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THESIS:

**“The influence of bilingualism on third language acquisition”: A study conducted at
University ‘Donja Gorica’ Montenegro**

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I, Fatjeta Gjoni, declare that the work on this thesis titled “The influence of bilingualism on third language acquisition” is a self-written report based on my study. Every text from research papers, books has been acknowledged and fully cited. All the cited works have been referenced.

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ABSTRACT

This thesis focuses on the advantages that bilinguals have over monolinguals when acquiring an additional language. Bilinguals have greater language learning experience and may have developed more effective learning strategies than monolinguals. It highlights the importance of knowing a country's national language, how people from a minority group learn the second and the third language, and the challenges they face along the way, as well as whether language learning is a choice or a necessity. Moreover, language learning is presented as a skill, it demonstrates different ways to acquire a language inside and outside the classroom. This thesis analyzes and interprets the result, by backing up the arguments with factual sources.

Keywords: language, acquisition, bilingual, monolingual, minority, skill, classroom.

ABSTRAKT

Kjo temë fokusohet në përparësitë e bilingualëve në mësimin e gjuhës së tretë. Bilingualët kanë përparësi më të mëdha krahasuar me monolingualët kur bëhet fjalë për përvetësimin e gjuhëve, sepse ato kanë zhvilluar strategji efektive për mesimin e gjuhëve. Thekson rëndësinë që ka gjuha zyrtare e shtetit, diskuton mënyren se si njerëzit e një pakice e mësojnë gjuhën e dytë dhe vazhdojnë me mësimin e gjuhës së tretë, svidat që i tejkalojnë, dhe a është msimi i gjuhës zgjedhje personale apo obligim. Kjo temë e shfaqë mësimin e gjuhës si aftësi, demonstroi mënyra të ndryshme për mesimin e gjuhës në klasë dhe jashtë klasës. Ky punim i analizon dhe i interpreton rezultatet, duke mbështetur rezultatet të bazuara në fakte.

Fjalet kyc: gjuha, mësimi, bilingual, monolingual, pakicë, aftësi, klasë.

АПСТРАКТ

Оваа теза се фокусира на предностите што ги имаат двојазичните во однос на еднојазичните при стекнување дополнителен јазик. Двојазичните имаат поголемо искуство за учење јазик и можеби развиле поефикасни стратегии за учење отколку еднојазичните. Ја нагласува важноста од познавање на националниот јазик на една земја, како луѓето од малцинска група го учат вториот и третиот јазик, како и предизвиците со кои се соочуваат на патот, како и дали учењето јазик е избор или неопходност. Покрај тоа, учењето јазик е претставено како вештина, покажува различни начини за стекнување јазик внатре и надвор од училиницата. Оваа теза го анализира и толкува резултатот, со поткрепа на аргументите со фактички извори.

Клучни зборови: јазик, стекнување, двојазично, еднојазично, малцинство, вештина, училиница.

TABLE OF CONTENT

I INTRODUCTION.....	9
1.1. MONOLINGUALISM	11
1.2 BILINGUALISM.....	13
1.3 THE DIFFERENCE BETWEEN MONOLINGUALS AND BILINGUALS.....	15
1.4 THIRD LANGUAGE ACQUISITION.....	17
1.5 BILINGUALISM IN ULCINJ, MONTENEGRO.....	19
1.6 DOES LANGUAGE AFFECT CULTURE KNOWING?	21
II LITERATURE REVIEW.....	23
2.1 LANGUAGE LEARNING THROUGH CLASSROOM INTERACTION.....	23
2.2. LANGUAGE LEARNING BEYOND CLASSROOM.....	25
2.2.1 LANGUAGE LEARNING THROUGH MUSIC.....	26
2.2.2 LANGUAGE LEARNING THROUGH MOVIES.....	27
2.2.3 LANGUAGE LEARNING THROUGH SOCIAL MEDIA.....	28
2.3 BILINGUAL EDUCATION IN A CLASSROOM.....	29
2.4 ACQUISITION OF A LANGUAGE FOR SCHOLARLY OR INTELLECTUAL PURPOSES.....	31

2.5 ADVANTAGES OF BILINGUALS ON THIRD LANGUAGE ACQUISITION..... 32

2.6 LANGUAGE AS A BRAIN PROGRAM..... 35

III METHODOLOGY..... 36

IV PARTICIPANTS..... 37

V DATA COLLECTION..... 37

VI RESULTS..... 38

VII DISCUSSION..... 46

VIII CONCLUSION AND LIMITATIONS..... 54

IX REFERENCES.....57

I. INTRODUCTION

In this thesis I am going to talk about the importance of language. Language is a principal method of human communication, without language humans would not be able to understand each other. Language makes the world go round, it connects people all over the world. With words and gestures people all over the world are able to communicate with each other. According to Anderson (2010), there are approximately 7000 languages in the world. The reason for the large number of languages is due to distance and time. People were on the move all the time, as they kept moving and migrating, at different times, they helped spread languages of different origins around the world. This way several groups of people had contact with each other, they developed languages that were often a mix of the two already spoken ones.

