

The Early Bilingual: A Case Study of an Iranian Infant

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Spring 1402

Abstract:- Simultaneous bilinguals are children who are exposed to more than one language prior to age three. They develop two or more languages equally, or nearly equally, through exposure and frequent opportunities to use each language. To date there has been little agreement about important questions of, can a baby born acquire second language in an EFL setting but just like her/his mother tongue?

The aim of this investigation has been to identify the most important factors influencing on being an early bilingual. (Sort of SIMULTANIOUS bilingual).

To consequence; Also it would be possible to acquire second language exactly like the mother tongue at the same time (from the birth). As the timing factor in early education monolinguals or late bilinguals. The sooner age to start being as the active bilinguals, can make learners better performance even than the.

I. INTRODUCTION

Discovery of bilingualism issue (Lambert, 1967) has triggered a huge amount of innovative scientific inquiry specially at social psychology of bilingualism while for the first time Bloomfield (1933, P.56) defines bilingual as “native like control of two languages” or for Haugen (1853, P.6) “bilingual produces complete and meaningful utterances in other languages”. Based on the brain science on children's learning, becoming bilingual potentially can emerge for whole babies. As recent trends in brain of bilinguals have led to a proliferation of studies and Based on the recent findings,, bilingualism not only has a beneficial effect on the children cognitive development, but also on their cognition in adulthood (Bialystok, et al., 2012). Also Elena believes; Children who are bilingual may experience delays in their language development compared to monolingual children, especially when considering the outcomes in only one of their languages. (Nicolas.E. Simultaneous child bilingualism, In (Bilingual cognition and language. Mille. D.et al., editors; 2018). Along with this growth in early bilingualism, there is increasing concern over the study of bilingual development.

Preschool bilingualism is a multifaceted journey influenced by parents, grandparents, peers, daycare providers, and early childhood educators.(Velasco, p. Bilingualism in pre-school, 2017). Recent research indicates

that top-notch early childhood education experiences could particularly enhance the school readiness of children who are learning two languages simultaneously. ((Espinnosa.Linda.M.2018).

To date there has been little agreement about important questions of, can a baby born acquire second language in an EFL setting but just like her/his mother tongue? The aim of this investigation has been to identify the most important factors influencing on being an early bilingual. (Sort of SIMULTANIOUS bilingual; According to Tabors, 1997).

II. LITERATURE REVIEW

As everyone knows, language can be considered as a complex and in fact abstract system for humans to communicate with each other's. So it would be worthwhile to investigate about bilingualism. by which that would be one of the principle situations to reach the much more people to communicate..

Although there are relatively few historical studies in the area of bilingualism, most researches on this issue have been carried out in reviewing theories and facts.

As Nemes, A. and Moraru, A. (2013) claims; linguistics has divided language generally into four aspects in case of learning either first language or second one.

- Phonology-
- Semantics-
- Syntax-
- Pragmatics-

Actually different theories exist in the literature regarding from various perspective and even more technical field of study in it.

A. Timing Factors and Bilingualism

By considering on the evidences related to language development, there are points which have demonstrated that by nature in all languages we have main elements which are needed early age about 2. (Clashen, H. 1986; cited in Tsimpli, L. 2014). This fact might be same in both monolinguals and bilingual's language learning. Tsimpli, L. (2014) labeled these subjects as timing language acquisition by determining the fixed time frame, almost age of 5-6 in when monolingual kids normally acquire basic form nature language. Indeed input as a vital role in language learning.

(De Houwer, 1990, 2007; Muller, 1990, cited in Tsimpli, L. 2014).

Nowadays finding the measurement of quality and quantity of input is much more important not only for monolinguals, but also for being bilingual that would be considerable enough. Overall this study illustrates the role of input even in late bilinguals, apart from the age would be essential to create bilingual with effective performance at the same time in processing and also in outcome of acquisition. Luk, G. et al. (2011) found that how the earlier age of bilingualism can indicate the usage of two languages as the young adults through the history. They believed that sooner age to start being as the active bilinguals, can make learners better performance even than the monolinguals or late bilinguals.

B. Sociolinguistics Aspects

There is an ambiguous relationship between linguistics and bilingualism in this way as Kuo and C. Anderson, (2012) draws on the work of Nation and McLaughlin (1986); there are two potential factors that can effect on second or more languages by bilinguals. First one is a multilingual language background which we can claim that by knowing this fact, it would be easy to know how much fluency they have based on their previous environment where they grew up in, but having the fixed place to get the best language affinity. And as the second point; they believe that there is a mutual relationship between the amount of languages spoken by bilinguals or even multi-linguals and the grammatical rules of artificial language. Moreover, it is clear to know that children's language development and the impacts of being an early bilingual on it could be unenviable.

