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IMPACT OF BILINGUALISM ON THIRD LANGUAGE ACQUISITION AND BILINGUAL TEACHING

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Abstract. Bilingualism has been found to have a positive effect on the acquisition of a third language. This article explores the different theories of third language acquisition, including the Cumulative Enhancement Model and the Linguistic Coding Differences Hypothesis, and how bilingualism can facilitate the learning of a third language. In addition, the article discusses the various elements of bilingual teaching, such as immersion and transitional bilingual programs, and how they can be used to promote bilingualism and biliteracy. The article concludes by highlighting the importance of bilingualism and bilingual teaching in promoting language learning and cultural understanding in our increasingly globalized world.

Key words: bilingualism, multilingualism, third language acquisition, bilingual teaching, cognitive system.

Влияние билингвизма на изучение третьего языка и двуязычное обучение

Аннотация. Было обнаружено, что билингвизм положительно влияет на овладение третьим языком. В этой статье рассматриваются различные теории овладения третьим языком, в том числе модель Cumulative Enhancement улучшения и гипотеза различий в лингвистическом кодировании, а также то, как билингвизм может облегчить изучение третьего языка. Кроме того, в статье обсуждаются различные элементы двуязычное обучение, такие как иммерсионные и переходные двуязычные программы, и то, как их можно использовать для продвижения билингвизма и билитерация. В заключении статьи подчеркивается важность двуязычия и двуязычного обучения в продвижении изучения языка и культурного взаимопонимания в глобальном мире.

Ключевые слова: двуязычие, многоязычие, овладение третьим языком, двуязычное обучение, когнитивная система.

Uchinchi tilni o‘zlashtirishda ikki tillilikning ta’siri va ikki tilni o‘qitish

Annotatsiya. Ikki tillilik uchinchi tilni o‘zlashtirishga ijobiy ta'sir ko‘rsatishi aniqlangan. Ushbu maqola uchinchi tilni o‘zlashtirishning turli nazariyalarini, jumladan, Cumulative Enhancement modeli va lingvistik kodlash farqlari gipotezasini va ikki tillilik uchinchi tilni o‘rganishni qanday osonlashtirishini o‘rgatadi. Bundan tashqari, maqolada ikki tilli o‘qitishning turli elementlari, masalan, immersion va o‘tish ikki tilli dasturlari va ulardan ikki tillilikni rivojlantirish uchun qanday foydalanish mumkinligi muhokama qilinadi. Maqola globallashib borayotgan dunyomizda til o‘rganish va madaniy tushunchani targ‘ib qilishda ikki tillilik va ikki tilli o‘qitishning ahamiyatini ta’kidlash bilan yakunlanadi.

Kalit so‘zlar: ikki tillilik, ko‘p tillilik, uchinchi tilni o‘zlashtirish, ikki tilli o‘qitish, kognitiv tizim.

Language acquisition is a complex process that varies from person to person. It is influenced by several factors such as age, environment, and familiarity with different languages. Bilingualism is one such factor that has been found to have a significant impact on language acquisition. Bilinguals have been shown to be better at learning additional languages than monolinguals, a phenomenon known as bilingual advantage.

Studies have shown that bilingualism improves cognitive functions such as executive control, working memory, and attention, which are essential for language learning. These cognitive benefits can be attributed to the increased mental flexibility and cross-lingual awareness that bilinguals possess. In recent years, the study of third language acquisition among bilinguals has attracted significant research attention as it may provide insight into the mechanisms underlying bilingual advantage.

This article will examine the impact of bilingualism on third language acquisition, with a focus on the cognitive benefits that bilingualism provides and how these benefits can facilitate third language acquisition. In addition, we examine the role of factors such as age of acquisition, language proficiency, and language

typology in third language acquisition among bilinguals. Understanding the relationship between bilingualism and third language acquisition can have practical implications for language teaching and learning, as well as for people seeking to improve their language abilities.

