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## 77. Bilingual first language acquisition and phonemic phenomenon

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## Abstract

The most important stage of the sound phenomenon for children covers the time that starts from the mother's womb and continues until the school period. A child starting school (6:5 or 7 years old) is just learning to write. However, he acquired the language/s/ almost entirely thanks to the sound in the mentioned period. In this respect, the processing of language and sound in the brain of newborn babies becomes important. The language acquisition level of newborns may vary in terms of such reasons as genetics, ability, and frequency of exposure, environmental factors, and whether they are physically and mentally healthy or not. This study deals with the question of what kind of a connection is there between the phenomenon of sound, especially the sound of music, and the acquisition of two languages in early childhood. In short, the subjects of language acquisition and musical sound in early childhood have been investigated in the literature with a qualitative method. Another question is how do the two languages acquired in early childhood stay with each other in a developmental relation. In the study, it was understood that there is not a single result from the studies on children grown up monolingual or bilingual in early childhood. The opinion that the sooner one or two languages are learned in early childhood (usually by exposure to the sound) the better the acquisition would be is outweighed, though there are different opinions about the results of the scientists. In addition, since it was concluded that there is a developmentally parallel relationship between the sound of music and the acquisition of language by newborns, it means that ontology gives us the summary of phylogenesis.

**Keywords:** Language acquisition, first language acquisition, music in early childhood, early bilingualism, bilingual first language acquisition

## İki dilli ilk dil edinimi ve sesbirimsel olgu

## Öz

Çocuklar için ses olgusunun en önemli aşaması anne karnından başlayıp okul dönemine kadar devam eden zamanı kapsar. Okula başlayan bir çocuk (6:5 veya 7 yaşında) yazmayı yeni öğrenir. Ne var ki dili/dilleri sözü edilen dönemde ses sayesinde hemen hemen tamamıyla edinmiştir. Bu açıdan dil ve sesin yeni doğan bebeklerin beyinde işlememesi önemli hale gelmektedir. Yeni doğanların dili edinme seviyesi genetik, yetenek, maruz kalma sıklığı, çevresel etkenler, beden ve ruhen sağlıklı olup olmamaları gibi sebepler bakımından çeşitlilik gösterebilir. Bu çalışma ses olgusu, özellikle müzik sesi ile erken çocukluk döneminde iki dil edinme arasında nasıl bir bağlantı vardır? sorusuyla ilgilenmektedir. Kısacası erken çocukluk döneminde dil edinme ve müzik sesi konuları kalitatif metotla literatürde araştırılmıştır. Diğer bir soru da erken çocuklukta edinilen iki dilin bir biriyle gelişimsel ilişkileri nasıldır. Çalışmada erken çocukluk döneminde tek dilli veya iki dilli büyüyen çocuklar üzerine

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yapılan araştırmalardan tek bir sonucun çıkmadığı anlaşılmıştır. Bilim adamlarının sonuçları açısından farklı görüşler bulunmasına rağmen erken çocukluk döneminde bir veya iki dil ne kadar erken öğrenilirse (genellikle sese maruz kalarak) edinmenin o kadar iyi olacağı görüşü baskın gelmiştir. Ayrıca müzik sesi ile yeni doğanların dili edinme arasında gelişimsel açıdan paralel bir ilişki olduğu sonucuna varıldığı için ontolojinin bize filojenezin özeti verdiğini anlamını taşımaktadır.

**Anahtar kelimeler:** Dil edinimi, ilk dil edinimi, erken çocuklukta müzik, erken iki dillilik, iki dilli ilk dil edinimi

## 1. Introduction

The phenomenon of globalization has significantly influenced the way, absolutely, languages interact and the way people communicate with each other. As societies become more interconnected through technology, travel, and trade, the need to understand and communicate with individuals from different linguistic backgrounds has grown exponentially. This has led to a rise in interest in bilingual and multilingual individuals, as well as in studying their language acquisition processes and cognitive benefits.

Bilingualism and multilingualism (usually bilingualism is assessed within multilingualism, because the second also involve two languages) are becoming more common as people move between countries for work, education, and personal reasons. In addition, children growing up in multilingual environments, such as those with parents who speak different languages, are exposed to multiple languages from an early age. This early exposure to multiple languages often results in impressive language acquisition skills (DeHouwer, 2008).

As frequently mentioned, the development of children growing up in multilingual communities and bilingual families is particularly intriguing. These children often achieve fluency in multiple languages at a rapid pace due to their consistent exposure to these languages from an early age (Genesee/Nicoladis, 2006:325). This is sometimes referred to as simultaneous bilingualism, where children learn both languages as if they were a single system.

