

Simultaneous Bilingualism Among Selected Filipino Primary Students: Development and Experiences in Academic Setting

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Abstract

Children who are simultaneously bilingual are exposed to two languages from an early age and show a remarkable ability to distinguish their two languages. Individually, bilingualism means increased job competitiveness and better career prospects. Recognizing the benefits of knowing two or more languages, many parents encourage their children to begin learning other languages as early as infancy. The purpose of this study is to find out how simultaneous bilingualism developed and what experiences bilingual primary students have in academic settings at a public primary school in Angeles City. This study employed a qualitative, phenomenological research design and gathered data from 16 participants (eight parents and eight teachers) through in-depth individual interviews as well as observation and note-taking with the students. Interviews were recorded, transcribed, and thematically analyzed. This study's findings were classified into seven major themes: (1) home-based instruction, (2) exposure on ICT tools, (3) social interaction, (4) lexical challenges, (5) social isolation, (6) developing social skills, and (7) developing comprehension skills. Based on the findings, the researchers suggest collaborating with parents, stakeholders, and teachers to develop an instructional strategy that can simultaneously promote a child's development in two languages.

Introduction

Bilingualism is the ability to communicate fluently in two languages. As our world becomes more globalized, we become more bilingual. About 20% of the population in the United States is bilingual (Owens, 2012, cited by Wallner, 2016).

Bilingualism has been a part of Philippine history since the 1600s. In the most recent Greenberg Linguistic Diversity Index, the Philippines, which has about 183 local languages, is regarded as one of the nations with a high number of distinct languages. The Philippines ranked 25th out of 232 countries with a score of 0.842 (Eberhard, et al., 2019).

Bilingual education in the Philippines began in 1974, when the Department of Education and Culture required the use of English and Filipino as the primary and secondary languages of teaching. Prior to 1974, English had been effectively the exclusive medium of instruction in the Philippines since the Americans established the public education system in 1901. The Bilingual Education Policy strives to develop national competency in both Filipino and English through language

education and usage as a medium of instruction at all levels. Grades I and II will employ regional languages as auxiliary languages. Science, mathematics, and technology topics are given priority over English. The same topic allocation is established in the 1987 Bilingual Education Policy, which is distributed via Department Order No. 52, s. 1987. Governments all around the world are implementing bilingual/multilingual educational systems, not just as a response to their countries' inherent linguistic plurality, but also as a means of coping with a world where boundaries are rapidly dissolving. Without uncertainty, Bilingualism has a lot of benefits for learners.

There are various types of bilingualism, but this study focuses on simultaneous early bilingualism among selected Filipino primary students. Bilingual language development defined simultaneous early bilingualism as a child who learns two languages simultaneously from birth.

The Philippines has two official languages: Filipino and English, reflecting the country's linguistic diversity. The use of mother tongue Tagalog (basis

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of Filipino) and English by bilingual children in an academic setting is the focus of this research.

Thus, this study concentrated on the development of simultaneous bilingualism and the experiences of bilingual primary students in an academic setting. This research will also look into the benefits of simultaneous early bilingualism among selected Filipino primary students in Angeles City.

Linguistic Landscape in the Philippines

Linguistic landscape is known as the study of public signage (Akindele, 2011; Spolsky, 2009; Bolton, 2012). The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combine to form the linguistic landscape of a certain territory, region, or urban agglomeration, according to Landry and Bourhis (1997).

Linguistic landscape research is a new discipline in applied linguistics and sociolinguistics that aims to create a quantitative and detailed record of urban multilingualism. Multilingualism may benefit from LL study since it can provide a concrete representation of language. In a public context, how these languages interact (or interfere) with one another. LL studies, according to Jaworski and Thurlow (2010, as referenced in Bolton 2012), have a lot to say about demographic and institutional power, ethnic and racial relations, linguistic vitality, and language ideologies.

Previous research has focused on the impact of English and its relationship to other languages as a result of its globalization. Their findings highlight English's visual prominence, which is seen as a manifestation of globalization and hardly indexes a local group. In the LL of two major train stations in Manila, Philippines, De Los Reyes (2014) found that English is more prominent than the local language, Filipino, in both top-down (official signs) and bottom-up (nonofficial signage). It demonstrates that the country's Bilingual Policy was undermined because English and Filipino were the official languages. It was highlighted that the importance of English did not necessarily indicate the presence of an English-speaking community because most Filipinos did not utilize English in

their daily lives. According to De Los Reyes (2014), this represented "Filipinos' valorization of English" (p. 45), which indicates English was thought to be useful for communication in the Philippines.

Other LL studies in the Philippines have discovered that English is widely spoken. Ambion's (2013) study of LL trends in Amadeo, Cavite, the Philippines' coffee capital, discovered that Amadeo residents treasured their local language, the Amadeo dialect, as a way of showing their identity as Amadeans and keeping pride in their local product, coffee. Foreign languages, such as English and Spanish are employed to make their products more exquisite and to advertise them internationally, and they place equal or more emphasis on them. In a further study, Magno (2017) looked into the LL in an academic setting, focusing on Higher Education Institutions in Cebu City that offer Communication majors. Signs on bulletin boards were examined in the study. The majority of the boards were in English. This, according to Magno (2017), demonstrated English's power and prestige in higher education institutions. In the universities investigated, English was the official correspondence language.

Bilingualism

Bilingualism pertains to someone who can process two different languages with equal fluency in everyday life. According to studies over half of the world's population is bilingual. It is very prevalent in many parts of the world. Furthermore, previous research has distinguished two forms of bilingualism based on the timing of acquisition of the second language. Bilinguals who acquire two languages before entering school are referred to as early bilinguals. Late bilinguals, on the other hand, are people who learn a second language after their childhood or during adulthood (Ruan, 2021).

