



2528-9705

Örgütsel Davranış Araştırmaları Dergisi

Journal Of Organizational Behavior Research

Cilt / Vol.: 8, Sayı / Is.: S, Yıl/Year: 2023, Kod/ID: 23S0-969



A review of psychological approaches to the study of language: second language learning and bilingualism

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ABSTRACT

This article deals with the general effects of bilingualism and second language learning and related psychological approaches. First, bilingualism and the psychology of bilingualism are examined, and then the advantages and disadvantages of bilingualism and learning a second language as an experience acquired by language learners in the process of learning a second language and the effects of bilingualism are discussed. Finally, the discussion concludes by discussing the results of several research studies conducted in different environments and contexts and the future prospects of psychological approaches to second language learning and bilingualism.

Keywords: *bilingualism, second language learning, psychological approaches, advantages and disadvantages.*

INTRODUCTION

The study of second language acquisition has developed significantly in the last few years, which is reflected in the publication of several articles and volumes covering various aspects of this phenomenon. Second language acquisition refers to the acquisition of a non-native language by learners who have already learned or are learning another language. First language acquisition can be simultaneous (as in early bilingualism) or sequential (Dörnyei, & Skehan, 2003). The study of second language acquisition brings together two fields that have traditionally ignored each other: second language acquisition and bilingualism (Gass, & Mackey, 2013). Second language acquisition has many features in common with first language acquisition, but also differences, as second language learners have more language experience as learners and are affected by the general effects of bilingualism on cognition. Some studies have compared the strategies used by monolingual and bilingual/multilingual learners and have reported that multilingual use a wider range of linguistic and mnemonic strategies and are more flexible in their use than monolinguals are (Spada & Lightbown, 2019).

Learning a second language has more time variation than learning a first language. When two languages are involved, we have only two timing possibilities, learning two languages is either simultaneous (primary bilingualism) or sequential (first language acquisition + second language



acquisition) (Montrul, 2005). Interest in the phenomena of bilingualism and second language learning among researchers and policymakers has continued to increase over the past five years. The continued prominence of these phenomena is partly due to the rapid growth of cultural and linguistic diversity in industrialized societies, which has been brought about by increased immigration and refugee resettlement programs. Policymakers are naturally concerned with maximizing the efficiency and effectiveness of programs that teach the language(s) of the dominant community to both children and adults (Cummins, 1992). Increasing economic and scientific interdependence in the international arena also creates a greater demand for competent bilinguals who can facilitate cross-cultural cooperation. In particular, the spread of English as a second language around the world raises both technical issues related to language teaching and sociopolitical issues related to cultural and economic hegemony (Luke & Dooley, 2011). In addition to increasing diversity and intercultural contact in domestic and international spheres, the third factor that fuels the interest in bilingualism and learning a second language is the greater recognition of the linguistic rights of indigenous and cultural minorities in many countries. Electronic media make linguistic isolation increasingly elusive, even in remote communities, and the result is that the speed of linguistic assimilation has increased for many minority groups. In various parts of the world, minority groups have successfully argued for institutional support for the preservation and revival of endangered languages through the media and the education system (Nikula et al., 2012).

Issues related to educational and social equality also intersect with the phenomenon of bilingualism and second language learning in many countries. In particular, the persistent underachievement of students from certain minority groups in Western societies, and the resulting low levels of literacy and economic status among adult members of these groups, raises questions about the appropriate educational programs and policies needed to reverse history Creates (Cummins, 2003). The underutilization model, particularly bilingual education programs that use minority children's first language (LI) as a minor medium of instruction, has been highly controversial in the United States and, to a lesser extent, in other countries. While the controversies are primarily socio-political in nature, centering on fears that bilingual education will lead to what Schlesinger (1991) calls the "breakdown of America," the interpretation of academic research on bilingualism and language learning has also been the subject of volatile debates (Schlesinger, 1991).

The purpose of this article is to investigate the psychological effects of bilingualism on cognitive development, especially in second language learning. According to common wisdom, additional languages are acquired more easily by bilinguals and multilingual than by monolinguals. This means that the more languages he knows, the easier it is to acquire an additional language. Apart from that, it is also possible that learning a second language has psychological effects. In the following sections, studies on second language or bilingualism are reviewed and then studies on the psychological impact of bilingualism and possible explanations for those findings are discussed.

Second language or bilingualism

SLA, or Second Language Acquisition, is learning a second language or, more precisely, acquiring a second language, which is not a new term. Learning a second language is a process



in which people learn a second language (Ortega, 2014). Second language acquisition also refers to a scientific discipline that is dedicated to the study of this process. Learning a second language refers to learning any language in addition to the mother tongue. Although this concept is named second language acquisition, it can include learning third, fourth, and more languages. Second language acquisition refers to what the learner does rather than the methods used in language teaching, although language teaching can influence the learning process. But second language learning as a science is relatively young. A science that tries to study and examine second language learning in humans and provide us with its results. The science of second language acquisition is somewhere in the middle of linguistics, cognitive psychology and education science (Gass et al., 2020).