Overall, the rise of bilingual and multilingual individuals presents numerous opportunities for research, education, and cultural enrichment. Understanding the intricacies of language acquisition (although acquisition (for the children) and learning (for the adults) are used differently both will be interchangeably used here) as discussed among the researchers (Carroll and Combs, 2016), cognitive benefits, and the impact of multilingualism on society can provide valuable insights into the complex relationship between language and human cognition.

There are different patterns and trajectories of bilingual first language acquisition, and the outcomes can vary based on factors such as the amount of exposure to each language, the quality of input in each language, and the context in which the child is raised (Mosin et. al., 2017). Here are a few common scenarios (Saville-Troike M., 2016:5; Yaş, 2021):

- Simultaneous Bilingualism: In this case, a child is exposed to and learns two languages from birth or early infancy. The child develops proficiency in both languages concurrently, often reaching linguistic milestones similar to monolingual children in each language.

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- Sequential Bilingualism: This occurs when a child initially acquires proficiency in one language and is later introduced to a second language. It is necessary to emphasize that the order in which the languages are learned can impact the child's language development. If the second language is introduced early enough, the child may become proficient in both languages, but the second language might be influenced by the first language.

- Dominant and Non-Dominant Languages: In some cases, one of the languages becomes the dominant language, typically reflecting the language spoken more in the child's environment or in formal education. The other language, which may have less exposure, could be referred to as the non-dominant language. Proficiency levels may also differ between the two languages.

One of the cardinal questions regarding the two languages i.e. early childhood bilingualism acquired by new-borns is if the child acquires two or more languages sequentially or simultaneously. An example of simultaneous childhood bilingualism is “when one parent speaks one language to the child, and the other parent speaks a different language” (Baker, 2006:107). When a child learns one language at home and another in the nursery or elementary school, it exemplifies sequential childhood bilingualism. Although there are no exact boundaries in between sequential and simultaneous language acquisition, the age of acquisition is often used as a marker. Another distinction to be made is if a language is acquired through direct instruction, for example in a second language class or in an informal setting like at home or in the nursery (Baker, 2006:107).

Another question about the subject is whether it is probable and whether it is suitable to compare children who are monolingual and those who are bilingual reaching some assumption, merely taking their level of performance into account. Because of the fact that bilingual first language acquisition treats neonates' simultaneous exposure to two or more languages at the time of their period of language and speech development we think that it is possible to assume that such children possess the best probability to attain native speaker level in many linguistic realms (Genesee; Nicoladis, 2006:325). The grounds which can be mentioned here are how age functions and in what sequence the languages are acquired. Yet, there are some limitations in quantity and quality of language usage and capabilities in the explicit age group on which bilingual first language acquisition emphasizes consequently, as mostly underlined it sounds logic to disregard any form of written language (Domange, 2011:10). It can be said that it comprises verbal utterances that practice prototypical views of written languages as well.

Examination puts forward, that nurslings are able to discriminate between two languages and can effectually record the two languages for both comprehension and expression. Baker (2006:107) considers that it makes them very worthwhile for bilingualism commencing from birth.

Working with bilingual fathers and mothers is a more strenuous work compared to those on monolingualism, on the ground that the theme has been observed at less comprehensively and researches so far have revealed a great conception of variability in outcomes, as some scholars reported (Grosjean, 2008:241).

The present work paper centers how children acquire two language together from their birth on and how two language develop (from the point of kinship), what kind of relation exist between both though the measuring the accomplishments is quite hard and sometimes painstaking.

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On the other side it is well known that there is a strong link between sound and acquisition/learning of language/s. At any age and at any time sonic reality effects one's learning of language no matter by newborn child or children or adults. To a certain extend discussion involve the relationship of phonic phenomenon and bilingual language acquisition.

Definition, types and elementary theories involving bilingual first language acquisition along with research issues will be given. After that the connection between language acquisition in general and music is going to be discussed. Lastly conclusion and references will follow.

## 2. Bilingual first language acquisition

It's important to note that the concept of bilingualism is dynamic and can vary culturally and contextually. In some parts of the world, speaking multiple languages is the norm, while in others, it might be less common. Additionally, proficiency can change over time due to language use, exposure, and education. Ultimately, the determination of bilingualism is influenced by a combination of linguistic, social, and individual factors. As a result, one can confuse at the first glance, looking at the literature written about the subject.