Bilingualism and multilingualism

Nowadays, talking about bilingualism involves understanding such concepts as multilingualism and multilingualism. A. Sole [68, 2010] argues that there are several theoretical positions in this regard. On the one hand, authors such as H. Baetens [5, 1986] argue that the term bilingualism can be used to refer to situations in which more than two languages are spoken, since there is no evidence that the fundamental principles that affect the use languages are different when it comes to two, three or more languages. On the other hand, other authors speak of trilingualism as a special case of bilingualism (M. Mollins [30, 2002], and authors such as J. Cenoz and F. Genessi [12, 1998] argue that mastering several languages is is a complex phenomenon because in addition to the factors and processes that occur during bilingual acquisition, it is also necessary to take into account the interaction between different languages of the child.

Whatever definition is adopted, A. Sole argues that there is little academic research on multilingualism, despite the fact that many of the world's children grow up with three or more languages. Moreover, he states that there are few studies comparing monolingual or bilinguals with trilinguals. In this regard, children can master three languages as easily as one or two. From a cognitive point of view, they can absorb all three at the same time, although some of them may have a delay in the early stages of absorption. For his part, and through his work with multilingual families, T. Tokuhama-Espinosa [38, 2000] comes to the conclusion that there is a closer relationship between the degree of success, the moment and sequence with which each language was introduced than with the number of languages or the way as they were entered. In Anglo-Saxon literature, M. Tats explains [39, 2007], the term multilingualism refers both to a situation in which several languages coexist, and to the competence of a person in two or more languages, or to the interaction between speakers of one of the languages. different languages. D. Lagasabaster [29, 2003] seems to share this definition, distinguishing three types of multilingualism: social multilingualism, the presence of several languages in the life of the community; individual multilingualism, the use of several languages in a person's daily life, and school/university multilingualism, the presence of more than two languages in a curriculum or teaching medium.

For his part, J. De Deus [17, 2008] explains that in European literature there is a proliferation of terms derived from the prefixes "bi", "multi" and "pluri". For her, in general, these terms are used as synonyms to talk about the ability to communicate in different languages besides her own. However, as J. De Deus argues, when thinking about teaching/learning one finds a difference that clarifies the terms "multilingualism" and "pluri", emphasizing that the concept of multilingualism is approached as a social fact, and multilingualism as an individual fact.

The concept of multilingualism is different from multilingualism.

Multilingualism is the knowledge of several languages or the coexistence of different languages in a given society. This can be achieved simply by diversifying the languages offered in a particular school or educational system. The multilingual approach emphasizes the fact that as one's language experience expands in the cultural context of a language, one does not store those languages and cultures in strictly separate mental compartments, but rather develops communicative competence, which is facilitated by all linguistic knowledge and experience and in which languages relate to each other and interact.

Bilingualism and biliteracy

At present, bilingual projects or plans go hand in hand with what some authors call biliteracy. In simple terms, biliteracy refers to the ability to read and write in two languages. For A. Carlson [10, 2011] one should not underestimate the benefits that bilingual youth can successfully read and write in two languages. On the one hand, reading enriches young people's vocabulary and deepens their understanding of the cultural nuances underlying languages, while writing allows them to understand the framework for organizing and effectively and appropriately expressing their thoughts.

Various authors have shown that biliteracy has a positive meaning for bilingual youth both in their cognition and in their work (G. Hatano [21, 1995], J. Dworin [18, 2003] and others). Among other things, being bilingual expands the expressive repertoire of a bilingual, facilitates comprehension, enhances opportunities for language development and maintenance, and increases vocabulary for speaking and listening. M. Pennington [34, 1996] argues that biliteracy has a cognitive impact on language users both when encoding and decoding ideas through language. For his part, E. Bialystok [6, 2002] argues that bilingual literacy increases metalinguistic awareness, which allows the bilingual not only to be more sensitive to language use, but also to better understand language codes and, ultimately, be more inclined to learn a third language.

The study of third language acquisition has received considerable attention from researchers in recent years as it provides insight into the mechanisms underlying language acquisition and the role of bilingualism in this process. Third language acquisition theories attempt to explain the processes and factors that influence third language acquisition by bilinguals.