Understanding and being able to communicate with other people through two languages is common in most countries and cities of the world. The introduction of the second language into the first dialect has positive and negative effects, the positive points of which should be strengthened and the negative points should be ignored; it is also better for a person to curb its disadvantages (Brown, 2010).

According to a research conducted in Europe in 2012, 54% of Europeans are bilingual. According to such studies, it is estimated that more than half of the world's population is bilingual. Many children around the world grow up with two languages. For example, in India, many children grow up speaking two or three of the country's twenty-three main languages. Being bilingual means a situation in which a person uses two or more languages alternately (according to special situations) to communicate with others. In the real sense, it means that he can speak two languages at an advanced level and with complete mastery, so that the second language is no different for him from his mother tongue. Also, from one point of view, bilingualism can be divided into two categories: increasing and decreasing; Thus, in the first category, adding a second language to a person's first language has a positive effect on his psychological and social skills, and in the second case, learning a second language leads to the impairment of the person's first language (Nortier, 2018).

Bilingualism ranges from a minimal level of proficiency in two languages to a very high level of proficiency that allows a person to be able to use two languages like a native speaker. A person may consider himself bilingual simply because he can speak and communicate in two languages, and another person may consider himself bilingual because he is proficient in reading in two or more languages. Therefore, it is not possible to provide a precise and clear definition of bilingualism (Wei, 2020).

Sometimes there is a need for children to learn a second language, because the child's parents may not have a complete command of the language spoken in their community. Therefore, the child learns one language at home and one language at school. Sometimes being bilingual is a choice and parents want their child to learn another language, even if they don't know the second language themselves. But achieving this goal is not easy and requires a lot of planning and effort. Just because children learn a new language faster than adults doesn't mean that it's easy to raise a child bilingually. Rather, it requires the efforts of the parents and the child himself. Continuous exposure to the second language, practice and a rich language environment are essential for this work (Marsh & Langé, 2000).



In the past, it was believed that children who learn two languages slow down their learning speed, but research in recent years shows that the double and constant effort of children at any moment to choose between two words (changing language) can cause other It increases their brain activity and leads to more concentration, the ability to do several tasks at the same time and better memory, although not everyone accepts this point of view (Hammer et al., 2014).

In general, the studies and materials presented show that bilingualism alone cannot cause problems or delays in children's speech and language, if a child is deaf, mentally retarded, environmental poverty, or unknown factors have delays and problems in the development of speech and language, bilingualism, along with other factors, may cause some problems in the growth and development of speech and language. Choosing a monolingual approach for a short period without denying the chance of being bilingual can reduce the problems of these children to some extent. In addition, by strengthening the stronger language, the therapeutic effects can be transferred to another language (Bialystok et al., 2012).

The most important advantages of being bilingual

It seems that learning a second language in childhood has more advantages than learning a language in adulthood. For this reason, it is better for bilingual families to teach their children the second language from an early age. Because according to cognitive and emotional arguments, learning a second language is difficult during adolescence and adulthood. Because at this age, a person's awareness causes the natural process of language learning to stop. Also, children have a positive attitude towards the second language, while adults sometimes oppose the second language. Although there are many emphases and differences of opinion about the benefits of learning a second language, one definite benefit is that you can speak a new language with more people in the world. Also, bilingualism may not necessarily make you smarter, but it keeps your brain healthier, more complex, and more active, and even if you weren't lucky enough to learn a second language as a child, starts learning a second language now do (Montrule et al., 2008).

The changes that occur in brain cells and communication networks due to environmental and behavioral factors are called brain plasticity. The importance of this flexibility is in the learning abilities and increasing the memory capacity of people, and in case of brain damage, it recovers better. Brain flexibility in bilingual children is higher than monolingual children. The brain M.I.R results of bilingual and monolingual people who were given homophonic words (such as "shir" in Farsi, which has multiple meanings with a single pronunciation) were identified in people Bilingual, extensive communication networks between the frontal lobe and the temporal lobe and the back of the brain (which is the center of vision) arise, which shows that these people use all the brain's ability to understand the surrounding environment and have a better chance in the future. In terms of education and coping with brain diseases and injuries. Repeated research shows that the brains of bilingual people are able to save essential resources (Bashirnezhad & Gapanchi, 2017). The most important advantages of learning a second language and bilingualism are as follows:

1 -Improving communication skills



Compared to monolingual children, multilingual children are exposed to more diverse social experiences. As a result, multilingual children often understand people's opinions and ideas better and can be more effective in communicating with others (August et al., 2009).

2 -Different languages, different views

Learning new languages changes people's priorities and views, and new aspects are added to their personality and lifestyle. Researchers even investigated how a language creates "linguistic intellectual structure". Linguistic intellectual structure means that when you use different languages, you feel that you are a different person. The reason for this may be the grammar and different structures of languages (Holmes & Meyerhoff, 2003).