Even so, inquiry into bilingualism offers numerous designations declaring which amount of proficiency in two or more languages is obligatory by an individual to be accepted bilingual/multilingual. There is a spectrum of definitions for bilingualism, ranging from a maximalist view to minimalist views, as proposed by different linguists. Let's break down the definitions provided by Bloomfield, Haugen, and Diebold (in: Aronin and Hufeisen, 2009):

-Bloomfield's Maximalist View: According to Bloomfield, bilingualism is characterized by "native-like control of two languages." (Aronin and Hufeisen, 2009:19). This perspective sets a high standard for proficiency, suggesting that an individual is bilingual only when he/she possess a level of mastery in both languages that resembles the competence of a native speaker (Bloomfield in Aronin; Hufeisen, 2009:19). Haugen's Minimalist View:

- Haugen's definition takes a more inclusive stance. He suggests that bilingualism starts when an individual can produce complete and meaningful utterances in another language. This definition emphasizes functional communication as a marker of bilingualism, allowing for a broader range of proficiency levels. Diebold's Definition (Aronin and Hufeisen, 2009):

- Diebold's description of bilingualism is even more inclusive. He defines it as any level of contact with possible models in a second language and the ability to use these models in the context of the native language environment. This definition widens the scope to include even a limited degree of exposure and interaction with a second language (Aronin and Hufeisen, 2009).

Keep in mind that these three definitions represent different positions on the continuum of how bilingualism is defined. Bloomfield's maximalist view sets a high standard for proficiency, Haugen's definition emphasizes functional communication, and Diebold's definition includes a broader range of language exposure and usage.

This spectrum of definitions reflects the complexity of the concept of bilingualism and how it can be interpreted in various ways based on linguistic, social, and individual factors. Ultimately, the choice of definition depends on the specific context and goals of the research or discussion involving bilingualism.

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It should be repeated here that a number of writers defines the term in various ways. For example, Grosjean (2008:10) states the term bilingualism as the regular use of two or more languages (or dialects), and bilingual persons are those who practice two or more languages (or dialects) in their everyday lives. Another definition comes from De Houwer (1990:9f.) She expresses bilingual first language acquisition as a state where the child is exposed to both languages within a week and from then on an everyday basis.

In accordance with the general view regarding bilingual first language acquisition one last important definition can be made: It refers to the process by which a child simultaneously learns and develops proficiency in two languages from birth or during early childhood. In this context, a "first language" is the primary language a child learns naturally and without formal instruction. Bilingual first language acquisition occurs when a child is exposed to and interacts with speakers of two different languages on a regular basis.

### 3. The types of bilingual first language acquisition

Bilingual first language acquisition can take different forms depending on various factors such as the timing of language exposure, the environment, and the language dominance. Here are some common types of bilingual first language acquisition (Baker C., 2006):

**1. Simultaneous Bilingualism:** In this scenario, a child is exposed to and learns two languages from birth or very early in life. Both languages develop alongside each other, and the child becomes proficient in both languages. This type of bilingualism is often observed in households where both parents speak different languages or in communities where two languages are commonly used.

**2. Sequential Bilingualism (Early Sequential):** In this scenario, a child initially learns one language and is later exposed to a second language. The second language exposure typically begins before the age of three. The child's first language serves as the foundation for language development in the second language. Early sequential bilinguals may experience language transfer, where elements of their first language influence their use of the second language.

**3. Sequential Bilingualism (Late Sequential):** This occurs when a child is exposed to their first language during early childhood and learns it to a significant extent before being introduced to a second language. The second language exposure occurs later, often around school age. Late sequential bilinguals might face challenges in achieving native-like pronunciation and syntax in the second language due to the influence of their already developed first language.

**4. Dominant Language and Non-Dominant Language:** In some cases, one of the languages becomes more dominant in the child's life, often due to the language used in the home environment or for formal education. The other language, which may receive less exposure, becomes the non-dominant language. This can lead to varying levels of proficiency in each language.

**5. Balanced Bilingualism:** This refers to a situation where a child has roughly equal proficiency in both languages. The child is able to switch between languages fluidly and uses both languages in different contexts without a clear preference for one over the other.

**6. Receptive Bilingualism:** In this type, a child is more proficient in understanding and comprehending one language, but may not actively produce it at the same level. This can occur when one language is used predominantly for listening and speaking at home, while another language is used more frequently in school or other formal settings.