One well-known theory of third language acquisition is the cumulative improvement model, which suggests that the cognitive benefits gained from bilingualism accumulate over time and carry over to subsequent language learning. This model suggests that the cognitive benefits of bilingualism do not depend on language, but rather extend to all languages that a person learns. According to this theory, the more languages a person knows, the easier it becomes to learn additional languages, since each language learned increases the cognitive benefits that facilitate language learning (J. Cummins [16, 1981]).

Another theory of third language acquisition is the linguistic interdependence hypothesis, which suggests that the knowledge and skills of the first two languages acquired by a bilingual person are interdependent and may influence third language acquisition. This theory suggests that the degree of similarity between the first two languages and the third language being learned can have a significant impact on third language acquisition. In particular, if the first two languages are similar in structure and vocabulary to the third language, mastering the third language may be easier, since the knowledge and skills acquired in the first two languages can be transferred to the third language (J. Cummins [14, 1979]).

The role of age in third language acquisition is also of interest to researchers. The Critical Period Hypothesis suggests that there is a period in early childhood during which language acquisition is optimal, after which language acquisition becomes more difficult. However, recent research has shown that bilinguals can acquire additional languages even after the critical period has ended, and that the cognitive benefits gained from bilingualism can offset any decline in language acquisition ability due to age.

In addition to these theories, the role of language proficiency and language typology in third language acquisition among bilinguals is also of interest to researchers. Language proficiency has been found to be an important predictor of third language success, with more experienced bilinguals showing greater success in learning a third language. Language typology, or structural similarities and differences between languages, can also influence third language acquisition, as more similar languages are easier to learn.

In general, theories of third language acquisition provide valuable insight into the mechanisms underlying language acquisition and the role of bilingualism in this process. By understanding the factors that influence third language acquisition among bilinguals, teachers and students can develop more effective language learning and learning strategies.

Bilingualism, the ability to speak two or more languages fluently, has been found to have a significant impact on people's third language acquisition. Bilinguals bring a unique set of linguistic and cognitive skills to the third language acquisition process that can either help or hinder their ability to learn a third language.

One of the main ways in which bilingualism affects third language acquisition is through transference, which refers to the influence of previously learned languages on acquisition of a new language. Transfer can be either positive, in which the knowledge and skills acquired in the first two languages facilitate acquisition of the third language, or negative, in which interference from the first two languages hinders acquisition of the third language. The degree to which transfer occurs in third language acquisition depends on various factors such as the level of proficiency in the first two languages, typological similarities between languages, and the degree of overlap between vocabulary and grammar.

Positive transfer occurs when the linguistic and cognitive skills acquired in the first two languages facilitate acquisition of the third language. For example, studies have shown that bilinguals have heightened metalinguistic awareness, that is, the ability to reflect on language and analyze its structure. This enhanced metalinguistic awareness can be useful for third language acquisition as it allows bilinguals to recognize patterns and structures in the third language faster and more accurately.

Bilingualism can also contribute to the acquisition of a third language by increasing working memory capacity. Working memory is a cognitive process that allows people to store and process information in their minds. Bilinguals have been found to have greater working memory capabilities than monolinguals, which may help them process the large amounts of information associated with learning a third language.

However, bilingualism can also lead to negative transference, when the first two languages interfere with the acquisition of a third language. Negative hyphenation can occur in a variety of ways, such as when the third language has a different word order or sounds than the first two languages. Bilingual people can also experience interference from false friends, i.e. words of a third language that are similar in form to the words of the first two languages, but have different meanings (S. Jarvis and A. Pavlenko [23, 2008]).

The degree to which there is a transfer to the acquisition of a third language depends on the level of proficiency in the first two languages. Research has shown that bilinguals who are proficient in both languages are more likely to experience positive transfer to a third language than those who are less proficient. Similarly, typological similarities between languages can also influence the degree of transfer in third language acquisition. Languages that are more similar in structure and vocabulary to the first two languages are more likely to result in positive transfer, while languages that are very different from the first two languages may result in more negative transfer.

Bilingualism has a significant impact on people's third language acquisition. The transfer of knowledge and skills of the first two languages can either facilitate or hinder the acquisition of a third language. Foreign language teachers and students should take into account bilingual experiences and proficiency in their first two languages when developing strategies for mastering a third language. In this way, they can help bilingual people optimize their language and cognitive skills in order to improve their ability to learn a third language.