According to the critical period hypothesis (CPH) developed by Lenneberg in 1967, age is a vital factor in language acquisition. He proposed that infants' first language learning take place during a critical period that begins around the age of two and ends around the age of twelve or thirteen (i.e., puberty). As a result, it is projected that children before reaching a critical age will be able to learn a second language easily, precisely, and quickly.

Therefore, early bilingualism may develop differently than late bilingualism (Ruan, 2021).

The ability to communicate fluently in a language other than your native language is known as bilingualism. We are becoming more bilingual as our world grows more global (Owens, 2012, p. 219). Bilingualism is the result of cultural blending. Exposure to languages from other regions, in particular, can influence the development of bilingualism. For example, states closer to Mexico, have higher Spanish-English multilingual populations than states further away (Grosjean, 2012).

Bilingualism can happen in any ways, other than immigration. People can also decide to learn a new language. A person can become bilingual with passion and practice of language. Many people choose to learn another language because of the numerous advantages it provides. For example, learning another language can improve executive function, communication capacity, and cultural competency. Executive functions are skills that enable humans to perform tasks by effectively arranging information (Wallner, 2016).

In terms of proficiency, studying two languages, having equal proficiency in both the native and second language is unusual. The most prevalent variety is imbalanced bilingualism, which occurs when a person has a higher proficiency in one language than the other. However, it is crucial to point out that the stronger language is not usually the native language. If someone does not use their native language frequently, perhaps, they can become more proficient in their newly learned language (Owens, 2012, p. 220).

Bilingualism is defined as knowing ‘two languages. (Summer, nd, as cited in Gottardo & Grant.2012). It is the ability to communicate effectively in a language other than his/her native language. The mixing of cultures is the result of bilingualism. Particularly the exposure to different languages from neighbouring regions can also influence the expansion of bilingualism. Bilingualism can occur in ways other than through immigration. People can choose to learn a new language on their own with dedication and practice, a person can become bilingual. Individuals who choose to become

bilingual do so for a variety of reasons (Grosjean, 2012). Bilingualism is becoming considerably more advantageous. Being bilingual is an investment in the future, because at the beginning of the 21st century, proficiency in only one language is not enough for economic, societal, and educational success (summer, L.nd).

According to Lambert (1974), bilinguals can be classed as additive or subtractive bilinguals based on how their second language affects their first language memory. Additive bilinguals are those who can develop their L2 without losing their L1 proficiency; on the other hand, subtractive bilinguals are those who acquire or learn their L2 at the expense of their L1. Both languages learned by individuals should be respected in the culture in which they live since they are additive bilinguals.

Bilingualism is classified into four types: early bilingualism, late bilingualism, additive and subtractive bilingualism, and passive bilingualism. In early bilingualism there is sequential bilingualism and simultaneous bilingualism. Sequential bilingualism occurs when a young child has received a significant introduction to two languages from birth. Simultaneous bilingualism occurred when the parents of a child came from different native language speakers. To prevent language loss, parents tend to heritage their children in their mother tongue language. Simultaneous early bilingualism refers to a child who learns two languages simultaneously from birth. This usually results in a strong bilingualism, known as additive bilingualism. This also implies that the child's language development is bilingual. Aside from simultaneous bilingualism, there is successive early bilingualism, which refers to a child who has already acquired a portion of a first language and then begins learning a second language early in childhood. Someone can become bilingual by learning a second language after learning their first, which is known as sequential bilingualism or late bilingualism. This is also what distinguishes it from early bilingualism. With the first language already learned, the late bilingual uses their experience to learn the second language (Permana, 2016). Early bilinguals who are exposed to two languages from infancy spend a significant amount of time during preverbal development processing speech streams

from two different languages, according to Kalia et al (2014). The late bilingual, on the other hand, learns their second language after their first language has developed a complex neural network of lexical (sound), syntactic (rules of use), and semantic (word meanings).

Simultaneous Bilingualism

In Macleod, Fabiano-Smith, Boegner-Pagé, & Fontolliet (2013), cited in Patterson (2002), stated that simultaneous bilingual children are exposed to both languages during infancy and early childhood. This may lead, for instance, to one parent or primary caregiver speaking to a child in one language and another parent or primary caregiver speaking to the child in another language (Subramanian C.E. 2011). For that reason, children who have received unequal amounts of input in both languages demonstrate similarly unequal performance across languages (Thordardottir, E., Grüter, T., & Paradis, J. 2014). Similarly, Bialystok et al. (2010) claimed that the disparity in exposure means linguistic knowledge is distributed unevenly across a bilingual's two languages. Children who are bilingual are exposed to a broader range of linguistic structures than monolingual children are. Despite their limited exposure to each language, research has shown that many bilingual children rise to the occasion and develop linguistic systems comparable to their monolingual peers in at least one or both languages (MacLeod et al., 2011).

The requirement for bilingual people to coordinate two linguistic systems has both advantages and disadvantages. Ardilla, A. (2012) include increased mental flexibility, greater development of mental skills related to attention and inhibition, the use of a greater number of cognitive problem-solving strategies, an increase in so-called meta - linguistic consciousness, and improved communication skills.

According to the findings of the systematic review, Bailey, C., Venta, A., & Langley, H. (2020), bilinguals perform differently than monolinguals in several domains and may be neurologically different from monolinguals. Furthermore, as stated in the study by Bialystok, E. (2017), bilingual children are likely to have a smaller vocabulary in one language than monolingual children in their language. In spite of that, their metalinguistic

awareness is at least as good as and often better than that of comparable monolinguals. Also, bilingual children between four and eight years old demonstrate a large advantage compared to monolinguals when it comes to solving problems where controlling attention to specific aspects of a display and inhabiting attention to salient but misleading aspects associated with correct response are required.