**7. Productive Bilingualism:** This refers to a situation where a child actively produces and uses both languages in communication. The child is not only able to understand and comprehend both languages but also to express thoughts, feelings, and ideas effectively in both languages.

**8. Coordinate Bilingualism:** In this type, the child keeps the two languages separate and distinct, using each language in specific contexts or with specific people. Code-switching or mixing of languages is minimized, and the child maintains a clear separation between the two languages.

**9. Subordinate Bilingualism:** In subordinate bilingualism, one language is used as a support or assistance for the other language. The child might use one language to explain or clarify concepts learned in the other language.

**10. Mixed Language or Code-Switching:** In certain bilingual environments, children might develop a mixed language or engage in code-switching, where they switch between two languages within a single conversation or even a sentence. This can be a natural part of bilingual language development, especially when speakers of both languages frequently interact.

**11. Minority-Majority Bilingualism:** In some cases, a child may acquire a minority language at home and a majority language in the community or school setting. The proficiency and usage of each language might differ based on the child's exposure and the societal context.

It's important to note that these types of bilingual first language acquisition are not rigid categories but rather descriptions that help us understand the complex process of language development in bilingual children. The type of bilingualism that emerges depends on a variety of factors, including the child's exposure to each language, the context in which each language is used, and the child's individual language learning abilities.

Acquiring one additional language is not only possible for the newborns, toddlers or children in general but also possible for adults. Some researchers such as Auer/Wei (2009:4) think that adding a new language to one's repertoire and in this way learning/acquiring one or more than one languages (bi- or multilingual) at any stage in human' life is imaginable.

Scrutinizing the consequences of rearing and instructing children with two languages is an interesting field which is crucial in many countries today. Bialystok (1991:1) expresses this point as in the following: School success, cognitive improvement, linguistic processing and metalinguistic skills that the children possess marks the study of bilingual first language acquisition a respectable research area.

It should be pointed out here that there are different ideas (pros and cons) concerning bilingualism.

A few notions related to the subject can be stated in the following: One of the most noticeable worries is counted as being the psychological overload which could happen in bilingual children. From time to

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time its ability to lessen biases in contradiction of early bilingualism, research on multilingual development is undeniably of existing practical importance (Meisel, 2008:93).

Another perspective that contrasts the positive view of multilingualism with concerns about early childhood bilingualism and its potential impact on cognitive and linguistic development is spoken by some scholars (Akbulut, 2007:422). This perspective suggests that early exposure to multiple languages might lead to challenges due to the increased input, possibly affecting cognitive outcomes such as IQ test scores when compared to monolingual children.

#### 4. The fundamental theories of bilingual first language acquisition

Bilingual first language acquisition is informed by various theoretical principles that seek to explain how children acquire and develop proficiency in two languages from birth or early childhood. These theoretical frameworks help researchers understand the cognitive, linguistic, and social processes involved in bilingual language development. Some of the prominent theoretical principles in this field include:

**The Unitary Language System Hypothesis:** This hypothesis proposes that bilingual children at the outset develop a single, integrated language system that combines components from both languages. As their linguistic capabilities and exposure grow, they progressively differentiate and distinct the two languages into distinct systems. In this connection Volterra and Taeschner (1978:312) gives the following features with respect to this explanation: “In the first phase the child has one lexical system which contains lexicons from both languages. [...], in this phase the language improvement of the bilingual child appears to be like the language improvement of the monolingual child. [...] In the second phase, the child discriminates two different lexicons, but then applies the same syntactic procedures to both languages. In the third phase the child speaks two languages segregated both in lexicon and syntax [...]” (Volterra and Taeschner in McCardle/Hoff, 2006:46).

In relation to the unitary language system hypothesis another statement can be formulated: children, who are exposed to two languages at the same time run through an initial monolingual phase by means of only one lexical system comprising words from both languages. At this time, the research questions have moved towards more nuanced analysis of amounts of contact and parting between language X and language Y. Additionally, if the volume of impact or any other cause regulates which language is more proficient than the other (Paradis, 2009:17).

With respect to interdependent development of the two languages, these theoretical anxieties suggest techniques of comparison between monolingual and bilingual children acquiring the identical languages (Genesee; Nicoladis, 2006:328). While viewing presentable results, this methodology can be questioned by pointing out innumerable reasons that diminishes the quality of such works.

Language differentiation principle assumes that bilingual children develop the ability to differentiate between their languages based on contextual cues, interlocutors, and communicative necessities. This ability allows them to effectively switch between languages.