3 -To strengthen recognition of linguistic elements

The ability to identify and recognize different language sounds in babies usually exists before they can physically use language. The results of research have shown that monolingual children can usually recognize only the language they were exposed to. This stage is exactly where multilingual children begin language learning. The more children are exposed to multiple languages, the more linguistic elements they identify and recognize (Cooper et al., 2012).

4 -High skill in executive performance

Skills related to executive function, cognitive and behavioral abilities include reasoning, planning, and problem solving. Studies have shown that multilingual children usually have better executive functioning skills compared to their monolingual peers. These abilities appear especially in the field of controlling emotions and their accuracy and monitoring. Perhaps this ability is due to the constant switching of languages in a multilingual family. Strong executive functioning skills guarantee the academic and social success of multilingual children (Blair, 2012).

5 -Ability to do several tasks at the same time

Because of their ability to switch languages, multilingual people are usually better at multitasking. According to researchers in an article in US News, when a bilingual person uses two languages continuously, speaking in one of those languages requires control to prevent the two languages from interfering so that the person can speak the language with fluency and proficiency. Who wants to talk this feature allows multilingual to do several tasks at the same time and at the same time focus on one task and not get distracted (Escamilla et al., 2014).

6 -Environmental monitoring and control

One of the golden advantages of being multilingual is the ability to constantly and accurately monitor the surrounding environment. Alberta Costa, a researcher at Pompeu Fabra University in Spain, says: "Bilingual children have to constantly change their language. They have to talk to their father in one language and to their mother in another language. This change and the conversion allow you to follow and monitor everything that is happening around you, just like when you are driving." The impact of this capability can be clearly felt in all aspects of life. The ability to track and control everything that happens in the surrounding environment is an extraordinary skill that not everyone has (Köktürk et al., 2016).

7 -More job opportunities

By mastering two or more languages, you are undoubtedly one step ahead of job seekers who only speak one language, and you will definitely have more job opportunities waiting for you. The international business community considers the ability to communicate in more than one



language to be "an essential tool for communication and financial success." This will help your ability to find a better job and earn more money (Zubkov, 2020).

8 -Delay in getting diseases like Alzheimer's

The research of the Institute of Medical Sciences "Hyderabad" (Hyderabad) in India has shown that people who speak a second language get diseases like Alzheimer's four and a half years later than others. Continuous mental control to use different languages makes the brain constantly train and its degeneration starts later. Delaying the onset of such diseases will improve the quality of life of the person and those around him (Antoniou et al., 2013).

9 -Help to strengthen memory

A major part of language learning is related to memory; multilingual people often score higher on memory tests than those who only speak one language. Having a strong memory has many personal and social benefits and can play a decisive role in achieving academic and career success (Quinteros Baumgart & Billick, 2018).

10 -Improving one's abilities to learn more languages

According to recent research, multilingual can learn new languages more easily than monolinguals. Learning several languages helps in the process of learning a new language and strengthens the mother tongue. In fact, it can be said that languages strengthen each other and provide a tool to strengthen phonetics, grammar, and syntax skills (Festman, 2021).

The most important disadvantages of being bilingual

When speaking in one language, a bilingual person should avoid the other language. It is more difficult to refrain from speaking in the dominant language; because it is more stimulated by the perceptual system. Available evidence for the inhibitory control model: the speed of naming words in the second language is slower, the translation from the first language to the second language is slower and is often subject to bilingual patterns of dementia (Michael & Gollan, 2005). A bilingual person usually uses the first and second language alternately. Therefore, it can be said that bilinguals are slower in reacting to words than monolinguals, and the brain activity of bilinguals is higher in phonological processing. As a result, bilinguals should refrain from using the first language when speaking in the second language because they cannot automatically process words, but they do this by using the direct phonological path to the word (Khan, 2011).

As a result of the clash of languages, the device of one language may influence or influence another language, which is called linguistic interference. In fact, when a bilingual person is talking, both languages are active in his mind, and this means a double load on the person's analytical and processing power. Because the mind has to do two things at the same time, and this makes the verbal skills of bilingual people weaker in each of the two languages than those who only speak one of those languages. Bilingual people usually have weaker verbal skills and can produce fewer words in each semantic category. In other words, the number of words in their vocabulary in each language is usually less than monolingual people. Another research has shown that bilingual people experience "tip of the tongue" moments twice as much as monolingual people. Of course, these disadvantages of being bilingual are not limited to vocabulary and affect grammar as well (Akgül et al., 2019).



