

PSYCHOLINGUISTICS: BILINGUALISM AND ITS EFFECTS ON CHILDREN THINKING

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Abstract

The aim of this study research to examine the established children, by acquire languages at the early age and this study focus on the scientific of human mind and human language, human mind it is mental action that acquire knowledge of understanding. Especially at children's it's known as psycholinguistics where the language acquisition child use in two different languages at the same time or usually is known as bilingualism first language acquisition. Basically, the search study purpose to analyses about language and human mind, and the topic it's about bilingualism and its effects on thinking at the early age of children's acquisition, that are concentrate as a central issue in this fields. This research method is useful for guiding researchers views in the research conducted. This research was conducted with the aim of describing children's acquisition two or more language at the same time at the early age to find out the brain function in children. This data is descriptive which means that bilingualism & first language acquisition (BFLA) or second language acquisition (SLA), to refer to situations where the child's exposure two or more languages begins at birth. This research at the qualitative research because it's appropriate systematically, factually, and accurately about language acquisition. This study uses theories in various data source that contains to languages as tool of communication for children's ability and how brain works effect in children acquisition on thinking and the important things are psycholinguistics as the study of scientific between human and mind, and language as a tool of communication for children's ability in thinking and processes the two or more languages as the assistance of living, where the experts of the theory will be provide in this researcher.

Keywords: Psycholinguistics, Cognitive, BFLA & SLA

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INTRODUCTION

Psycholinguistics is the interdisciplinary field that explores the relationship between language and the cognitive processes underlying children thought. It examines how individuals acquire, process, and produce language, as well as how language influences thinking, problem-solving, and memory. One of the most fascinating areas of psycholinguistics is the study of

bilingualism, which involves the use of two or more languages by an early age of children to acquire language as a tool of communication in their abilities to communicate in the area. Research in this area has increasingly focused on understanding the cognitive effects of bilingualism—particularly how being bilingual might influence mental processes such as attention, executive control, and cognitive flexibility.

Bilingualism is an important area of study in psycholinguistics, as it explores how children acquire languages and how being exposed to two or more languages affects this process and it's talk about the ability to use two or more languages proficiently, especially the way children thinking to multiply their cognitive skills. In the context of first language acquisition, bilingual children are exposed to and learn two languages from a very early age.

The types of Bilingualism:

1. Simultaneous Bilingualism: When a child is exposed to two languages from birth (or very early in life).
2. Sequential Bilingualism: When a child first acquires one language (usually their home language) and then begins learning a second language at a later stage, often around the age of 3 or 4.

The effects of bilingualism on thinking have been a topic of interest for psychologists, linguists, and neuroscientists for decades. Early studies often debated whether bilingualism might hinder cognitive development or whether it could provide cognitive benefits. However, more recent research has consistently highlighted the potential advantages of bilingualism, especially in terms of executive functions such as problem-solving, task-switching, and working memory. Furthermore, bilingualism has been linked to enhanced mental flexibility and the ability to navigate between different cultural and linguistic frameworks.

As bilingual individuals constantly alternate between languages, they develop a unique set of cognitive skills that can affect how they think, make decisions, and solve problems. This paper examines the cognitive implications of bilingualism, focusing on how bilingual individuals may demonstrate superior executive control, improved cognitive abilities, and even advantages in later life, including protection against cognitive decline. By exploring the intersection of psycholinguistics and bilingualism, this research aims to understand how the experience of managing two or more languages can shape the way children think and process the world around them.

1. Does bilingualism enhance cognitive skills flexibility in children?
2. How does bilingualism affect cognitive processes like attention, memory, and problem-solving in early childhood?

HISTORICAL

1. Chomsky era history of psycholinguistics

Jacob Kantor coined the term "psycholinguistics" in 1936, but it wasn't used much until his student Nicholas Pronko published *Language and Psycholinguistics: A review* in 1946. The reviews cover a wide range of approaches to language phenomena, including phonetics, experimental, and statistical approaches, as well as studies of language acquisition, language abilities, gestural language, aphasia, and more. Pronko was well aware of the theoretical

diversity of these approaches to language, but he offered Kantor's "Interbehavioral language theory" as the best way to achieve his goal of providing a unifying theoretical framework.