Bilingual children in the end improve the ability to keep their languages distinct and use each language in appropriate contexts. This separation helps them maintain clarity and avoid unnecessary code-switching.

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Bilingual children might show transfer effects, where foundations from one language impact the use of another language. Positive transfer can augment language development, while negative transfer can lead to interference between languages.

From other side, there is another reality which is language mixing and code-switching: Bilingual children often engage in code-switching, which consist of alternating between languages within a conversation. This phenomenon is influenced by social, pragmatic, and cognitive influences and is a normal part of bilingual language use. Not only the child but also the adults apply sometimes code-mixing (A sentence from a prominent German politician on Radio that I heard underway: There is no place for individual or societal discrimination hier ('here' in English, but not 'hier' in German) in Deutschland).

Social and cognitive factors cannot be ignored. Bilingual language acquisition is designed by social factors such as family dynamics, community language use, and schooling. Cognitive factors, containing executive functions like inhibition and cognitive control, similarly play a role in bilingual language development.

Input and interaction are two reasons for the phenomenon of language acquisition which have been the subject of inquiries. The quality and quantity of language input in each language contribute to bilingual language enlargement. Interaction with caregivers, peers, and other language speakers delivers essential opportunities for language exposure and practice.

Language dominance and proficiency are to be mentioned. Bilingual children often show varying degrees of language dominance, where one language is more proficient and dominant in certain contexts. Proficiency can differ established on exposure and the child's own language preferences.

Critical Period Hypothesis advocates that there might be an optimal age during which language acquisition is most effectual. It postulates that younger bilingual children might have a grander ability for native-like articulation and syntax in both languages.

Transfer of concepts and skills: Bilingual children might transfer cognitive skills, cultural knowledge, and models from one language to the other. This transfer can enhance their linguistic and cognitive abilities.

We know that every language learner has language learning strategies. Let me talk a little about bilingual children. Bilingual children develop strategies for learning and using languages, familiarizing their approaches built on context and necessity. These strategies can turn out to be more sophisticated with age and experience.

Another postulate is The Gradual Differentiation Theory which was offered by Volterra and Taeschner (1978) as a three-stage model to explain the simultaneous acquisition of two languages until the age of four. We should maintain that this theory likened to The Unitary Language System Hypothesis to some extent. Volterra and Taeschner (1978: 312) give details that in the first stage, the child has one lexical system encompassing words from both languages but the child does not have words with similar meaning from each language.

As they expressed, the outcome is that “words from both languages frequently occur together in two- or three-word constructions” and it is very hard to apply syntactic rules on these constructions. The second

stage is ascertained by Volterra and Taeschner (1978: 317) by the child owing two lexical systems, for the reason that “the same object or event is indicated with two different words pertaining to the two languages”. Additional, It is pointed out by them that “words drawn from the two lexicons no longer occur together in constructions” (Ibid). In the third and last stage of the theory put forward by them exhibit that the child possess two linguistic codes each involving a separate syntax and lexicon “but each language is associated with the person using that language” i.e. the child is able to change fairly rapidly between two languages based on which interlocutor they are in conversation with. The end product appears that we have a fluently speaking child of two languages, hence they complete that “it is only at this point one can say a child is truly bilingual” (Volterra and Taeschner, 1978: 326).

In the following The Separate development Theory illuminated by Padilla and Liebman (1975: 53) will be explained. They proclaims “the use of one set of rules for each language” from very early in bilingual first language acquisition in connection with the children's development. It is being recommended by them (Padilla and Liebman, 1975) that children use two systems that are separate phonologically, lexically and syntactically from the start of bilingual improvement. They confess that there is a point where mixed utterances happen nonetheless they ascribe them merely to “the phrase structure level”, however “at the transformational level [...] the child initiates to distinguish his grammatical rules into two distinct systems” (Padilla and Liebman (1975: 53). The writers assort that mixed statements surely occur in early development but then again “when the child performs a transformational change, he does so appropriately to each language”.

The last theory which is The Threshold theory developed by Cummins (1978: 42) explicates a model of two thresholds “of linguistic competence” that it is obligatory for individuals to surmount in both languages to succeed the “potential benefits of becoming bilingual”. Additionally, it is pointed out by him a conflicting point i.e. a low level of linguistic aptitude in at least one of the bilingual child's language damages “his interaction with the environment” (Cummins, 1978). So there is a lower and a higher threshold in his theory.