On the other hand, bilingualism has a direct effect on the educational and occupational destiny and thus on the social base of people. Another type of negative consequences is its emotional effects on the personality and social relationships of bilingual people. In cases where a person with social advantages speaks in a language other than the official language, the reaction of the listeners may not be unpleasant, but because a few of these people have a high social status, they may be disliked because of the language they speak are located. Education in native language has a profound effect on children's self-confidence from a social and psychological point of view, and they can easily express their feelings and establish easier intellectual and linguistic communication with others. A bilingual person speaks less in public, and the reason for this can be seen in his little or insufficient mastery of his second language. From a psychological point of view, teaching in the mother tongue leads to a better understanding of the material and affects the student's cognitive progress. . From a social point of view, it causes the child to be more easily assimilated into his social environment, and from an emotional point of view, it causes an emotional bond resulting from the use of the mother tongue in academic life, and finally, from the point of view of education, the use of the mother tongue causes an increase in the quality and quantity of intra-school communication (Cormier, 2018).

"The danger that threatens bilingual children is that they do not have a strong foundation in one of their mother tongues, and this causes them to make phonetic mistakes in their second language," says Silvia Perdes, a Portuguese language teacher at the International School in Lyon. For example, they find French words in the Portuguese text and even change the Portuguese words into French. Therefore, even bilingual or trilingual children need a strong main language, otherwise their language becomes half-language, which is, they do not learn either of the two languages well. "Studies show that even children who have been exposed to two languages since birth are more reliant on one language," says Pascal Fino, the school's director. If they don't have a strong language, learning will be very complicated" (Zarate, 2011).



Psychological approaches to second language learning

When viewed from a socio-psychological perspective, the process of learning a second language becomes particularly important. From this perspective, one predicts that if the learner is properly oriented, he may find that by learning the language of another social group, he has taken an important step in becoming an educated part of a second linguistic-cultural community (Lambert, 1963). Moving towards biculturalism in this sense may in some cases be seen as an unfolding experience, or it can create 'anomia', a sense of not belonging comfortably to one social group or another. With a different orientation, a language learner may see the task of learning as better or more culturally oriented, or equipping him with useful skills for his future career, regardless of the culture or the people it represents other language. In other contexts, learning the language of another group may be seen as a means of getting 'inside' a cultural community in order to exploit, manipulate, or control, with clearly personal goals (Delbio & Ilankumaran, 2018).

A series of studies conducted at McGill University have been concerned with such issues, and various findings have increased our confidence in the social-psychological theory of language learning. This theory, in short, holds that a person who successfully acquires a second language gradually adopts various behavioral aspects that are characteristic of members of another linguistic-cultural group. It is believed that the learner's ethnocentrism and his attitude towards

the other group determine his success in learning a new language. His motivation to learn is thought to be determined by his attitude and orientation towards learning a second language (DeKeyser, 2007).

Orientation is "instrumental" in form if the goals of language study reflect the more utilitarian value of language achievement, such as career advancement, and "integrative" if the student is oriented toward learning more about another cultural community. If he was willing to become a potential member of another group. It is also argued that some may be anxious to learn another language as a means of being accepted into another cultural group because of the dissatisfactions they experience in their own culture, while others may be just as anxious. They are interested in their own culture and are interested in another culture. However, as one becomes more proficient in the second language, one may find that one's position within one's original group membership changes, as the other linguistic-cultural group becomes more than just a reference group for one. In fact, it may become a second membership group for him. Depending on the compatibility of the two cultures, he may experience feelings of unease or regret at losing his relationships in one group, mixed with the fearful anticipation of entering a relatively new group. The concept of "anomie," first proposed by Durkheim and more recently expanded by Esrol and Williams, refers to the feeling of social uncertainty or dissatisfaction that sometimes characterizes not only the bilingual but also the serious second language learner (Richards, 2015).

The first studies were conducted with Montreal English-speaking high school students studying French, who were examined in terms of language learning aptitude, verbal intelligence, attitudes toward French society, and intensity of motivation to learn French. Our measure of motivation is conceptually similar to the index of interest in language learning that Jones identified as important for successful learning among Welsh students (Genesee, 1983).

Factor analysis showed that talent and intelligence are independent factors from the latter, including motivation indicators, the type of orientation towards language and social attitude towards French-Canadians. A measure of success in France was reflected with equal prominence in both factors. Thus, in this case, French achievement depended both on talent and intelligence and on an empathic orientation toward the other group. This orientation apparently maintained a strong motivation to learn the language of the other group. In the Montreal setting, it was clear that students with an integrative orientation were more successful in language learning compared to instrumentally oriented students (Dörnyei, 2014).

Gardner's study in 1960 confirmed and extended these findings. Using a larger sample of Anglo-Canadians and combining different measures of French achievement, the same two independent factors emerged, and again both were related to French achievement. But while aptitude and achievement were particularly important for those French skills emphasized in school education, the acquisition of French skills, whose development depends on the active use of the language in communicative settings, only with integrated motivational measures. Determined to learn French. Further evidence suggests that this integrative motivation is the reverse of an authoritarian ideological syndrome, raising the possibility that underlying personality tendencies may be involved in language learning efficacy (Gardner, 1960).

Information was collected from parents about their orientation towards French society. These data support the idea that an appropriate orientation toward the other group develops in the



family: students who had an integrated desire to learn French had parents who were sympathetic and integrated with the French community. Students' orientation was neither related to parents' French language proficiency nor to the number of French acquaintances parents had, suggesting that integrative motivation is not due to more experience with French at home, but more likely from a family-level attitude (Gardner, 1960).