It is widely shared opinion that the new discipline of psycholinguistics emerged during the 1950s. The psychology of language, going back to the end of the eighteenth century, when empirical research began in earnest.

Though not intentionally, 1951 will be remembered as a turning point in the history of psycholinguistics. The fact that three significant events occurred in the same year, midway through the twentieth century, was purely coincidental. The first was the interdisciplinary summer seminar in linguistics and psychology, which took place from June 18 to August 10 at Cornell University. The second event was the release of *Language and Communication* by George Miller by the state. Actually, a century-old research heritage in the psychology of language would be carried on by the soon-to-be-launched new field of psycholinguistics.

"The third landmark was Karl Lashley's paper "The problem of serial order in behavior." This was the first frontal attack on the traditional behaviorist associative-chain theories of serial behavior, such as speech and language. In that paper, Lashley pleaded for a new Syntactic approach to the treatment of all skilled hierarchical behavior. This was to become a core issue in the imminent "cognitive revolution"

The text above provides a short theory of Chomsky area about psycholinguistics historical that focus on the events of landmark history. History begins about "Psycholinguistics" as a term was introduced in 1936. But in 1946 his student Nicholas Pronko published his article *Language and psycholinguistics: a review* became popular.

2. Historical Background on Bilingualism and Cognitive Development

- Early Theories of Bilingualism:

Begin by discussing early theories about bilingualism and its effects on cognition.

For example, early psychological and linguistic research often viewed bilingualism as potentially harmful to children, with concerns about language delays or confusion. You can reference the works of early psychologists such as Fernand de Saussure (early 20th century) or Edward Sapir, who focused on language and culture but did not yet consider bilingualism in the modern context.

- Shift in Perspective (Late 20th Century):

In the mid-20th century, attitudes toward bilingualism began to shift. Research by Vygotsky (who emphasized the importance of language in cognitive development) and Piaget (who linked language development to cognitive stages) provided a more nuanced view. You could mention how research began to explore the idea that bilingualism could have cognitive advantages, particularly in executive function, problem-solving, and cognitive flexibility.

- Development of Psycholinguistics:

You might also mention how the field of psycholinguistics developed in the latter half of the 20th century, with a growing focus on how the brain processes language and cognition. As Noam Chomsky's work on universal grammar and language acquisition theories emerged, it contributed to an increased interest in bilingualism and how the brain

manages two languages simultaneously. This historical shift laid the foundation for modern studies on bilingualism and cognitive development.

The history of cognitivism comprises in various perspective experts, here are the breakdown theory statement. Historical context is an excellent way to see how truth gets “made” (Latour 1987), especially where belief systems have become so highly naturalized – so “just the way things are”.

1. Plato

Wallace (2007) identifies three primary ways that Plato's ideas are incorporated into contemporary cognitivism. In order for actual thought to exist, he first opposed the mind against the universe of physical matter.

turned into "a spiritual phenomenon that is purely disembodied." According to Plato's innatist theory, every one of us possesses a latent perfect knowledge of essences, or forms, which can only be correctly recalled by asceticism, dialectic, and prolonged philosophical reflection. Thus, true learning was a growing memory of the shapes; only their deteriorated reflections were found in the outside world.

Second, even if the rules are not understood directly, Plato thought that real knowledge is methodically organized and guided by rules. He illustrated this by asking experts to explain the foundation of their knowledge after Socrates extracted the Pythagorean Theorem from a slave child, exposing, exposing their lack of true knowledge.

Third, Plato believed that mathematics was crucial for understanding metaphysical reality as it represented a flawless and internally logical system that existed independently of sensory experiences.

2. Descartes

Reacting to neo-Aristotelianism, the major philosophy in his day and itself a reaction to Platonism, Descartes sought the basis of true human knowledge, and thus the human essence.

He did so by eliminating via introspection all sources of knowledge that could possibly be doubted, leaving only that which allowed him to doubt at all: “I think therefore I am, or exist” (1637/1960: 24). That is, Descartes located the human essence in cognitive activity.