Both are enlightened by him as in the following: The lower threshold is adequate to avoid the negative impacts of bilingualism, nonetheless the higher threshold is indispensable to gain profits of bilingualism (Cummins, 1978: Cummins and Swain, 1986: 6). We see, accordingly, that there are thresholds bringing into being three levels of proficiency.

It should be noted that these theoretical main beliefs are not reciprocally absolute. They over and over again interrelate to outline bilingual language development. These principles are utilized by scholars in order to project researches, set up hypotheses and better know the complex procedures that the bilingual offsprings go through at the time when these acquire and use two languages all at once.

## 5. Research issues

Similar with many branches of science there are some of the challenges and considerations researchers face when working with bilingual individuals compared to monolinguals. Here are the key points (Baker, 2011).

The research on bilingualism in early childhood is less extensive compared to that on monolingualism e.g. research on lexical development of bilinguals compared to bilinguals is limited. Bilingualism is a complex field with various factors that can affect language acquisition and use, leading to greater

variability in results (Grosjean, 2008:241). Bilingual individuals often have different purposes for acquiring their languages and use them in various life domains and with different people. This variability in bilingual participants can make it challenging to generalize findings across all bilingual participants. In the case of bilingual first language acquisition, the argument of language use diversification might not apply equally strongly. In early childhood, the situations of language learning and use can be more similar, which might lead to more comparable language perspectives in bilingual children (Grosjean, 2008).

As bilingual children grow older, their language backgrounds can become more diverse due to various influences, meaning the shifts in language perspective. This diversity can make it challenging to objectively compare their language skills to those of other children.

Every research, involving human subjects which remind us the notion of individuality and research, deals with individuality and deviations from prototypical results. While researchers aim for generalizable findings, some range of deviations is acceptable due to the complex nature of human behaviors and experiences.

Problems also appear in many points e.g. gathering knowledge and identifying recent trends in bilingual language acquisition don't always require unquestionable or definitive results. Sometimes, getting a sense of broader trends and tendencies can contribute valuable insights to the field. That means the knowledge reached and results obtained should be approached in an equilibrium way otherwise it is inevitable to come across with certain disappointments.

In reality, we encounter the importance of recognizing the complexities and variability inherent in bilingualism research. While challenges exist due to individual differences and varying language backgrounds, researchers can still strive to pinpoint general trends and patterns in bilingual language acquisition that contribute to our understanding of this complex phenomenon.

## 5. Language and music

Next, language and music will be discussed. We all know that infants covet to walk, and that they have an augmented drive for acquiring/learning a language: Until age three or four, it is possible to say that a child has basically become proficient in his or her mother language. On the one hand the very well-known linguistic abilities will continue to be advanced, all of the indispensable skills for the processing and performing of speaking have been picked up (Kuhl, 2004).

There is a tremendous nexus between language and music. Language as a communication mean and an essential module inside the soul is well known by everyone. Everybody must grasp elementary language with the aim of functioning inside a community where people live together. No matter how rapidly the language is transported the hearer at the earlier age ought to understand it. It is better to say that they are accepted to grasp it quickly. Furthermore the speakers ought to be competent to accomplish the speech when they are under the pressure of psychological deficit or stressful times. All aspects just mentioned are helpful for the scheme of this exceptional procedure of vocal performance done by intenders.

On the other hand, we see another peculiarity of language i.e. all children around the world, with the condition that they are psychologically and physically healthy, are expected to/should learn it. A lot of scholars alongside anthropologists accentuate that such a symbolic arrangement of communication like

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language is limited by children's capacity to acquire. As it is stated by Deacon that the organization of a language is under extreme selection burden due to the fact that in its reduplication from an age group to another it must go through a contracted bottleneck i.e. children's minds (Deacon, 1997, 110).

Language is a concession between two things, the thing that adults want to express and the thing that children's capability to process and perform what they hear. In addition, it is possible, significantly, to underline that all nurslings hear is by the all-encompassing classification, verbalized in the lines before, is a form/kind of music.

Neonates' receptiveness to musical sounds is an important subject for both language acquisition and genesis of music. The innateness hypothesis can be counted as available by researchers not just for language but also for music. That is the reason we run into many times in the literature that neonatal infants' far-reaching capabilities in altered characteristics of speech discernment have over and over again been quoted by various researchers as proof that language is inherent (Vouloumanos and Werker, 2007).