A study by Anisfeld and Lambert (1965) extended the experimental method to a sample of Jewish high school students studying in Hebrew schools in Montreal. They were given tests to measure their orientation toward learning Hebrew and their attitudes toward Jewish culture and society, as well as tests of verbal intelligence and language aptitude. These tests were correlated with the progress measures in Hebrew at the end of the school year. The results support the generalization that both intellectual capacity and attitudinal orientation affect success in learning Hebrew. However, while intelligence and language aptitude are relatively stable predictors of success, attitudinal measures vary from one social class school district to another. The measure of a Jewish student's willingness to be more acculturated in Jewish tradition and culture was sensitive to children in an area of Montreal, where social psychological analyzes of the nature of the Jewish population's adaptation to American Jewish culture indicate that these particular Jews are concerned about the problems of integration into Jewish culture. In another area, composed of Jews who had recently arrived in North America and were of a distinctly lower socioeconomic class level, Jewish acculturation was not associated with Hebrew language achievement, while anti-Semitic measures of pride or pride in being Jewish Did (Lambert et al., 1965).

Recently, students who took an intensive French course at McGill University's French Summer School were examined for changes in attitudes over the course of the study. Most of them were American university students or high school language teachers who referred more to the European-French society than to the American-French society in their orientations to language learning. In this study, it was found that feelings of anomia increased significantly during the study period. As the students progressed to the point where they were "thinking" in French, their sense of anomie was also observed to increase. At the same time, they tried to find a means to use English, even though they had committed to using only French for the six-week period. This pattern suggests that American students experience anomie when they focus on and begin to master a second language and, as a result, develop strategies to control or minimize such feelings (Lambert et al., 1963).

The Hakuta & Diaz (2014) study compares 10-year-old monolingual and bilingual students based on intelligence measures. Here the pattern is very clear that bilingual children have a more favorable attitude towards the "other" language community compared to monolingual children. Furthermore, parents of bilingual children believe that their children have the same highly empathic attitudes compared to parents of monolingual children, as if language skills in the second language, extending to bilingualism, are controlled by the family. Common attitude towards other linguistic-cultural community. These findings are consistent and reliable enough to be of more general interest. For example, language teaching methods may be modified and strengthened by considering the social psychological consequences of language learning (Hakuta & Diaz, 2014).

Important work by Paul Pimsleur and colleagues supports our findings and the general theory. Because of the potential practical and theoretical importance of this approach, it seems



appropriate to test its application in a cultural setting other than Quebec's bicultural scene. Thus, our most recent study was conducted in different regional settings in the United States, two of which were also bicultural and the third more representative of "typical" urban American cities (Pimsleur et al., 1962).

Bicultural environments made it possible to investigate attitudes in two ways: American students' attitudinal tendencies towards linguistic minority groups in their immediate environment and the general attitude of cultural minority group members towards American general culture about them. In this study, we were interested in comparing the importance, in the language learning process, of intellectual ability and aptitude for language learning, on the one hand, and social attitudes towards the "other" language group and the motivation to learn the language. Language, on the other hand. Our attention was first directed to examining how these variables affect the language learning of American students who come from English-only homes. In order to compare the results of the US research with previous studies conducted with English-speaking students learning French in Montreal, we selected two samples of students from American bicultural communities in Louisiana and Maine. A third sample of American students was selected from the public school system of Hartford, Connecticut, which is representative of most large urban school systems along the east coast of the United States. The Connecticut environment does not have a distinct sub-community of Franco-Americans in its immediate environment to be studied with those in Louisiana and Maine. Therefore, the Hartford students are not expected to have a clear linguistic cultural group in their immediate experience, toward which favorable or unfavorable attitudes have been developed through direct contact (Lambert, 1963).

At the beginning of the year, a large number of tests were held for these students, and near the end of the year, achievement tests in French were given and French scores were obtained from the teachers. The tests were done with correlation and factor analysis. The resulting patterns of mutual relationships were studied and interpreted. The results show that, similar to the Montreal studies, two independent factors underlie the development of skills in learning a second language: intellectual capacity and appropriate attitudinal orientation towards the other language group along with a specific motivation to learn a second language. The second phase of research concerns the role of aptitude, attitudinal, and motivational variables in the language development of potential bilingual French-American students those from predominantly French-speaking homes. Two samples of Franco-American high school students were selected from the settings of Louisiana and Maine. This analysis showed that social attitudes toward their language group and their surrounding American culture influenced their (a) progress in becoming bilingual, (b) maintaining French proficiency, or (c) developing English proficiency (Lambert, 1963).