While bilingualism can be a significant advantage in learning a third language, various factors can influence the effectiveness of this advantage. In this section, we look at some of the key factors that affect third language acquisition by bilinguals.

1. Age of acquisition

One of the most important factors influencing third language acquisition by bilinguals is the age at which they began learning their first two languages. Studies have shown that language acquisition age has a significant impact on a person's ability to acquire additional languages. Bilinguals who learn their first two languages at an earlier age tend to have greater advantages in learning a third language. This is due to the fact that learning languages at a young age contributes to the development of cognitive and language abilities that are useful for learning additional languages (A. Nicolay & M. Ponslet, [33, 2013]).

Moreover, the age of acquisition of a third language also plays a decisive role in its acquisition. The critical period hypothesis suggests that there is a time window during which language acquisition is most effective. According to this hypothesis, persons who learn a third language before the age of 12, as a rule, have more significant advantages in mastering it than those who begin to learn a language at a later age (J. Abutalebi & D. Green [1, 2007]).

2. Language skills

Another important factor influencing the acquisition of a third language by bilinguals is the level of proficiency in the first two languages. Bilinguals who are proficient in their first two languages tend to have better metalinguistic skills, working memory, and cognitive flexibility. These skills can be useful for learning a third language because they make it easier to identify patterns and structures in a new language and help process large amounts of information (J. Cenoz [13, 1994]).

Moreover, the level of proficiency in a third language is also a significant factor influencing its mastery. People with a higher level of third language proficiency tend to have better language abilities than people with

a lower level of proficiency. Therefore, it is essential to prioritize language learning and set realistic expectations for language learners.

3. Motivation

Motivation is another important factor influencing third language acquisition by bilinguals. Motivation refers to a person's desire to learn a language and the effort made to achieve language learning goals. Studies have shown that motivated people tend to do better in language learning than unmotivated people.

In addition, the type of motivation also plays a decisive role in mastering a third language. Intrinsic motivation, which is a person's intrinsic desire to learn a language, tends to be more effective than extrinsic motivation, which includes extrinsic rewards such as grades or promotions.

4. Language learning environment

The language learning environment also plays an important role in third language acquisition by bilinguals. The learning environment includes various factors such as the availability of language learning resources, access to language learning opportunities, and familiarity with the target language. Bilinguals who have access to a rich language learning environment tend to achieve better language learning outcomes than those who do not.

In addition, the type of language learning environment also affects third language acquisition. Immersion programs that involve full language immersion tend to be more effective in learning a third language than traditional classroom programs.

5. Linguistic distance

Linguistic distance between languages also plays an important role in third language acquisition by bilinguals. Linguistic distance refers to differences in vocabulary, grammar, and structure of languages. Bilinguals whose first two languages are similar to the target language tend to have better language learning outcomes than those whose first two languages are very different from the target language.

In conclusion, various factors affect third language acquisition in bilinguals. Age of acquisition of the first two languages, level of proficiency in the first two languages, motivation, language learning environment and language distance are among the most important factors influencing the acquisition of a third language.

While bilingualism can certainly offer some benefits when learning a third language, it can also pose some challenges. In this section, we will look at some of the common challenges that bilingual learners face when acquiring a third language and discuss strategies that can be used to overcome these challenges.

Problems

1. Interference. One of the main problems faced by bilingual learners is the interference of the first two languages. This can happen when a learner is trying to reproduce or understand a language in a third language and their first language is affecting their performance. Interference can occur at various levels, including phonological, lexical, and grammatical levels.

2. Language distance. The distance between the third language and the first two bilingual languages can also be a problem. The closer the languages, the greater the likelihood of interference. For example, a bilingual person who speaks Spanish and English may find it easier to learn Portuguese than Japanese due to the similarities between Spanish and Portuguese.

3. Limited Familiarity: Bilingual students may have limited familiarity with a third language. This is especially true for people who live in monolingual communities or have limited access to language courses or materials. Limited exposure may make it difficult for students to develop language skills.