On the other hand, some disadvantages of bilingualism according to Ardilla (2012) include a noticeable delay in language acquisition; interference between the two phonological, lexical, and grammatical systems; and a possible decrease in vocabulary in both languages. In addition, bilingual children's language development can lag behind that of monolingual children, at least when including only the results of one of their languages (Nicoladis E. 2018).

Early Language Acquisition

Infants are born with the ability to recognize not only the sounds that make up words in their own language, but also sounds from other languages around the world. Furthermore, babies are capable of distinguishing both native and foreign sounds up to the age of six months; they are referred to as global citizens. However, between 6 and 12 months of age, newborns' monolingual brains begin to lose the ability to distinguish between sounds in their mother tongue and those in a foreign language as a result of listening predominantly to their native language. As a result, by the end of the first year of life, infants have developed native language specialists, meaning that the infant brain is no longer prepared for all languages, but rather for the mother tongue (Kuhl et al., 2006 as cited by Moreno et al., 2020).

The fact that monolingual babies are only capable of detecting native sounds has numerous implications. For instance, being able to distinguish native sounds sustains the recognition of high-ordered language patterns. Thus, the more infants recognize the sounds of their mother tongue, the broader their vocabulary will be as they become adults (Kuhl et al., 2008 as cited by Moreno et al., 2020). However, because native language specialists are more focused on native sounds, they

have a harder time distinguishing foreign pattern. During a vital phase of their lives, their brains have trained to detect only native patterns. As a result, when it comes to recognizing non- native sounds, monolingual children have a hard time categorizing them (Zhang et al., 2009; Kuhl et al., 2006 as cited by Moreno et al., 2020).

Infants' first language learning experiences begin even before birth, during the last trimester of pregnancy, when they listen to their mother's speech. (Byers-Heinlein et al., 2010). They continue to learn about speech sounds and features in all of their language interactions, whether at home, in the community, with adults, peers, or in their early childhood settings.

In the bilingual environment, all young children have the potential to become fully bilingual (i.e., Learning two languages at the same time and achieving comparable levels of competency in both language), however, to become a balanced bilingual, you will need enough exposure and high-quality language learning opportunities in both languages (Albareda et al., 2011).

The process through which we learn and develop a language is referred to as language acquisition. This can be seen in speaking, listening, writing, and overall communication. According to Bohren (2022), the term "language acquisition" is usually used to refer to "first-language acquisition," which is merely learning a language as a child. Chomsky concluded that children are expected to have the ability to learn a language and a "language acquisition device" (LAD). He also believes that this ability is unconscious and that children learn their native language through exposure and use rather than being taught or corrected. He claims that as children learn their first language, they can produce sentences they've never heard before.

Bilingual Acquisition

The simultaneous acquisition of two languages in a supposedly even-paced process is referred to as bilingual first language acquisition. Children who are exposed to two or more languages develop each of them in the same way that monolinguals do. Bilingual acquisition during childhood can thus be regarded as an instance of simultaneous acquisition

of two 'first' languages. In fact, when children are exposed to more than two languages at the same time, they can develop full competence in each that is comparable to monolinguals' speaking ability; Bilingualism is thus a subset of multilingualism. (Niruba, J.2020). There are two major patterns of language acquisition that have been identified in the studies of early bilingualism that is mentioned by Silva- Corvalan (2014). Simultaneous bilingualism occurs when a child learns two languages simultaneously, either from birth or, according to some researchers, before the age of three. However, no agreement exists concerning the age at which bilingual development would be considered to be sequential.

Language Communication

The human brain has evolved not only to accommodate a single language, but also to acquire multiple languages, as seen in bilingual and multilingual people. More people become bilingual or multilingual as globalization advances, making bilingualism the norm rather than the exception (Grosjean, 2013). Furthermore, according to Fonte (2022), simultaneous bilingualism is more prevalent in immigrant families. In the United States, approximately 56% of immigrant children are bilingual. Bilinguals, on the other hand, have smaller vocabularies in each language separately than monolinguals. However, their combined lexicon across both languages is comparable to that of their peers.

Further to that, Summer (Nd) discovered that infants aged 15 months who are learning two languages may be 3 months behind monolingual children in terms of their ability to distinguish new words. Researchers believe that this pause is a type of adaptability that allows bilingual children to be open to the extraordinary variety of words to which they are exposed in both languages. In agreement, Genesse (2012) stated, "Even if vocabulary differences persist into adulthood, we must remember that bilinguals can communicate and function in two languages, whereas monolinguals can function in only one."

Figure 1. Conceptual Framework

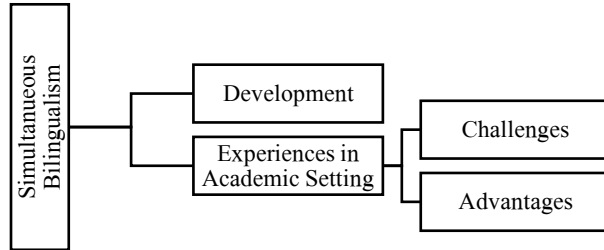


Figure 1 shows Simultaneous Bilingualism which is divided into two dimensions: development and experience in academic setting. Development will tackle how simultaneous bilingualism is acquired. In the next figure, experience in academic setting is also divided into two: challenges and advantages. The study looked at what challenges in academic settings that a bilingual student is facing. The study also looked for the advantages that bilinguals have over monolinguals.

Statement of the Problem

Being bilingual offers many advantages. Several studies conducted throughout the years by various individuals and organizations have demonstrated that being bilingual has several advantages. The following are the primary advantages of bilingualism: enhanced educational achievement, increased career prospects, improved communication skills, increased creativity, heightened cognitive ability, and improved health (Christian, 2018). However, according to (McLaughlin, 1978, as referenced in Al- Amri, 2013), bilingualism has a negative impact on IQ and cognitive abilities. According to the findings of such studies, bilingualism is a mental load for bilingual youngsters, causing them to be doubtful and confused.