The manner in which the French-American student faces and resolves the cultural conflict he is likely to encounter in American society determines his linguistic development in French and English. The third phase of the study focused on comparing Franco-American students from Louisiana and Maine. The results make it clear that while the French culture of Louisiana is rapidly merging with mainstream American culture, the French-American community of Maine enjoys a relatively dynamic and distinct existence. The fourth step compared the French-American and American students in terms of their various competencies in French and their



attitudinal tendencies. The results reinforce the findings mentioned above regarding the cultural conflicts of French-American students. Furthermore, Maine Franco-Americans show a definite advantage over American students in their French skills, while Louisiana Franco-Americans show little or no advantage in French over American students. The fifth phase of the study examined stereotypes held by both American and Franco-American groups of students toward the French. The analysis shows that all groups except Maine Franco-Americans hold unfavorable stereotypes of French people. The consequences of having negative stereotypes towards the people whose language is to be learned are revealed in this analysis. The sixth and last phase deals with the role of students' values in the language learning process. The results show that success in learning foreign languages is not a main goal for American students. Rather, it is apparently coincidental with the more challenging goal of trying to find and prepare a way for the future. Intelligence, along with the value placed on achievement, is a major determinant of success in most school tasks, including language study. These findings not only provide much needed information about language learners' learning, but also point the way to a number of next steps in the fascinating study of language learning and bilingualism (Lambert et al., 1975).

Psychological approaches to bilingualism

Psychologists are now interested in systematically studying how a person acquires a second language and how certain people can effectively use two or more languages. A group of us at McGill University found the bicultural environment of Montreal an outstanding field station for research on bilingualism (Vega, 2011). But we have also noted that the linguistic backgrounds of true bilinguals are often too complex for empirical study. As a result, we have often had to restate specific bilingual problems in a more general form so that they can be investigated by empirical methods that only approximate the real bilingual case. Our first step was to develop an instrument to measure individual variation in bilingual skills. This work assumed that language habits should be revealed in tests that require response speed, a commonly accepted measure of habit strength (Hoffmann, 2014). It was hypothesized that students with different amounts of second language study experience should show corresponding facilities in responding to the second language when needed. It was found that students in the three more advanced stages of experience with the French language showed greater speed in responding to instructions given to them in French. This measure of response speed was highly correlated with active vocabulary in French (Kremin & Byers-Heinlein, 2021).

In the second study, "a large number of tests were administered to students at various levels of proficiency in the second language, from undergraduate experience to native proficiency. The pattern of results on these tests suggests that a person's degree of bilingualism depends on his or her ability to understand and use words effectively. It is reflected in each of the languages. These studies show that an adequate conceptualization of bilingualism should take into account individual differences, that is, a person can show equal facility in both languages (Wei, 2012). One person is relatively limited, another person can be intellectually brilliant in both of their languages and be equally proficient in both. Thus, we introduced the concepts of "bilingual balance," where a person essentially demonstrates similar skills in both languages, and "linguistic dominance," where there is a greater measurable facility in one of the individual's two languages. The question then arises as to how bilingual balance is best fostered and what are the psychoactive compounds of balance (Yow & Li, 2015)?



Also, the search for motivations and learning settings that promote mastery has been fascinating, especially where the acquired language dominates the language first learned. The next step was to study the "path" that leads to bilingualism. Students at different levels of experience with the second language were given a series of tests that varied in their content complexity. The results showed that students must pass progressively more difficult proficiency levels to approach native-like performance in their second language. The easiest level to master was acquiring vocabulary and grammar skills. Then the student must become experienced enough to be able to react automatically in the second language. He then faces the problem of overcoming a "cultural" barrier, where, for example, he thinks of appropriate cultural concepts, such as those that are revealed in the type and form of free associations presented in the second language. At this stage, he should acquire a native-like accent in his second language. We are interested in how full accent is learned and use the theory of "identity" with members of another language group to explain this process (Bak, 2016).

It is of psychological interest to understand how bilinguals can learn two symbols for each referent and yet manage to use each language system with minimal cross-linguistic interference. Considering this problem led us to examine the concepts of "relational" and "composite" theories of bilingualism that have been proposed by linguists and recently explored by psychologists. This theory states that bilinguals who speak their two languages in the same context create a "mixed" bilingual system in which the symbols of both languages function as interchangeable substitutes with essentially identical meanings. When the contexts of language acquisition are culturally, temporally, or functionally segregated, a system of "coherence" is created. This form of learning promotes bilingualism where the two sets of symbols are functionally more distinct and independent. We have tested these concepts and found that learning contexts appear to be critical in determining the form of bilingualism that eventually develops. Behavioral differences can be measured in terms of cross-linguistic independence and degrees of similarity between meanings (Houston-Price et al., 2010).

