently at home or school. Furthermore, strong family and community support significantly improves children's bilingual effects. The data also confirmed that bilingualism is not only achievable but also widely associated with cognitive and social elements.

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Appendix

Questionnaire

- 1. Do you currently speak more than one language at home?**
 - Yes
 - No
- 2. How often does your child (or did you as a child) use each language daily?**
 - Mostly one language
 - Both languages equally
 - Mostly the second language
- 3. Do you believe that learning two languages helps with overall learning and thinking?**
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
- 4. Does your child (or did you as a child) attend a bilingual school or daycare?**
 - Yes
 - No
- 5. Is there a clear preference for one language at home?**
 - Yes, one language is used more
 - No, both are used equally
- 6. Do you think bilingual children start speaking later than monolingual children?**
 - Yes
 - No
- 7. Does your child (or did you as a child) mix the two languages in one sentence?**
 - Yes, often
 - Sometimes
 - No
- 8. Do you (or did you) read stories or books in both languages?**
 - Yes, often
 - Sometimes
 - No
- 9. How easy is it for your child (or was it for you) to switch between languages?**
 - Very easy
 - Somewhat easy
 - Difficult
- 10. Do family members help the child use both languages?**
 - Yes
 - No
- 11. Have you noticed any challenges your child (or you) face with learning two languages?**

- **Yes**
- **No**

12. How confident are you that your child (or you) will develop strong skills in both languages?

- **Very confident**
- **Somewhat confident**
- **Not confident**