This study aims to find out how simultaneous bilingualism develops, what experiences bilingual primary students have in academic settings, and what are the benefits of simultaneous bilingualism in an academic setting.

It specifically seeks to answer the following questions:

1. How do selected Filipino primary students develop simultaneous bilingualism?
2. What difficulties do bilingual Filipino primary

students face, and how do they overcome them in the academic setting?

3. What are the benefits of learning two languages at the same time in the academic setting?
4. What are the implications of simultaneous bilingualism for language education?

Methodology

Research Design

In this qualitative research study, a phenomenology design was used. The method investigates people’s everyday experiences while suspending the researchers’ preconceived notions about the phenomenon. Phenomenological research investigates lived experiences in order to gain a better understanding of how people interpret those experiences (Delve. Ho, L., & Limpaecher, A., 2022). This approach was employed in this study because main objective is to understand the development and experiences of bilingual students in an academic setting.

The researchers used methodological triangulation in this study. Class observations and interviews with teachers and parents were conducted to collect data from this study. Bekhet et al. (2012) define methodological triangulation as the use of more than one type of method to study a phenomenon. It has been found to be useful in providing confirmation of findings, more comprehensive data, increased validity, and a better understanding of the phenomena under investigation.

In order to collect data from the participants, an interview questionnaire and observation field notes was designed. The researchers used data triangulation (also known as participant or source triangulation), which involves collecting data from multiple sources or methods. This enables a more comprehensive understanding of the evidence, as well as the identification of problems or inconsistencies in the data and a more complete picture of the phenomenon under investigation. Data triangulation can also be used to validate results obtained from a single source (Imol, 2022).

A qualitative study is one that is conducted in a natural setting. Qualitative research is a type of

educational research in which the researcher relies on participant perception, asks open-ended, general questions, gathers data primarily from participant words (or texts), describes and examines these words for themes, and conducts the investigation in a biased, subjective manner. In this study, an inductive qualitative approach was used. The researcher starts with specific observations before moving on to identify themes and patterns in the data. The findings of the investigation may eventually lead to broad conclusions or theories (Creswell, 2005, cited by Soiferman, 2010).

Selection Criteria and Participants

The participants of this study were selected according to their relevance to the research topic. Eight parents and eight teachers in a primary school were selected to be the subjects of the study. In addition, several primary classes were also chosen to be the second type of the subjects of this study. The researcher employed purposive sampling in determining the participants for this study. Purposive sampling is a non-probability sampling method in which the sample is chosen based on the researcher's discretion. It believes that by using smart judgment, it can efficiently gather a representative sample (Black, K., 2010). The researcher will select pupils in kindergarten through third grade because they learn their spoken language in an academic setting as well as other languages aside from their mother tongue. The study will involve all of the parents, teachers, and several primary classes.

Demographic Profile of the Participants

The interview included a total of 16 participants comprising 8 teachers and 8 parents. In terms of gender, 14 of the participants are female and only 2 are male. All of the 8 teachers and 6 parents are female and the 2 parents are male. In terms of age, teachers were distributed in the age group with the youngest between the age group of 26-35 years and the eldest between 36-45 years old. The parents are clustered within the 31-35- and 41-45-years range. Two of the teachers who took part in the study have been teaching for less than five years, while the other 6-15 years. Four of the eight parent-participants have three children in school, two parent-participants have one child, and the other has two children.

The observation included five primary classes: 2 kindergartens, 1 grade one, 1 grade two, and 1 grade three. Students' genders are mixed because they are all in the same class. The primary students are primarily in the age range of 5 to 8 years old.

Research Site

Angeles City is a 1st class highly urbanized city. It is the melting pot of businesses, tourism and work sites. BPO companies and shopping malls are also abundant in the city making it more critical to people to move in the city. That being said, Angeles City will make the research possible because non-Kapampangan speakers moved to the city for work, school and leisure reasons.

Instruments

In this study, the researcher administered interviews and observation as a tool of collecting data. Interviewing involves asking questions posed by an interviewer to elicit verbal response from an interviewee. While observation is done by checking and jotting down important notes to better understand the context and phenomenon under study. The interview and observation are conducted face to face in an informal meeting with the 4 researchers together with the teacher and parent of the bilingual student.

For the research tool validation process, the researchers prepared a formal letter for the validator and the validation tool to be sent to qualified experts. The researchers sought advice from the experts to validate the research tool using trichotomous, this has three outcomes when rating a given number: essential, important but not essential, and not necessary. All five experts are licensed professional teachers. Four of the experts are English majors, and one is a Psychology major. The fact that all of the experts are fluent in both Tagalog and English makes them pertinent to this study. Their extensive experience and expertise are invaluable in this study. To know the content validity, researchers used the Lawshe Method, in which the acceptable ratio is .99 or 1 when the number of experts is 5. The validity of this research tool has been met with an acceptable ratio in which all the experts see all the items as essential. However, the researchers made some necessary

adjustments according to the given remarks by the experts.

Method of Validation

The data gathering tool for validity and transferability used encompasses face, content, and expert validation to be protected. Member checking refers to how the transcribed data were assured to be interpreted and appropriately transcribed as vouched for by the participants themselves. The researchers ensured that the transcribed data from interviews were accurate by allowing the participants to confirm or deny in the process of restating the responses to each question in the interview. Content validity can be defined the level of which the instrument fully measures the construct of interest (Bobbitt, 2021) in order to assess its quality and alignment. Thus, the researchers sought professional advice from the subject adviser, who evaluated the questions to determine what they claimed to measure.