Apparently, coordinate bilinguals, unlike combinations, can keep their two languages separate. They may be helped in this regard by the fact that they have distinct conceptual meanings for translated equivalents in their two languages. Furthermore, when the meaning of a symbol in one language is reduced by overuse, the equivalent in the other language is not reduced as it is in compound bilinguals. Bilingual aphasics who have acquired their languages briefly are likely to lose the use of one of their two languages if they become aphasic, while mixed bilinguals show a more general language impairment affecting both of their languages (Daller & Ongun, 2018). This line of research suggests that cross-linguistic interference is reduced for coordinate bilinguals due to the inherent distinctiveness of their two languages, while compound bilinguals may rely more on cues from contexts of language use to minimize potential interference. That is, if the context in which communication takes place, mixed bilinguals may be more prone to switching from one language to another. For example, another communicator's use of a word or phrase from language X may force the bilingual composition to switch to language X. Or the physical characteristics of a member of a group may indicate that this person belongs to a particular linguistic group and be a sufficient indication of the combination to use a particular language. If the context provides different conflicting cues, bilingual composition is likely to encounter cross-linguistic confusions. The point here is that coordinate bilingualism is less



dependent on cues from the context of language use due to the distinctiveness of "constructed" bilingualism. Future research will examine the validity of such concepts (Heredia & Cieřlicka, 2014).

Our results clearly show that bilingual students outperform monolinguals in verbal and non-verbal intelligence tests. We conclude that bilinguals may have an advantage on tests that require "cognitive flexibility" because of their bilingualism. Ms. Peel is currently investigating this possibility more closely. Because our results conflict with many others on this (although we have no doubt about the intelligence differences mentioned earlier), we are not yet sure whether this bilingual advantage is specific to bilinguals in Canada or who actually are. "Good" bilinguals. Our confidence in the generalizability of these findings to different settings depends on a more careful reexamination of those settings where bilingual deficits have been reported in the literature. McGill University is one of the centers that study bilingualism. The seminal work of Susan Irwin at the University of California, Berkeley will be of particular value to language teachers. His fascinating analysis of the personality and value changes that occur when bilinguals switch from one language context to another reveals an important role. Learning a second language can play a role in students' lives.

A review

Lambert (1963 and 1978) was one of the first people who researched bilingualism. Lambert's book (1967) called *A Social Psychology of Bilingualism* was published in 1967 regarding the psychology of bilingualism. In one of the chapters of this book, Lambert examines bilingualism from a socio-psychological perspective, a perspective that is characterized not only by the bilingual's reactions as an individual, but also by the social influences that affect the bilingual's behavior. And it is also determined by the resulting social consequences. In this regard, he has made several studies since 1958 in Montreal, where the conflict between English and French-speaking Canadians is now so intense that some French Canadian (FC) political leaders in the province of Quebec seriously talk about the separation of this province from Quebec.

Cummins (1993) reviewed *BILINGUALISM AND SECOND LANGUAGE LEARNING*. In his article, he wrote that the interest in the phenomena of bilingualism and second language learning among researchers and policymakers has been increasing over the past five years. The continued prominence of these phenomena is partly due to the rapid growth of cultural and linguistic diversity in industrialized societies, which has been brought about by increased immigration and refugee resettlement programs. Policymakers are naturally concerned with maximizing the efficiency and effectiveness of programs that teach the language(s) of the dominant community to both children and adults.

Butler (2012) in the fifth chapter of his book entitled "*Bilingualism/Multilingualism and Second-Language Acquisition*" investigated bilingualism and second language learning. In this part of the book, it is stated that bilingualism and multilingualism are very complex and multidimensional linguistic, psychological, and social behaviors. This chapter discusses key issues at the intersection of bilingualism, multilingualism, and second language acquisition. The growing interest in bilingual acquisition in recent years has challenged some of the existing approaches and premises that have been widely accepted in bilingualism and second language acquisition research. In this chapter of his book, Butler explores this issue by defining



bilingualism/multilingualism and examining the diversity and complexity of their characteristics as embedded in broader social contexts. It then discusses relevant theoretical, methodological, and applied issues that contribute to the understanding of bilingual/multilingual acquisition. This chapter focuses on three major topics in SLA: the structure of language proficiency, the effect of age of exposure on second language acquisition and additional language acquisition, and cross-linguistic influences across languages. Finally, Butler discusses the influence of the first language (L1), which has received considerable attention in SLA.

Chen (2015) has investigated toward a social psychology of bilingualism and biculturalism in a research. In this research, it is stated that the complex interactions between language and culture shape the psychological responses of bilingual and bicultural people to social contexts. Language carries cultural lines, ideals, and practices that can be activated by situational cues. In the process of managing two acquired languages, bilinguals change their understanding and presentation to conform to the culturally specific norms that begin with language use. Cultural subjectivity can explain such early linguistic influences. In the process of negotiating two different cultures, the integration of bicultural identities is central to psychological adjustment among people experiencing immigration-based acculturation and globalization, while bilingual or trilingual competence is important for immigrant adjustment. In this regard, Chen's (2015) article reviews empirical work along these lines of research and suggests that alternation and integration are possible in the same individuals who integrate their bicultural identities and alter their behavioral responses.