Strategies

1. Awareness of Interference: Bilingual students should be aware of potential interference from their mother tongue. This awareness can help them identify and correct the errors caused by the intervention. For example, a bilingual speaker of Spanish and English learning French may pay attention to the difference between French and Spanish sounds to avoid mispronunciation.

2. Language distance. Bilingual students can use strategies that take into account the distance between the third language and their first two languages. For example, they may focus on areas of the third language that are most different from their first language in order to avoid interference. In addition, they can use their knowledge of their first two languages to help them learn a third language. For example, a bilingual speaker of

Spanish and English who is learning Chinese can use their knowledge of grammar and syntax to learn Chinese grammar.

3. Increase exposure: Bilingual learners can increase their exposure to a third language to improve their language skills. They may look for language courses or tutors, practice with native speakers, or immerse themselves in the language by watching movies, reading books, or listening to podcasts in a third language.

4. Cultural awareness. Learning a third language includes not only the acquisition of language skills, but also cultural knowledge. Bilingual students can benefit from developing cultural awareness and sensitivity to the culture associated with a third language. This includes understanding social norms, customs, and values, which can improve their communication and use of language.

Because of the complexity that the concept of bilingualism entails at the linguistic level, the various learning patterns that lead to bilingual acquisition need to be taken into account and considered.

Critical Acquisition Period

According to a hypothetical ideal model for acquiring bilingualism, a person will integrate "from the age of 0" two languages at the same time, which we can call parallel learning. In this model, the child will be subject to fair linguistic input in both codes, both from the parents and from the context (family or school environment) in which they are enrolled.

According to this premise, if a person spends the same number of hours learning each of two languages, they can gradually acquire the same vocabulary in both languages. But this model is abstract and does not take into account the characteristics of each of the learning paths that allowed a person to be bilingual. For greater realism, consideration of the critical period of language acquisition was introduced into the model. Because of this, one of the most common trends was the establishment of a clear distinction between early bilinguals and late bilinguals (K. Kim [25, 1997]; A. Ada and S. Baker [2, 2001]): this difference was based mainly on the identification how they were activated and where. they became active, localized the languages in each case and claiming that the former learn their second language together with their native language, and the latter learn when the first language has already been mastered (P. Kornakov [26, 2001]). Thus, when two languages are acquired in early childhood, one area of the brain is formed that stores and interprets both languages, while when the first language is acquired in early childhood and the subsequent learning of the second language, two areas of the brain are formed. different for the storage and interpretation of each of these languages (Ada and Baker [2, 2001]). The said difference in learning and the conformation of the respective language areas seems to be of decisive importance at the age of three (K. Kim [25, 1997]; P. Hattenloscher & H. Dubolkar [22, 1997]; J. Brewer [8, 1999], M. Johnson & M. De Hahn [24, 2001], M. Roselli [36, 2002], L. Pettito & C. Dunbar [35, 2004] Despite the suggestion of some studies recognizing the existence of a favorable period for mastering languages, there is no consensus on the age limit for this "F. Grosjean [20, 2015] understands that setting a limit of 6 years would be an exaggeration, and expands the receptive range for reaching it before puberty" (10-15 years). In addition, he adds that, contrary to some prejudice, a person can become bilingual at any age, recognizing that both monolingual and bilingual children reach critical milestones in the same period.

Phonetics and native accent

One of the elements used when considering the characteristics of morphology, syntax, semantics or pragmatics of bilingualism is pronunciation. In this regard, F. Grosjean [20, 2015] denies that bilinguals should communicate with a native accent in each of their languages, since there is no connection between language skills and accent: one can have exceptional knowledge of the language and retain the accent of the native language. their native language, as well as those who barely speak the language and are able to communicate without an accent, because they acquired it in childhood. And while it is true that there is a favorable period for mastering a language without an accent, researchers are not unanimous about the age limit for achieving it: it ranges from 6 to 15 years. This would confirm that the critical period of assimilation, although conducive to the study of the elements that make up the bilingual state (vocabulary, grammar, semantics, accent, etc.), will not be decisive, especially since this period can last until puberty.