Data Gathering Procedure

Throughout the course of the study, the following procedures were followed:

First, the researcher requested permission from the principal of a public school in Angeles City through a written consent letter to conduct observations in selected primary classes and interviews with teachers and parents of bilingual students. The interview questions were content validated by five experts.

The data in this study were qualitative because they were gathered through class observation and interviews. To begin, several primary classes were observed. The researchers took notes on the difficulties that bilingual students faced as well as their performance in the academic setting. Observation is especially useful for understanding how or why something happens in a natural setting, and it can be a particularly effective data collection approach when self-reported information (what people say) differs from actual information (what people actually do) (Savin-Baden, 2013).

The researcher used an interview questionnaire in this study. They personally administered individual interviews with participants to determine the

development of simultaneous bilingualism, experiences of bilingual students in an academic setting, and advantages of simultaneous bilingualism in an academic setting. Throughout the interview, open-ended questions were primarily used to encourage participants to speak freely and respond to questions (Kvale, 2016). The researcher used probing questions when it was necessary to encourage participants to elaborate or clarify a response (Rubin 2012).

During the initial interview, the participants were given reminders regarding the purpose of the study, their right to withdraw at any time, and their protection of confidentiality. It is an attempt to establish a good rapport with the participants and determine their familiarity with the topic (Cresswell, 2011). To give them plenty of time to prepare and build their confidence during the interview process, participants were given copies of the interview-guide questions. The interviews were audio recorded with the participants' consent to ensure a complete transcript and to be used in analysis. The accurate transcripts are required for valid analysis and interpretation of interview data.

Data Analysis

The data collected from observation notes and interviews were first transcribed into a word document and translated from Filipino to English.

The researcher used manual coding to analyze the observation and interview data. Manual coding requires researchers manually reading through their data and developing and assigning codes and themes. Manual coding takes time, but it can help to streamline the overall analysis process. The researcher must decide which data is relevant and why, reducing the amount of data that must be considered in the final analysis (Alyona, 2019). This analysis involved the following steps: first pass, line-by-line coding, and creating categories and themes.

First pass: Researchers read or listen to all of the data and assign codes to general phrases, ideas, or categories that emerge. The codes could be the participant's words, a label, description, definition, or category name. The goal of this round is to gain an overall understanding of the data.

Line-by-line coding: The researcher should go through the data line-by-line during the second pass, modifying the list of codes and supplying more information. The second round of coding is about reanalyzing, renaming, merging codes, finding patterns, and getting closer to developing theories and concepts while the first round of coding is fast and loose.

Creating categories and themes: After line-by-line coding, it is time to begin categorizing codes and developing themes. Codes may be grouped together based on their similarity or if they are related to the same topic or general concept. The researcher then goes through the categories, looking for any themes or patterns that emerge throughout the data set. The overall narrative of the research is contained within these themes.

To increase trustworthiness and reduce threats to credibility, the researcher member checks (Merriam, 2002) were conducted by sending participants a copy of their interview transcripts and asking them to verify the accuracy of the content, as well as a peer review (Merriam, 2012) of the findings as they emerged.

The researcher's data collection and analysis achieved data saturation, or so-called rigor. Data saturation occurs when there is enough information to replicate the study (Walker, 2012), when the ability to obtain additional new information has been attained, and when further coding is no longer feasible (Guest, 2006). The depth of the data, not the numbers themselves, determines data saturation (Burmeister, 2012).

Ethical Considerations

Various ethical considerations are considered while doing the research. First is implying the Data Privacy Act – a law that aims to safeguard all types of information, whether they are private, sensitive, or personal. It is intended to apply to all individuals – natural and legal – involved in the processing of personal information. Information given should be private – only that matters to the research will be shared.

Another to be considered is respect; researchers respect the participants' answer and their right to

not answer the question if it's not comfortable for them. Consent is also applied as it is vital that we ask for consent before conducting the research.

Results

The following themes show the study's findings on how simultaneous bilingualism developed, bilingual primary students' experiences and the advantages of simultaneous bilingualism in an academic setting.

Development of Simultaneous Bilingualism

Numerous themes are emerged from the participants' responses to this qualitative study on the development of simultaneous bilingualism. Initially, three (3) salient themes emerged: Home-based instruction, exposure to information and communication technology (ICT) tools, and social interaction. These were formulated according to the latent meaning that the codes are conveying.

Home-Based Instruction

Based on the results of the interview conducted among the participants, most of them stated that simultaneous bilingualism began at home by teaching children to speak Tagalog as their first language or mother tongue. Simultaneous bilingualism developed when children began using Tagalog as their primary language for communication at home. The home is an important place for children to learn languages. Parents who speak different languages at home have a greater chance of raising bilingual children.

Participant no. 1: *“Bilingualism develops by teaching children the simplest way to speak in Tagalog.”*

Participant no. 4: *“Simultaneous bilingualism develops at home.”*

Participant no. 5: *“Simultaneous bilingualism develops through home.”*

Participant no. 6: *“Simultaneous bilingualism develops through parents who speak different languages at home.”*

Participant no. 7: *“Simultaneous bilingualism begins at home.”*

Participant no. 9: *“It developed at home where they learned Tagalog because this is the language we used to communicate.”*

Exposure on ICT Tools

The results of the participants interviews reveal that exposure to information and communication technology (ICT) tools, particularly social media sites like Youtube, helped children develop simultaneous bilingualism. Simultaneous bilingualism developed as a result of children’s exposure to social media, particularly by watching videos, movies with English subtitles, and listening to English music. These factors all contribute to the growth of simultaneous bilingualism.