1. Descartes introduced the idea of substance dualism, according to which the mind is immaterial and the body functions according to physical laws, which had an impact on contemporary cognitivism. This gave rise to the notion that non-physical principles must underpin cognitive science.
2. According to Descartes, our perception of reality is shaped by innate notions, making cognition an internal phenomenon. Descartes promoted internalism because he believed that introspection was essential to truth, even though it was in conflict with substance dualism.
3. Like Plato, Descartes highlighted the importance of mathematics in comprehending the world. He maintained that the mind and the outside world were both mathematically structured and that science ought to be founded on mathematical ideas.

4. Descartes developed a mechanical worldview in which everything in nature, with the exception of human consciousness, adheres to established physical laws such as a clock

This perspective was groundbreaking in Descartes' time and later integrated with the mathematical understanding of the world, especially through Newton's contributions.

5. Last but not least, Descartes created representationalism, which contends that cognitive content is organized according to preset knowledge frameworks. In contrast to information derived from sense experience, which also played a role in the production of knowledge, Descartes believed that true knowledge consisted of intrinsic notions. Descartes had to distinguish between the content of sense perception and cognitive processes in order to explain how trustworthy knowledge emerges from flawed sense perception. Descartes considered cognitive processes as dependable due to their adherence to mathematical principles, leading to a difference between cognitive content and process that substantially inspired modern cognitivism.

3. After Descartes

Major influences on cognitivism developed over the next three century. Thus, Descartes' contemporary Thomas Hobbes portrayed the mind as a mathematical computing machine. Efforts to physically model this principle began in the 19th century, but remained unrealized until the mid-20th.

By demonstrating how mathematics permeated the very fabric of nature, Isaac Newton made a significant contribution to the modern worldview. His accomplishment in identifying the universal laws of motion proved the potency of the new discipline. Newton was to science what Descartes had been to philosophy: the founder of a new worldview. He was also a key contributor to and a model of "the 17th-century pursuit of mathematical exactitude and logical rigour, intellectual certainty and moral purity" (Toulmin 1990).

The Enlightenment era, also known as the Age of Reason, emphasized the importance of human reason. It viewed the world as a puzzle that could be comprehensively understood through the application of rational methods. The Enlightenment thinkers believed that through the correct rational approach, the universe could be seen as a unified truth from a singular perspective.

Newton and Universal Laws: Newton was considered to have approached closely in discovering universal laws of human nature.

Contributions of *Mettrie* and *Kant*: Immanuel Kant introduced the idea that humans possess innate concepts such as time, space, and causation that guide intelligent actions; J. O. de la *Mettrie* extended Descartes' concept of the body as a machine to include the mind; and 19th-century rational world systems were developed by thinkers such as Hegel and Marx, who were influenced by Descartes, Newton, and the Enlightenment. August Comte and Social Physics: The father of positivism, August Comte proposed studying society rationally as "social physics," with the goal of proving the existence of well-defined laws for the development of the human species that are comparable to physical laws.

4. The 20th century birth of modern Cognitivism

The concept of general-purpose computers originated in the 1940s, influenced by advancements in logic and engineering, particularly driven by Allied technological advancements during World War II. The early conceptual models and designs of computers were greatly influenced by important individuals like physicist John von Neumann, mathematical engineer Claude Shannon, and mathematician Alan Turing.

Warren McCulloch and Walter Pitts envisioned neurons as logic processors by fusing advances in computer science with human cognition. They suggested modelling neurons using vacuum tubes.

By developing the first computer programs that mimicked human information processing, Herbert Simon and Alan Newell advanced the science and established the groundwork for computational psychology and artificial intelligence.