So according to Peac-Hughes, T. et al., (2021) findings research; early bilingual children are happy to be a bilingual in society in order to be understood by their around world through compelling latest micro-level tensions like, universal attitudes of international points of view towards their differences in language and culture.

In view of all that has been mentioned so far, we may suppose that it could be possible to answer the research question.

How it would be possible to acquire second language exactly like mother tongue at the same time (from the birth)? To explore this, the current study also set out to find the answer.

III. METHOD

A. Participants

The only participant of the current study is the researcher's 2 and half year-old son who is exposed to the second language from his birth. (He was born in July 2020). Researcher is his mother; she is a Persian speaker, indeed. But she can speak English well as the second language. So apart from the participant mother tongue, researcher decided to speak with her son English at least at home from his birth and in some circumstances she used both languages, thus in

this case he was exposed to the Second Language by only his mum and also by listening and watching native language TV programs every day. (Approximately 3 hours a day).

B. Data Collection, Instruments

The current study employed longitude qualitative research as an observation on single case study. Data were collected from July 2010 to now February 2023 by the researcher the participant was under observation through his normal routine of life and as result, there is a table which can show every two weeks how much development has happened in case of the language acquisition. The table was filling based on the researcher's observation every 15 days. In this study, data management has done by direct observation of the researcher. It took about 30 months and there is table with 60 columns which each column is showing in two parts; (Persian and English) the level of both receptive and productive language development process. Comparison between two sides of study is showing that both languages are developing same as each other (like Mother tongue (Persian) acquisition and based on the stages of the first language acquisition; (Formkin, V. 1983).

- Pre-speech stage about 2 months
- Babbling stage (4-6 months)
- One word stage (holophrastic) 6-18 months
- Combing word stages: a) Two words stage (18-24 months) and, b) Telegraphic stage (24-30 months)

As above categories, which were similarly found by Formkin, V. (1983), either in the current study have been gathered through the direct observation of researcher and It was clear as recorded evidences on the data tables; There is a silent period on the first six months of exposing to the language, Thus we couldn't gather considerable data by the case study production even in his first language, except listening and comprehension skills with the clues such as; nodding, gestures, and pointing (between 6-12 months). Indeed up to now, it is found that the percentage of the case study second language development directly could be related to the percentage of time and quality of being exposure to the second language by his mum (researcher).

To clarify researcher's explanation about how much similarity is between first and second acquisition Ellen Richardson (continental, 2021), model of both languages (L1 & L2) assumes 4 main points;

- In both languages, according to the Krashen natural approach theory; there are expecting ordered stages.
- How much pressure situation of learning language is lower, quality of comprehending would be better.
- In both, there is a silent stage which is processing with a delay between comprehension and speech stages.
- In both languages, through making mistakes children can get the great points to learn.

Considering all of these theories and evidences, It seems that the single case study of our current research, is acquiring both languages; mother tongue (Persian) and second language (English) together based on Krashen, S. and Terrell, T. (1983), There are five stages in learning

second language. Although Krashen says: “acquire is, where action is”. So according to these five action stages of language learning, in his case means, up to the age of 30 months noticing the recent longitudinal research which have been taken; The case study was able to pass just two stages of those five:

- (Preproduction (silent period)-
- Early production-

Therefore, data collection would be in progress in order to record and observe all the required evidences to reach rest of stages as well.

- Speech emergence-
- Intermediate fluency-
- Advanced fluency. (Krashen, S. & Terrell, T. 1983)

IV. CONCLUSION

Based on the provided context, this research focuses on the complexities of early bilingualism and presents a comprehensive case study of an Iranian infant. The study examines various factors that influence bilingual language acquisition, including timing considerations and sociolinguistic aspects. The findings suggest that exposure to a second language from birth, along with consistent opportunities for its use, can lead to bilingual proficiency comparable to that of the mother tongue. The research emphasizes the importance of input quality and quantity in shaping bilingual language skills. The participant in the study displayed parallel development in both languages, reaching milestones similar to monolingual children. The study highlights the potential for early bilingualism to occur naturally and effectively, with environmental factors and parental input playing a significant role. However, further research is needed to explore the long-term implications and outcomes of early bilingual language development. Overall, this investigation contributes to the ongoing discussion on bilingualism and emphasizes its significance in early childhood language acquisition.

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