Participant no. 1: *“Most of the children nowadays can use Youtube as their tool to know more and to develop their skills in speaking.”*

Participant no. 2: *“Since kids today love technology, they can watch movies with English subtitles and listen to English music, which helps them learn the language.”*

Participant no. 3: *“Simultaneous bilingualism develops through the exposure of children to social media, especially in what they watch on Youtube. So even if their mother tongue is Tagalog, if they are exposed to social media they can easily adopt.”*

Participant no. 8: *“Simultaneous bilingualism develops through technology and any social media platforms.”*

Participant no. 12: *“He learned by watching Paw Patrol and PJ mask.”*

Participant no. 16: *“Social media sites and online gaming are two factors that support bilingualism.”*

Social Interaction

Based on the results of the participant interviews, the majority of them claimed that social interaction or communication with their parents, peers, classmates and others is the primary way in which simultaneous bilingualism develops. Simultaneous bilingualism developed when children learned two languages and used them for socialization. Children acquired two languages by hearing and talking to

their parents who speak two different languages, particularly Tagalog and English.

Participant no. 2: *“It is nurtured through their interactions with their peers and their time spent in school. Although they speak Filipino at home, they adopt English because their peers or classmates do.”*

Participant no. 10: *“It develops when they learn two languages and use them to interact with their friends, family, and classmates.”*

Participant no. 11: *“Since her father is American, fluent in English while I am pure Tagalog. They talked in English while I talked to her in Tagalog so it balances, since we both use the language.”*

Participant no. 12: *“He learned Tagalog since we talked to him in Tagalog.”*

Challenges Encountered by Simultaneous Bilinguals in Academic Settings

The participants’ interview results show that there are two (2) major themes emerging from the data analysis. These were: lexical challenges and social isolation. The most occurring theme is lexical challenges.

Lexical Challenges

The participant interviews’ results show that lexical complexity is one of the difficulties faced by bilingual students in an academic setting. The majority of students are uncertain as to whether the word is in Filipino or English.

During the observation, the researcher took notes on the difficulties encountered by bilingual students in a classroom setting. Most of the students struggled to understand vocabulary words. Their vocabulary and spelling were the most noticeable problems that drew the researcher’s attention. Children spell the word the way they pronounced it. Furthermore, they occasionally mixed up the two languages and struggled to determine whether a word was in English or Tagalog. Due to this, confusion resulted from their on-going simultaneous learning of the two languages.

Participants were asked how they would deal with the difficulties that bilingual students face. The

majority of them responded by translating a Filipino word into English and vice versa to avoid confusion.

Participant no. 1: *“They do not know how to spell the words that they speak.”*

Participant no. 3: *“It contains deeper words that are the time that the challenge will occur.”*

Participant no. 4: *“They are confused if the word is English or Filipino. I have one student who can read both languages, but sometimes he cannot identify if the word is English or Filipino.”*

Participant no. 9: *“He may be unsure whether this word is in English or Tagalog. He is confused as to which is English or Tagalog.”*

Participant no. 13: *“Sometimes my child is having a hard time determining whether the word is English or Tagalog.”*

Participant no. 15: *“Bilinguals have difficulty distinguishing between the meanings of the words in English and Tagalog.”*

Participant no. 16 said: *“One of the challenges of being bilingual is that children frequently confuse English and Tagalog.”*

Social Isolation

Based on the results of the participant interviews, most of them claimed that one of the challenges faced by bilingual students in an academic setting is a lack of social contacts and having few people to interact with.

During the observation, the researcher took notes on the difficulties that bilingual students face in the classroom. Many students, particularly English speakers, avoid socializing with their classmates out of fear of being misunderstood. English-speaking students are intimidated to interact with their classmates.

Participants advised observing and getting to know the students in order to understand their difficulties. After that, speak with the child’s parents to inform

them of their child’s struggle so that they can be addressed.

Participant no. 6: *“A challenge that a bilingual student encounters is the student does not mingle with others due to may not understand the child or the child is shy.”*

Participant no. 7: *“She finds it difficult to socialize with her classmates.”*

Participant no. 12: *“Sometimes he told me that the other kids do not talk to him, because they think that he can’t understand Tagalog.”*

Advantages of Simultaneous Bilingualism

The participants’ interview results show that there are two (2) major themes emerging from the data analysis. These were: developing social skills and developing comprehension skills.

Developing Social Skills

Based on the results of the participant interviews, most of them claimed that one of the benefits of simultaneous bilingualism is the ease with which one can interact and communicate with others.

The researcher made notes about the children’s activities and interactions while they were being observed in class. The majority of bilingual students interact with their classmates and teacher both verbally and non-verbally. Bilingual learners are well-spoken and can converse with their teacher in both English and Filipino, particularly during recitation. They can also effectively communicate with one another during group discussions.

Participant no. 1: *“They can use it to communicate with their classmates and to other people outside the school.”*

Participant no. 2: *“They can communicate easily with others because they understand each other.”*

Participant no. 7 pointed out: *“They are more confident because they can socialize with other people. It is easier for them to converse with one another.”*

Participant no. 9: *“He can communicate easily with his colleagues.”*

Participant no. 10 also mentioned: *“She is able to communicate with her classmates, even though they speak English.”*

Participant no. 15: *“It will be easier for him or her to communicate.”*

Participant no. 16: *“They can converse in the same dialect with their online friends, especially when they get along with them.”*

Developing Comprehension Skills

Based on the results of the participant interviews, the majority of them claimed that one advantage of simultaneous bilingualism is the capacity to comprehend spoken language as well as written words.

The researcher took notes about the children’s activities and interactions while they were being observed in class. The majority of bilingual students can easily understand their teacher’s instructions. They perform well in recitation, quizzes, and group activities.