1. Behaviorism emerged as the primary school of thought in mid-20th-century American psychology, which contrasted with Introspectionism by focusing on observable input and output rather than mental processes.
2. Behaviorism's rejection of studying invisible mental processes in favor of measuring external stimuli and responses was notable, leading to a significant shift in psychological perspectives.
3. By the 1950s, limitations of the behaviorism approach became apparent, prompting psychologists to introduce the concept of cognition-internal "intervening variables" to better understand cognitive processes.
4. The emergence of computational psychology and Chomsky's generative linguistics played a crucial role in initiating the "cognitive revolution," marking a significant paradigm shift in the field of psychology.
5. Chomsky's significant contribution to the cognitive revolution includes a formal theory of syntax that explains complex linguistic phenomena like recursivity and structure-dependency. Additionally, he critically examined behaviorist B.F. Skinner's language theory, showcasing his strong influence on cognitive science and linguistics.
6. Chomsky's positions on second language acquisition emphasize the importance of syntax and form over semantics and meaning, competence over performance, and cognitive internalism over environmental factors. He leans towards innatism over experiential learning, guiding the field significantly.
7. Chomsky expresses a strong internalist perspective on language, highlighting its primary use for thought, followed by interaction with others. He suggests that the majority of language use is internal, with only a small part dedicated to communication in a traditional sense.
8. Chomsky's views on language are part of a broader movement in linguistics known as structuralism, which emerged from neo-Kantianism and the belief that the mind is disconnected from the external world. Linguistic representations are seen as existing in their own self-referential system devoid of external content, leading to formal categorization in linguistics.

9. The history of cognitivism aligns with a formal and internalist theory of mind, viewing intelligence as primarily computational problem-solving. This perspective, reminiscent of Descartes' philosophy, continues to dominate cognitive science according to Brooks (2007).

METHOD

Researcher used a qualitative descriptive research design. This research method is useful for guiding researcher in the research conducted. This research was conducted with the aim of describing children thinking. Basically, psycholinguistic as a study of scientific about languages that produces it can be sound, word, phrase, sentences and text. It is describing how child's abilities to take advantage in their cognitive skill that value in their mentality. This data is descriptive which means bilingualism arises as a result of contact whether is spreads throughout the community and is maintained depends on whether the conditions for its development are right for children. This research is qualitative research because it is appropriate to describe systematically, factually, accurately because it is known as multilingual. Researcher can see directly the activities switch by children in place using one or more languages at the same time or communicate in various society. Especially in children thinking is basically, depends on environment learning to acquire languages systematically whether they talking and interact intimate as one of the developed language skills. Through the observed method researcher sights and state that the activities convey by children in communicating with the people who are in surrounding. Data analyses activities in this study include data identification, data presentation, and finally in conclusion for the percentage of more specific information there are diagram to conclude the easy analyses.

RESULT AND DISCUSSION

Bilingualism and its effects on children thinking of psycholinguistics study

Language is a communication tools acquire by humans from birth. At the beginning of baby born do not have the ability to talk to other people. Mastery of a language by a child begins with the acquisition of the first language which is often called the mother tongue.

Babies have only 20% of their adult brains at birth, unlike animals, which have about 70%. This difference explains why animals can perform tasks immediately after birth, while human infants can only cry and move their bodies. Basically, the ability in cognitivism mostly impacts the children in languages according to their process of developmental stages at a certain age begin with early age about 0-3 months and the next period of stage development.

From the first new born there ways to help the cognitivism in child thinking by producing languages first thing it is phonetic; word then phrase and sentence until text, according to their age sequence.

1. At the age of 0 to 3 months babies usually have so many faces and expressing to communicate it can be crying, smiling or cooing for this case baby produces vocal sounds /O/, /A/ at this stage of cooing babies signed that their happy around people that makes them feel comfort and responds them with expression. Because it is the study of languages for this stage of experiences is known as Pralinguistics.
2. At the age 3-4 months Babies at this age usually start to communicate with more gestures. For example, they will sigh, snort, scream, laugh and even cry in different tones.