Although the benefits of learning a language at an early stage are known due to the ease of reproducing the phonetics of a second language, J. Cummins [15, 2000] emphasizes that learning at a later stage also

contributes to more flexible thinking, since the individual is able to understand the organization of his two languages and, hence allowing him to compare, contrast and exchange ideas more easily. In addition, as noted by F. Grosjean [19, 2013], late mastery does not prevent mastering excellent phonetics, since in order for a child to be bilingual, both the need for a second language and the number and type of speech are more important than the period of mastery. possession of them. the linguistic contribution that the individual receives, the role played by the family and school, or the attitude shown toward the language and culture in question. For this reason, it is convenient to demystify that a bilingual is someone who learns two languages from birth, since he can be competent in both, whether he acquired his languages from birth or not.

Implications for the cognitive system

On the one hand, recent studies show (M. Ackerberg [3, 2005]; S. Carlson & A. Meltzof [11, 2008]; E. Bialystok [7, 2010]; J. Moralez, A. Calvo & E. Belastok [31, 2013]; F. Grosjean [20, 2015]), working with two language systems does not have a negative impact on cognitive development. It could even anticipate the course of cognitive development, contributing to its expansion, stimulating the transition from ordinary and concrete primary thinking to abstract and scientific. It is known that the high cognitive level that bilinguals develop allows them to manage the activities of their two languages.

Bilingual experience affects not only language, but also the neural connections that underlie language and cognition (E. Bialystok & F. Craik [5, 2010]; K. Byers-Heinlein, T. Burns & J. Werker [9, 2010] and J. Kroll [27, 2012]). Because, as J. Kroll (J. Kroll, S. Bobb & N. Hoshino [28, 2014]) explains, bilingualism means not only the acquisition and use of a second language (L2), but also the influence of the dominant language (L1) on production. second language (L2). The changes and adjustments that occur depend not so much on the age of acquisition as on competence in L2. It is no less true that in the process of their education it is necessary to take into account the social, economic and psychological factors that can really lead to the failure of bilingualism. But, in any case, these are detrimental effects that we would also find in monolingual subjects. Therefore, they are not selectively defining for bilinguals. On the other hand, the difficulty of learning a second language at the same time as the first lies not in the process of its integration, since it is the same as in the case of the first language, but in distinguishing the rules corresponding to each language. This manifests itself in a slight delay in the settlement of languages from bilingual to monolingual, which will be compensated when the bilingual has his own differentiated codes. Although this may manifest itself as a period of instability during the initial learning of two languages, F. Grosjean, relying on M. Moro [32, 2010], concludes that bilingualism does not seem to cause language delay or disorder; or that at least there is no empirical evidence in this regard. In connection with what was mentioned above5 regarding the critical period of language acquisition, regardless of the stage at which a second language is learned, the cognitive system leads to certain favorable changes that confirm its unlimited ability to adapt and learn, which goes beyond the generally recognized norms of the critical period. for language acquisition. Thus, not only consistency and high linguistic contribution lead to the achievement of a quasi-native or native accent, but also to greater mental flexibility (J. Cummins [15, 2000].

Learning a third language as a bilingual can be challenging, but with the right strategy and mindfulness, it can be a rewarding experience. Bilingual learners can use their language knowledge and skills to learn a third language more effectively. Being aware of the issues and using appropriate strategies can help bilingual learners overcome obstacles and achieve their language learning goals.

In conclusion, bilingual third language acquisition is a complex process influenced by many factors. The role of transference is critical in determining how bilingualism affects third language acquisition. While third language acquisition theories suggest that bilinguals may have benefits such as cognitive flexibility and metalinguistic awareness, bilingual learners also face challenges such as interference from their first two languages and limited exposure to a third language.

To overcome these problems, bilingual learners can use strategies such as increasing exposure to a third language, developing cultural awareness, and becoming aware of interference. Language distance is another important factor to consider when learning a third language, as it can affect ease of acquisition.

Despite the difficulties, bilinguals can successfully acquire a third language and benefit from multilingualism. The study of third language acquisition by bilinguals is an important area of research that sheds light on the complex interactions between languages and the cognitive processes involved in language learning. By understanding the factors that influence third language acquisition by bilinguals, teachers and language learners can develop effective strategies to facilitate language learning and promote multilingualism.

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