It should be pointed out here that these capabilities are predominantly reliant on their discrimination of the sounds of language i.e. the most musical aspects of speech. Some scientists (Brandt et al., 2012) maintain that it is not the language that takes an advantaged position in the baby brain but it is the music that takes an advantaged position that allows us as human acquire the musical concords of our native culture and allows us to learn our native language. It is known that language is characteristically beheld as central to the cleverness of human. Even though music is acknowledged as a human universal it is repeatedly canned as a subsidiary capacity sometimes considered to be reliant on language and sometimes thought to be offshoot of language. Contrary to this view, these scholars contend that it would be more prolific if the enunciated language would be referred to as a special kind of music from a development standpoint.

We see that an examination of current researches in the literature show a forceful situation that the capacity and hearing of music is critical for the acquisition of language. Furthermore they question the common idea that maturation of music cognizance occurs not as faster as language. Again, they challenge the view that music learning equals the rapidity and strength of language acquisition, continuing that we should regard music in a valuable position in the comprehension of human improvement.

Infants are known to be sensitive to the rhythmic constituents of language and can differentiate between languages grounded on their rhythmic features, whether or not the difference comprises their native language (Nazzi et al., 1998).

Infants show an inclination for their mother language too (Moon et al., 1993) but this case has merely been discovered using languages from two unlike rhythmic classes. The reason the capacity to distinguish between two languages of the same rhythmic class does not appear until they are four months is that newborns perhaps demonstrate a preference for any language that is fitting to the similar rhythmic class as their mother language (Mehler, 2010). When we accept that it is true, infants perhaps do not favor their mother language for themselves. Nevertheless they favor the rhythmic characteristics of that language (cf. Friederici et al., 2007).

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As stated before early attention of newborns to rhythm actually recommends us (Ramus et al., 1999) that they are catching up the auditory forms of their mother language such as its rhythms of stresses, its phonemic features much in the similar manner ones listen to musical sound. There are a lot of confirmations with which we can reach a conclusion saying that tuneful capabilities of babies can be found in their cries. We should emphasize here that they are crucial for language improvement. It is stressed that the musical complexity of crying upsurges over the first few months after the birth (Wermke and Mende, 2009). At the same time, on the other hand, nurslings not demonstrating such growing melodic complexity have been observed that they had poorer language performance even 2 years later (Wermke et al., 2007).

We should acknowledge, in short, that newborns practice the musical characteristics of language such as rhythm, timbral contrast, and melodic delineation as a skeleton for the far ahead progress of semantic and syntactic features of language. It is a reality that newborns are both pinning their ears back for affective hints and falling solely to semantic aspects i.e. they are paying attention for in what manner their language has been put together.

Not only people teach their children language in an openly manner but also children assimilate it with the means of immersion as stated by researchers many times. Newborns possessed extensive chances to learn language even at the time of birth for instance an infant begins reacting to the sound at nearly the third trimester. It is seen that this mentioned period so important that until around 6 months of human age is called a critical period for acoustic perceptual expansion. (Birnholtz and Benacerraf, 1983; Graven and Browne, 2008).

If an allowance for over-all musical ability (rather than formal musical teaching) is carried out, it appears that musical and linguistic development remains on parallel pathways after the first year of lifespan (Brant et al., 2012)

While Höhle et al. (2001) states that babies between 2–3 years of life attain ability with the syntax of their mother tongue. Corrigall and Trainor (2009) report from the syntax of their culture's music (Corrigall and Trainor, 2009). Thus there seems to be a parallel development appearing at the pathway to the upper levels of both language and music knowledge/ability.

It is important to dwell on some points of age concerning the developmental stages referred to language and music. When children are 5 years old they have an interdependency in semantic and syntactic properties (Brauer and Friederici, 2007) even if until they are 6 years old they give the impression to have learned the elementary syntax of their mother tongue as the studies revealed (Nuñez et al., 2011). In the same way, it has been found out that the familiarity of musical vital membership appears to have advanced until nearby 5 years of life (Trainor and Corrigall, 2010). So, in other words, going through cognitive development of individuals both capacities show a surge in their advance.

An identical improvement is seen at older age. Syntactic assimilation of more multifaceted linguistic structures lasts through 10 years of life (Friederici, 1983). At the same time, the pitch distinction skills of children extent to that stages of adult when they are between 8–10 years old (Werner and Marean, 1996), and until they are 12 years old, their sensitivity to implicit harmonies stretches that stages of adult (Costa-Giomi, 2003).

## 6. Discussion

Bilingual first language acquisition can take several forms, depending on the languages involved, the timing of language exposure, and the context in which the child is raised. In other words, it's important to recognize that each individual's bilingual language acquisition experience is unique and can be influenced by a range of factors, including the quality of language input, cultural context, and individual cognitive abilities.