3. At the age 4-6 months at this stage usually baby already through the previous period of development, finally start to say several syllables to communicate. Babies at this age also often imitate sounds and talk in a shorter way. Like "ga" or "ba" or other short syllables.
4. Baby language development at the age of 6 months to 7 months. Not just releasing their first syllable. Usually, babies who are 6 to 7 months old also learn to imitate some of the gestures you make. For example, gestures when you laugh, cough and other things. then, they also start to scream softly to call someone. Like "aaaah", "booo" and others.
5. Baby at 8-9 months in language development babies already produces the long sentence or phrase, in this stage usually their able to say in various of words even they cannot barely understand the meaning.
6. At the age of 10-11 months can be called the first step for children to communicate better. Communication is not only in the form of language, but can also be expressions according to certain goals and situations. Not only that, children can also express their feelings. Some things that children start to do include asking, forcing, refusing and also greeting people around them. The words spoken when communicating are also followed by signs, for example pointing to items, looking at the item or person they want and many others.
7. At the ages 12 months to 18 months. Different from before, early childhood language development at this stage tends to be invisible. The reason is, babies will say several words that they know the meaning of. For example, when they say "mama" they already know that the word refers to one person, namely their mother.
8. At the ages 18 months to 24 months. The next stage in baby language is increasing the vocabulary they use to communicate. Usually, children start to put together 2 or more words when they speak so that it sounds like short sentences. At this age, children also understand what they are talking about and what you are saying to your child. At this stage, you as a parent will also more easily understand the meaning of your child's sentences. Children begin to speak in more complete sentences after they are 2 to 3 years old.

Children's development in making sentences will be better because their vocabulary will become wider. At the age of over 3 years. Children's linguistic abilities will accelerate and they will even start to ask questions about more complex and abstract things.

So, the authors already discussed about the stages of development in order of age, basically the early age children producing language as first language acquisition or BFLA (Bilingualism first language acquisition). In those previous statements about each of stage development children ability to acquire language. First language usually gets in stage on age 0-6 months after two years child more capable to acquire another language called as SLA (Second language acquisition). They produce second language acquisition as another lesson of language that could be taught in school or environment that uses one or two more language especially English language as an internationally. Back to the children's ability thinking to acquired more than one language or linguistics brain function has capacity devices.

Since non-linguistic animals, like chimpanzees and infants, are competent in these areas and certain social reasoning skills are required to explain how word learning initially begins, knowledge of a natural language cannot be required for all causal and social reasoning (for a review, see Bloom, 2000). However, there may be an explanation for some development

occurrences. Take the false belief problem, for example. The experimenter displays a container of smarties (M&Ms are the American version of smarties) to the kids and shakes it, creating a rattling sound. When the kids are asked, "What's inside?" they always say, "Smarties." They are then shown that the jar does, in fact, contain tiny pencils when it is opened. However, smaller kids typically respond with "pencils" and will repeat the same response, even when questioned about their own preconceived notions about the contents of the container before to its opening (Perner, Leekham, and Wimmer, 1987).

There is substantial disagreement about how to explain this developmental effect, and many academics have attributed children's challenges to job demands rather than true incompetence. However, Carruthers suggests that the reason why young infants perform poorly could be because they are unable to translate the circumstance into natural language. Propositional attitude verbs and their complements may offer a special way to reason about incorrect beliefs in natural language.

The effects of language on memory might have other implication. One of the most dramatic proposals about language concerns the riddle of infantile amnesia. It has been known for many years that all of us have fairly continuous stream of autobiographical memories back to about 3 years of age. If we go back much younger than three our memories break up and soon evaporate altogether. Perhaps younger children are not able to embed their life experiences on narrative structures, structures that are almost impossible to imagine as existing outside of language (Fivush and Schwarzmüller, 1998).

Word and concept

Assume that language influences mind by generating new concepts rather than by establishing a new structure for mental computation and memory, as was previously mentioned. Word exposure leads to the development of these ideas. According to the most extreme interpretation of this assertion, children are born without any of the conceptions that adults who use language possess. Therefore, it is incorrect to claim that young children are aware of what a shoe is. Indeed, it is frequently maintained that exposure to natural language's vocabulary and grammar is the source of the fundamental idea of a solid thing (Quine, 1960). More tentatively, a few of developmental psychologists suggest that word exposure could help define the limits of new ideas.

Q: how is it that people can think about time?

A: because we learn the language of time, words like "was" and "last night"

However, this response begs the question, "How do we learn these words?" It is imperative that the solution to this question does not assume any prior knowledge of time. In a broader sense, any theory that asserts that knowledge of X necessitates knowledge of the verbal expression that expresses X must describe how this linguistic expression can be learnt without knowledge of X.