Participant no. 2: *“It also makes it easier for them to comprehend the lesson in either English or their mother tongue Tagalog.”*

Participant no. 3: *“If they understand what they heard or read they can easily express it so it’s an advantage for them.”*

Participant no. 5: *“Bilinguals understand the lesson and instruction well especially in quizzes and tests.”*

Participant no. 12: *“It seems like he can easily pick up the lesson.”*

Participant no. 13: *“She understands the instructions whether it is written in English or Tagalog.”*

Participant no. 14: *“He has a better understanding when it comes to instruction.”*

Participant no. 15: *“Due to the fact that the child learns two languages at once, it will be easier for him or her to comprehend. There are some subjects that necessitate both English and Tagalog.”*

Discussion

The purpose of this study is to determine how simultaneous bilingualism develops and what experiences bilingual primary students have in an academic setting. The participants include eight (8) primary teachers, eight (8) parents, and a number of primary classes.

Meanwhile, the results from the interviews and class observations reveal a number of emerging themes. There are three (3) emerging themes in the development of simultaneous bilingualism: home-based instruction, exposure to ICT tools, and social interaction. Two (2) emerging themes emerge among the challenges encountered by simultaneous bilinguals in academic settings: lexical challenges and social isolation. There are two emerging themes in the benefits of simultaneous bilingualism: developing social skills and developing comprehension skills.

The aforementioned themes are the outcomes of phase three of the thematic analysis. The third phase of thematic analysis, according to Braun and Clark (2006), as cited by Maguire and Delahunt (2017), begins when all data has been initially coded and collated, and you have a long list of the various codes that you have identified across the data set. This phase, which re-focuses the analysis on themes rather than codes, entails categorizing the various codes into potential themes and compiling all relevant coded data extracts within the identified themes.

Development of Simultaneous Bilingualism

The themes identified in the development of simultaneous bilingualism are home-based instruction, exposure to ICT tools, and social interaction.

Home-Based Instruction

These findings are similar to the report of Macleod (2013) claiming that the role of parents, as well as their commitment to using the language at home, is

shown to have a significant impact on a child's ability to become bilingual.

In addition, Grosjean (2015) has the same ideas as key figures in supporting bilingualism, and providing a language input for their children. Consider the family setting where bilingual parents use two languages when talking to each other, meanwhile, bilingual parents with different language backgrounds perhaps talk in only one language at home but after the child is born, each parent speak to the infant in a language that is dissimilar from the one they use for mutual communication between each other or intentionally address their infant in only one language, also known as hot- house strategy. Similarly, one of the participants mentioned that she is a native Filipino and her husband is an American and they speak with her in different languages: Tagalog and English. This is known as the one person-one language strategy or OPOL, a well-known approach used with children who are acquiring two languages simultaneously.

Moreover, based on the study of Terminology Coordination Unit (2017) ideologies have the greatest influence on family language policies because they strongly influence parents' attitudes and beliefs about a particular language. Moreover, attitudes and parental beliefs are major elements in raising a bilingual child.

Exposure on ICT Tools

A number of participants perceived that the exposure to different social media platforms like YouTube is one of the factors that influenced the development of bilingualism. In relation to this, the research conducted by Pearson (2007) shows that the proficiency of bilinguals in children is determined by how many children are exposed to other languages, and social media is the key to creating the ideal environment. It can be concluded that social media encourages the acquisition of bilingualism in children.

Further, Kay (2014) claims that one of the participants pinpoints that children nowadays used ICT as a tool to develop their skills in speaking. Social media is thought to provide better opportunities and environments for learning, it

allows the transfer of knowledge to a wider audience. Many platforms support two-way oral communication and are available for communication practicing speaking skills with real native speakers from all over the world.

Social Interaction

Social interaction or communication with their parents, peers, classmates, and others can influence the development of simultaneous bilingualism. These results are similar to the study of Meisel (2019) claiming that simultaneous bilingualism develops through the students' interactions with peers, classmates, teachers at school and at home.

Moreover, social factors play a crucial role in the language development of bilinguals. In agreement, one of participants pointed out that bilingualism develops either nurture or in nature, she also added that it can be external in nurture and internal in nature. It is nurtured through interactions with their peers, friends. This is due to the fact that attaining bilingualism is a lifelong process; a complex array of conditions gives rise to the development of language among bilinguals (Bhatia, T. 2017).

In addition, the study of Ikizer and Ramirez-Esparza (2018) reports that as bilinguals alternate between two languages, they might also alternate between two cultural worlds, providing tools to adapt to different social environments and facilitating the frequency of social interactions.

Challenges Encountered by Simultaneous Bilinguals in Academic Settings

The themes identified among the challenges faced by simultaneous bilinguals in academic settings are lexical challenges and social isolation.

Lexical Challenges

Lexical errors are one of the challenges that bilingual students encounter in an academic setting. This result is comparable to the study by Lhach (2017), which found that spelling errors are probably the most typical lexical errors in EFL students' writing. The inconsistency between spelling and pronunciation in the English language is the main contributor to those problems. EFL students must contend with the complicated English encoding system, in which one sound, particularly a

vowel sound, can be rendered in multiple ways, i.e., through different letters and vice versa, where one letter can be pronounced in multiple ways. Learners also struggle with double letters, silent letters, and triphthongs. As an example, consider the following misspellings: beautiful, verday, ritting, inteligent for beautiful, birthday, writing, and intelligent, respectively. A specific type of spelling error occurs as a result of phonetic spelling, or writing the words the way they are pronounced. Thus, we have Reichel for Rachel, keik for cake, spik for speak, braun for brown, and saebyet for subject to illustrate this phenomenon.

Social Isolation

Learners who can speak and understand two languages at once tend to interact less with their peers and classmates. This result is similar to the findings of Loayza (2017), who discovered a lack of social interactions in the classroom and at school between English Learner (EL) students and non-EL students. According to her research, students prefer to spend their time with peers who are similar to them. In their study of diverse fourth-grade classrooms, Schaffer and Skinner (2000), as cited by Loayza (2017), discover that despite school efforts, most students are observed socializing with students of similar linguistic and racial backgrounds during less structured times of the day, such as lunch and recess.