Adegbite (2019) also addressed the issue of bilingualism in an article entitled *Bilingualism and The Psychology of Colors*. In this research, it is stated that the reality of humans goes beyond the spoken language to a variety of additional linguistic ways such as colors, clothes, images and inscriptions through which they express themselves. The color system is a general concept across cultures, even if the distinction through the names and meanings attributed to each color varies from culture to culture. This research explored the strong statements about identity and attitude that bilinguals can make through their color choices depending on how favorable their language community is. A comparison was made between Chinese-English bilinguals in the United States and Euro-English bilinguals in Nigeria using sociolinguistics' ethno-vitality theory (EVT). The findings showed that Chinese-English bilinguals had a positive evaluation of their mother tongue, while Yoruba-English bilinguals had a more positive evaluation of English. Also, the importance of a person's language in their immediate environment can influence their evaluation of such a language. Respondents used colors as a universal concept to reveal implicit information such as attitude and perception. This study concludes that language attitude can be assumed to be largely based on the cognitive perception of a language based on socially influential factors and that EVT is very applicable to the analysis of ordinary spoken language.

Zhang (2020) investigated bilingualism in a research entitled "An analysis of second language acquisition between 1997 and 2018". Zhang's study used a bibliometric method to examine the field of second language acquisition between 1997 and 2018 to provide a systematic overview of the field and explore major trends in SLA. Based on citation/peer information and keywords retrieved from the Web of Science, this study performed three types of bibliometric analysis to identify prominent scientific documents, authors, research institutions, geographic areas, and



research topics that have been highly influential in the field of SLA. . Over the past two decades, scientific network maps and keyword analysis have revealed a number of significant changes as well as new trends in the field. Studying and reviewing this research has a great contribution to the analysis of bilingualism and its growing trend during these years.

In one of the most recent studies in this regard, Alqarni, and Dewaele (2020) in a study investigating a bilingual emotional advantage? An investigation into the effects of psychological factors in emotion perception in Arabic and in English of Arabic-English bilinguals and Arabic/English monolinguals. In this research, it is stated that while the debate about the advantage of being bilingual continues, less attention has been paid to the potential psychological and emotional benefits of bilinguals. The present research compares the performance of bilingual and monolingual people in emotion perception (EP) in Arabic and English and the difference in their emotional intelligence (Trait EI). It also considered the relationship between trait EI and EP scores. In their study, 205 Arabic-English bilinguals, 71 Arabic monolinguals and 333 English monolinguals had to express anger, fear, sadness, disgust, surprise and happiness in 12 short audio-visual video clips (six in English and six in Arabic) embedded in an online questionnaire. These clips contained short conversations about everyday situations. Non-parametric statistical analyzes were used to examine the differences between bilinguals and monolinguals in English and Arabic and to explore the relationship between Trait EI and EP. Bilinguals outperformed English monolinguals on the EP task in English, but did not outperform Arabic monolinguals in Arabic. Bilinguals scored higher in Trait EI than monolinguals, and Trait EI scores had a positive and significant correlation with EP scores. Examining this study has a great help in understanding and knowing the emotional and psychological issues of bilingual people.

Djumabaeva & Kengboyeva (2021) also investigated bilingualism. Their article entitled Bilingualism and its importance in human life was published in these years. This article covers bilingualism and its importance in human life, as well as the benefits of bilingualism for children, skills and recommendations for identifying their ability to be bilingual or developing language skills. They showed that children have the ability to take in external stimuli and use them to form their own thoughts, to recognize similar sounds that together form words and phrases that allow them to easily express thoughts and feelings over the years.

Future perspective

The current research showed that the interest in the phenomena of bilingualism and second language learning among researchers and policymakers has been increasing over the past five years. According to the review of articles and books written in this field, there is a positive outlook for the future of this topic, especially in relation to psychological issues related to it. Psychologists have now shown great interest in conducting studies in principle in the field of how a person acquires a second language and how certain people can effectively use two or more languages and learn a language. Second, what positive effects does bilingualism have on the psychological approaches of bilingual people? The answers to such questions clearly reveal the future prospects of this topic.

Acknowledgment:



The authors gratefully acknowledge the financial support for this work that was provided by Azad University of Boushehr.

Conflict of Interest:

According to the conflict of interest, the authors of the article declare that in relation to the publication of the presented article, they have completely avoided publishing ethics, including avoiding plagiarism, misbehavior, falsification of data or double submission and publication, and have commercial interests in This direction does not exist and the authors have not received any payment for presenting their work. The responsible author also declares that this work has not been previously published elsewhere and has not been submitted to another publication at the same time.

Funding:

The research leading to these results has received funding from the PROJECT titled " A review of psychological approaches to the study of language: second language learning and bilingualism" under the Grant agreement of Islamic Azad University of Boushehr.

Ethical statements:

All subjects gave their informed consent for inclusion before they participated in the study. The study was conducted in maintaining high standards of personal conduct, practicing honesty in all our professional relationships and endeavors. Be truthful in our actions and words. Let our decisions and deeds be based on the greater good of the University and not personal advantage.

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