There is proposal of how this might happen; ways in which exposure to words can give rise to concepts that were not previously present. Imagine that someone dumped fifty small objects in front of you, of different colors and textures, and the person pointed to all of those object that were red and soft and called them 'doops'. This would cause you to view the red soft objects as falling into a distinct category, and forming the category might affect how you reason

about and recall other sets of objects you encounter, even in contexts that have nothing to do with communication. In this regard, language can motivate the formation of a concept, by drawing one's attention to features that diverse entities in the world have in common.

We suspect, however, that when many psychologists make claims about effects of language, they are thinking of a more dramatic process. A child might start with a cognitive seed of a notion of time. That ne cognitive structure might become stable and form a platform for further growth and elaboration by language, and so on.

The effects and non-effects of cross-linguistic Differences

Does the language you speak affect how you think? It is surprisingly hard to tell. Syntax and morphology of a language affects how speakers think about time and space. Whorf suggested that Hopi speakers, just by virtue of having learned Hopi, think about time and space in a very different way than speakers of languages such as English. English- speakers have a linear Newtonian perspective on space/time; while Hopi-speakers are natural physicists, adhering to relative principles. Whorf's claims about the Hopi language have not been supposed (Malotki, 1983), but the concern here is more general: Whorfian: The way that Eskimos view snow is heavily impacted by their language. For instance, English just has one term for snow, but they have N [N varies widely-see Pullum, 1991]. Due to the variety of these terms, snow is viewed significantly differently than, say, Americans. Sceptic: How do you know they have a different perspective on snow? Whorfian: Take a look at all the terms they use! None of them!

According to the information above, the Hopi tribe in Arizona, USA, speaks the Uto-Aztecan language, which has a different meaning for words in terms of syntax and morphology. The difference in opinion is causing people to think differently about something that can be described based on linguistics. If a relationship is discovered

One must then establish a causal relationship between a cognitive difference and a cross-linguistic difference. For example, there may be a correlation between language and cognition because the linguistic difference is caused by the cognitive difference rather than the other way around. It could also be the result of a third component, such a broader cultural influence that influences both language and thought. Furthermore, there are issues with interpretation if the task being used to assess cognitive differences also involves linguistic performance. This is because it is impossible to be certain that you are observing an effect of language on thought rather than an effect of language on language.

Principle of cognitivism

The doctrine of cognitivism can be represented as a linked set of features and assumptions:

1. Mind as computer: Cognition is information processing, a set of uniform, universal mechanical operations which take in input, process it, and produce output like a computer.
2. Representationalism: Cognitive knowledge is stored as internal representations of the Eco social world, or the material from which they are formed.
3. Learning as abstract knowledge acquisition: Learning entails taking information from the environment and transforming it into representations (but see note 1), which leads to a radical decontextualization and abstraction of knowledge, similar to Chomsky's competence-performance distinction.

4. Centrality of language, and language as code: Language processing research has contributed the idea that language is coded information, transferred via "telementation" (Harris 1991), meaning that language production and comprehension are encoding and decoding processes,
5. Scientism: Cognitivism models itself on the hard sciences and engineering. Alternative models of scientific inquiry are marginalized or rejected.
6. Substance dualism and functionalism: Cognitivism views mind as radically separate from body and world. A reflex of this view is functionalism – that cognition can be understood independent of its concrete physical instantiations.
7. Reductionism: Mainstream cognitive scientists think that cognition requires be investigated separately from context to be adequately understood (Gardner 1985: 6).
8. Decompositionality: Generally speaking, natural scientists view their subjects as completely broken down into components. Typically, mainstream cognitive scientists Similarly

The role of attitudes

Bilingualism arises as a result of contact. Whether it spreads throughout the community and is maintained depends on whether the conditions for its development are right.

These, in turn, are determined by individual and group attitudes towards (1) the two languages involved, and (2) bilingualism itself. The two states convey the relation between the role (1) and (2) to easily understand about how bilingualism works for anybody who will earn and deserve, especially we must be considered for our environment that shortly one of the most affects to influences children in right or bad. So, this must be considered to fully get attention about our future generation.