Furthermore, according to Jugo (2020), even in the indicators of anxiety caused by communicating with native English users, speaking-related activities are still the causes of high anxiety in Filipino learners. When the learners are unable to understand all of the words that the English user is saying, they are afraid of responding incorrectly. This causes anxiety and fear of "losing face" or being ridiculed by people involved in the conversation or by others who hear the conversation, particularly their peers. This has an impact on their self-image and confidence, causing them to avoid speaking or conversing with native English users. This could be due to the Filipino learner's belief that a native English speaker has complete command of the English language, their linguistic competence in the use of English is superior.

Advantages of Simultaneous Bilingualism

The themes identified for the benefits of simultaneous bilingualism include developing social skills and developing comprehension skills.

Developing Social Skills

The advantages of simultaneous bilingualism are the ease with which one can interact and communicate with others. This finding is similar to the study of Rose-Krasnor & Denham (2009) claiming that children who are socially skilled have the intellectual, social knowledge and abilities they need to engage with others successfully.

In addition, bilinguals can make friends in more than one language, meaning more opportunities to meet new people, and enjoy different hobbies and activities. Being able to communicate with people from other cultures is a huge social advantage. Through interactions in a social environment, more capable people (such as peers and teachers) promote child social development. Through scaffolding and the social development of knowledge, paired learning supports social engagement in which partners give support, guidance, and cooperation (Bumman, 2009).

Furthermore, research by American University (2020) demonstrates that multilingual students outperform monolingual peers in terms of cognitive ability. Young children who start learning a second language are better able to develop their literacy and communication skills. Children who are raised in bilingual environments gain a keen understanding of how language functions and have a stronger foundation for future language learning.

Developing Comprehension Skills

The ability to comprehend both written and spoken words is one of the advantages of simultaneous bilingualism. This result is comparable to the study of Nicoladis et al., (2016), which found that bilingual children exhibit some advantages in socio-cognitive development when compared to monolinguals, especially in comprehending the beliefs of others, identifying the critical factors to solve a problem, and entertaining two potential interpretations of the same stimulus at once. According to research, bilingual children have an advantage when it comes to understanding the

communication needs of their conversational partners. Studies have also revealed that bilingual children outperform monolinguals on a variety of cognitive ability tests, including the capacity to judge sentence grammaticality, mental flexibility, non-verbal problem-solving tasks, understanding the conventional origin of names, and distinguishing between semantic similarity and phonetic similarity.

Additionally, Marian (2012) has the same findings that bilingual people may have an advantage when learning a new language because they can concentrate on that information while minimizing distraction from the languages they already know.²³ This would enable bilingual people to access newly learned words more easily, leading to larger vocabulary gains than those experienced by monolingual people who are less skilled at inhibiting competing information.

Conclusion

The conclusions were developed following a careful review of the participants' responses. The advantages of bilingual primary students in academic settings are higher comprehensive skill and social skills. Bilingual students in primary school have developed comprehensive skills as evident to their performance on their assessments and how they take the lesson. Bilingual students are also found efficient in communication with others using English and Filipino. The challenges of bilingual primary students in academic settings are lexical challenges and social isolation. Bilingual students in primary school are confused with some words. Students are sometimes confused if the word is English or Filipino. Their challenge in social isolation comes in situations of being misunderstood. The researchers concluded that simultaneous bilingualism among primary students provides an educational advantage which sets the goal of bilingual education policy in achievement of competence in English and Filipino at a national level.

Recommendations

The study's findings have led to the following recommendations being made:

For the teachers, they could provide opportunities, and learning resources in which students practice and improve their comprehension of both English and Tagalog; they could engage students more in the teaching-learning process by communicating regularly with them, and making learning accessible through a variety of activities; teachers should help students by giving them the opportunity to listen to the letters repeatedly, differentiate word by word and assessing them through sentence structure; and lastly, teacher may integrate activities that allows students to be comfortable and split them according to their interest by using games such as, crossword puzzle and word scrabble.

For the students, they should begin speaking two languages at home. Students should be guided by the parents. Furthermore, they should socialize with others to learn their language and often speak it as their regular basis.

For the administrators, they may improve their services to the teachers, students, and parents by ensuring good communication between schools and parents and sharing information on what parents can do to support learning at home as well as teachers at school.

For the parents, they can start talking to the children using two languages from the beginning. Parents should engage in their children's personal activities, such as reading, writing, listening, and dancing, to give them many opportunities to hear and practice both languages throughout the day. Parent should also collaborate with the school and teacher to provide information about their children. At last, parents should involve their children in a variety of activities both inside and outside of the school to help them develop social skills.

For future researchers, they may use it as references on children use two languages at the same time. They might also consider the advantages of bilingual education are diverse. Therefore, future research may evaluate programs to the Department of Education to pay attention and give quality curriculum about simultaneous bilingualism.

For future researchers, they may include local studies that have phenomena relating to the study to

justify the qualitative method. In addition, in member checking to further increase the validity and the credibility they may consider taking the entire process of data analyses, from categorizing data, creating broader or major themes, interpretations, and conclusions back to the participants to verify the accuracy of the content. Lastly, they may show the difference of the age gap when it comes to their experiences, and include it as part of the interpretations.

In general, based from the results of the study, students perform better academically, especially, as a result of their improved communication and comprehension skills. The difficulties can be overcome by introducing and exposing them to the language. Hence, collaborate with parents, stakeholders, and teachers to establish an instructional strategy that can simultaneously promote a child's development in two languages.

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