One of the research question was whether monolinguals and bilinguals in early childhood depict the same development. Even though the endless discussion and thoughts can be found among the researchers, we frequently encounter the notion that both group of children go through the same development phase. For instance DeHouwer (2008:38) points out that the improvement of bilingual first language acquisition is entirely the same as the improvement stages of monolingual first language acquisition implying that she dismisses the arguments which are indicating in a course where children are coming across with the confusions by learning two or more than two languages starting from birth. Among many others, researcher and academic, a valuable book was published by Corvalan. She found out that grammars and lexicons of children of her bilingual subjects track a developmental pathway parallel to that of monolingual children (Corvalan C. S., 2014).

Was there music before language? Or was there language before music? Such questions go far beyond the scope of this study.

But, do language and music follow the same developmental path? What is the link between bilingual first language acquisition and music? Which one supports the other in the child's physical and mental development? Questions do not only occupy an important part of this research, but are also topics that attract their curiosity in general.

From a growing viewpoint, the advancement of both language acquisition and phonemic phenomenon for children can be easily understood i.e. first the existence of music then language because we encounter initially sounds after that with meanings, and lastly with syntax. Taking all aspects into account it can be said that it is inborn musical aptitude, we think, which allows humans be accomplished for becoming so skilled at language. It should be kept in mind that harmony/music as a form of art might grow from this primary involvement. Perhaps we get the opportunity to keep going on discovering and utilizing properties of music perception which language does not see as a primacy.

Even though judgements just reached are not able to find an uninterrupted relationship between music and language acquisition in newborns they are a projected consequence of our supposition. Furthermore, the far-reaching amount of studies heightens the opinion that music and language have a lot of akin properties. These are the things that may be anticipated from newborns for observing particularly earlier than the time when they stand in harmony to referential meaning of language.

It has to be said that bilingual first language acquisition is not just about the sound phenomenon. There is another aspect that is often not taken into account in language acquisition researches, mother tongue acquisition or the acquisition/learning of other languages. These are paralinguistic factors. There is, for example, a visualisation in which both speaker and listener stand. In such case, free-context, jets, gestures, hand and arm signals become very important. Why are they not mentioned much when language acquisition is being studied? More importantly, the language learner sometimes track/follow

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the speaker's mouth, helping to catch the so called musical sound, which is also a paralinguistic factor facilitating language acquisition. I think it is one of the most important piece of the language acquisition puzzle not only in bilingual first language acquisition but in all kinds of language acquisition/learning. This point has a significant role in learning of any language, be it mother tongue, foreign tongue or learning two or more languages.

## 7. Conclusion

Bilingual first language acquisition denotes the process where the neonatal simultaneously acquires and advances proficiency in two tongues from birth or for the duration of early childhood. In this circumstance, a "first language/s" is/are the primary language/s a kid acquires as you would expect and without official teaching.

The reality is that bilingual first language acquisition is influenced by various factors, including the child's cognitive abilities, the language exposure ratio, the context in which each language is used (home, school, community), and the level of support the child receives in both languages. Parents, caregivers, and educators play crucial roles in nurturing the child's language development and maintaining a strong foundation in both languages.

It's important to note that bilingualism has been shown to offer cognitive, cultural, and social advantages, but individual experiences can vary widely. Some bilingual children might exhibit language mixing (code-switching) in their speech, using elements from both languages in a single conversation, which is a normal part of the development process.

It seems that music has been frequently considered as subordinate capacity occasionally well-thought-out to be reliant on language and occasionally thought to be offshoot of language. Nevertheless, it is more likely that it not so. Maturation of music cognizance occurs as faster as language and music learning matches the promptness and strength of language acquisition as great number of works reflected. We want to state that early responsiveness of babies to rhythm in fact applauds that they are grasping the aural forms of their mother language such as its rhythms of stresses, its phonemic structures much in the analogous manner ones listen to musical sound.

Furthermore it should be confessed, in short, that infants practice the musical characteristics of language such as rhythm, timbral contrast, and melodic description as a skeleton for the far ahead development of semantic and syntactic landscapes of language. In brief, a parallel development appearing at the trajectory of the superior levels of both language and music knowledge/ability looks to be significant.

Even though it's important to note that the field of linguistics, psychology, and cognitive science is dynamic, and new research can influence the ongoing discussions. As such, the consensus and understanding of these topics can evolve over time.

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