BFLA & SLA

BFLA & SLA is a term considered to languages that has moderator and role in linguistics, basically bilingualism is the term that focus on language that acquire by human in other hand produces sound, word, phrase or the sentences that convey the complex text.

In childhood and experiences, therefore in the past discussed more conclusive in the cognitive effects in children to gain the purpose of using language in their right stage of age to development in knowing language not just one or monolingual but multilingual.

Stages of Language Acquisition in Bilingual Children

This stage show how firstly language introduce and make them more greatly in signed of children growth.

1. Early Exposure: Children who speak two languages are usually exposed to both in their surroundings, both within (family members) and outside (school or community).
2. First Words and Babbling: Bilingual kids may initially communicate in a combination of both languages or babble. Even though they may only speak one language at first, kids soon begin to use vocabulary from both languages.
3. Single Word Stage: Youngsters start using both languages to produce single words or sentences, frequently combining them.

4. Two-Word Stage: When kids begin putting words together, they could use both of their languages in the same sentence or speech. This is called code-switching.

Language Mixing and Code-Switching

The term below shows the executive function for children in style of using their language.

1. Code-Switching: The act of alternating between two languages within a sentence or conversation. This is common in bilingual children and typically happens when they are comfortable in both languages.
2. Language Mixing: In the early stages, bilingual children might combine vocabulary from both languages within the same sentence or utterance, but as they mature, they tend to use each language in more distinct contexts.

Cognitive and Social Effects on Language Acquisition

This part we might discussed the advantages

1. Cognitive Benefits: Bilingual children often develop stronger executive control skills, such as better attention regulation, working memory, and cognitive flexibility. This may be because they have to constantly manage two language systems. Bilingualism can improve problem-solving skills as children learn to switch between different linguistic systems and adapt to various contexts.
2. Social and Cultural Benefits: Bilingual children may have more access to diverse cultural experiences, as they are able to interact with different communities through their languages.

Influence of the Environment

1. Language Input: The quantity and quality of language exposure significantly affect how well children acquire both languages. A rich and balanced environment where both languages are consistently used in meaningful contexts supports healthy language development.
2. Language Dominance: In some cases, bilingual children may develop a dominant language, which may influence the acquisition of the other language. This is often seen in environments where one language is more frequently used than the other (e.g., one language at home and another at school).

The Role of Parents and Caregivers

1. Parental Strategies: Different strategies may be used by parents to promote bilingualism. For example: One Parent, One Language (OPOL): One parent consistently speaks one language, while the other speaks a different language.
2. Minority Language at Home: Parents may prioritize speaking the minority language at home to ensure that children acquire it despite the dominance of the majority language outside the home.

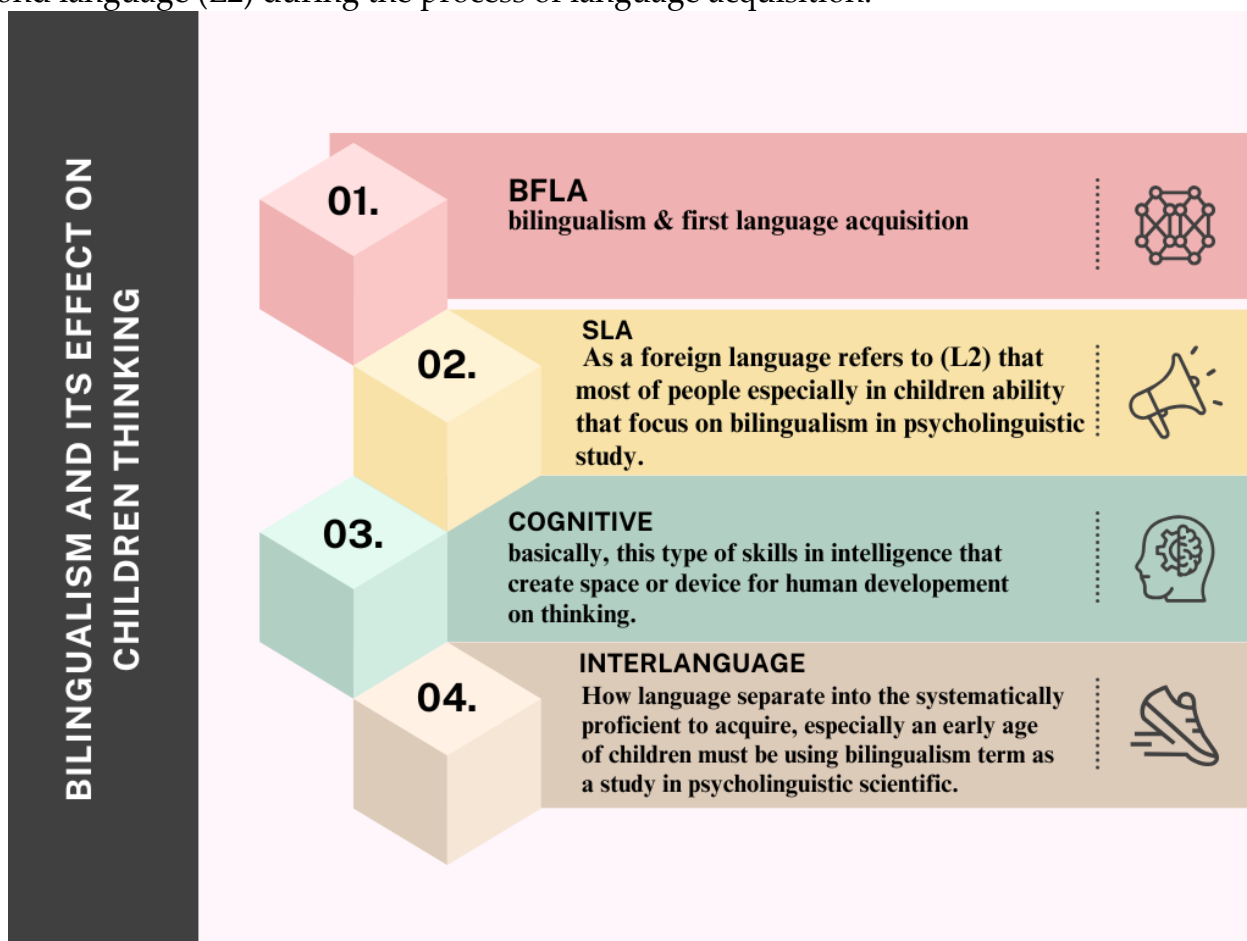
Potential Challenges

The potential that might need progression to help children in trouble of any various disturbance, here's some obstacle that very familiar in symptom that hardly acquire language.

1. **Language Delay:** In some cases, bilingual children may show slower language development initially, as they are processing more than one language. However, this delay is often temporary and resolves over time.
2. **Language Interference:** Occasional mixing of grammar and vocabulary from both languages may occur, but this is part of the natural development of bilingual children.
3. **Balancing Two Languages:** Bilingual children may find it difficult to balance two languages, particularly if one language is more dominant than the other in their environment.

Finally, in order needs in discussing BFLA & SLA to essentially make the theory more clearly Interlanguage that related between language and children thinking.

Technically, Interlanguage is a term with applied linguistic color. It is a concept or system in psycholinguistic that refers to the transitional phase between a person's first language (L1) and second language (L2) during the process of language acquisition.



CONCLUSION

Base on the description from the data above, it could be concluded that the children thinking, effects to their intelligence. Basically, child produces language while pregnancy of the mother because through the communication that came from the strength relation between mother and child, so, at the data above statement in development of children according to their stage of age acquire languages from the age 0-3 until 18-24 months. This is the important thing to recognize the ability and growth base on them physically in behavior, cognitive development to producing language on the step of the age. Therefore, human cognitive that trigger every signed of their health in the brain, because brain is the essential part of human part to produce and acquire through device and system in the healthy brain, BFLA & SLA (Bilingualism and first language acquisition & Second language acquisition) this study of branch in linguistics where human can speak and using language to communicate. Bilingualism profoundly affects first language acquisition by exposing children to multiple linguistic systems from an early age. While there may be some initial challenges, bilingual children typically show cognitive advantages, such as better executive functioning, and often become proficient in both languages if given adequate exposure. The interplay between these languages and the influence of the environment plays key roles in shaping how bilingual children acquire language.

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