From birth, every person learns their mother language as their first language. It is the language their family speaks and the language they are mostly surrounded with. Throughout their lifetime, in contact with other people, television and internet they collect bits and pieces of other languages. Knowing bits and pieces of another language does not mean one is able to speak the language. Around the world there are people that speak only one language as a consequence of not being exposed to a different language. If a child does not have access to another language, they continue using the first language for a long time. During their lifetime there may be a time when they need to learn a new language. This can be because of work, school or generally being exposed to the language. People that actively use one language and have no need of learning a second language are called monolinguals. A monolingual person has active knowledge of only one language, though they may have passive knowledge of others (Ellies, 2006).

Other people may be born in a bilingual community. Bilingual community is a community where two languages are spoken by the people of that community. According to Hamez et al. (2000), bilingualism is described as having or using two languages, especially spoken with the fluency of a native speaker. Being born in a bilingual community, one learns their mother language first but shortly after they learn the other language that is used in that bilingual community. This second language may also be learned subconsciously as a result of being exposed to it all the time. Children at a very young age are not aware of which language they are speaking because they basically learn it at the same time. Learning two different languages at the same time can cause delay in speaking, because language is a program of the brain, and children do not know how to tell the difference between languages.

Third language acquisition refers to the learning of a non-native language by learners who have learned or are learning two other languages (Cenoz, 2003). When one starts acquiring a new language as an adult they do not start from zero. Firstly when learning a new language people transfer the whole grammar sound and structure to this new language that they are learning. But once one has more than one language in its head everything becomes more complex. Some studies show that the impact of the first language is stronger than the impact of the second language.

1.1. Monolingualism

Being monolingual means knowing or being able to use one language. Monolingual people are usually born and raised in a place where one language is spoken, therefore there is no need for them to learn a second language. It does not mean that monolinguals do not know any other word in a different language. Most people learn bits and pieces of various languages over the course of their lives, but knowing a couple of words from a different language does not make people bilingual. So basically, people who have an active knowledge of one language, may have passive knowledge of another language (Ellies, 2006). Meaning, they may understand a language to some extent and use some words but are unable of speaking it. To be considered bilingual one has to be able to communicate fluently in two languages.

According to Ellies (2007), being monolingual can be represented in three forms: The first representation is the one that Ellies uses the term ‘the unmarked case’, this representation is found in dominant societies, mostly, English-speaking societies. Considering the fact that English is the most spoken language in the world, people who know English and live in an English speaking society do not feel the need of learning another language which is less spoken than English. Monolinguals, in the second representation, are portrayed as having limited communication, cognitive, social, and vocational potential. The third and most important portrayal is of monolinguals as a pathological condition; a disease that prohibits people from participating in educational and social language policies and practices (Ellies, 2006). This representation is not very believable since a lot of people that do not know languages it is not because of a disease or

prevention but because they do not have the need of learning a new language. But there are always exceptions.

Learning a language is also a skill. A skill that not everyone has. For some learning a new language may be easy, but for others it is a bigger challenge. People at an old age may have it harder to learn a language. Learning a new language, or a new program that your mind will work in is a bigger challenge for those that spend their whole life speaking only one language and functioning in one language. As mentioned above, learning a language is a skill and it does not necessarily mean that this skill is easier for all younger population. When people step into hardship in a situation they tend to give up and not try harder in aiming their goals. The hardship that some people may face in learning a new language and giving up easily may be the reason why some people are monolinguals even though learning a new language for them may be essential.

Therefore, people fall in different categories of being monolingual, as stated above. Being monolingual nowadays means you belong to the minority of people since half of the world is bilingual or multilingual. According to research and statistics 40% of the world population are monolinguals, which means they only speak one language, 43% of the world's population are bilingual and the rest of the population, which is 17% speaks more than two languages fluently (Freid, 2020).

1.2 Bilingualism

In today's world, most people speak more than one language in their daily lives. A second language, on the other hand, can be learned in a variety of ways. For example, a second language can be acquired as a foreign language at school for some hours or as the community's primary language (Cenoz, 2013). When learning a second language there can be differences connected to many other factors such as age, different methods or motivation. Learning a new language at a younger age tends to be easier and one gains proficiency in speaking, whereas when learning a language at an old age people tend to carry their old accents into the new language.

Having in mind that learning a new language is a skill, some people have it easier than others. Learning a new language for fun is more effective than learning a new language when one is obligated to learn it. Everything that one learns naturally and for fun gives more result than when they do it because they have to. But people who have the skill of learning a new language even though they are learning it because they have to, they still tend to succeed as long as they stick to their goals. A bilingual person is a person who can simply express oneself in two languages easily. People mostly become bilingual because of the need for a second language in their daily life routine. An example can be that they live in a bicultural or multicultural community and need to use two languages with their family, friends, coworkers etc. Being bilingual does not mean being fluent in both languages in the exact percentage. Most of the time bilingual people have one language more dominant than the other.

According to Tori (2007), children learn by being immersed in multilingual environments. They passively soak up the language while being in contact with it. For example, through games, songs

and apps children are not even aware that they are learning a new language. Learning a new language and using a new language without being aware makes the whole learning process more effective. It is one thing to pick up a second language, it is another thing to maintain a second language. If there is not enough consistency and commitment the second language can be easily forgotten especially if that language is learned as a child.

Knowing something and not using it in a daily life makes it a lot easier for every piece of knowledge learned to be forgotten. Being bilingual is starting to be considered a norm, having in mind that half of the world's population is bilingual. Even though being bilingual is becoming a norm and something that is needed, being bilingual has its challenges. One of the difficulties that bilinguals have is that people that are bilingual tend to mix both languages. This may happen because sometimes a word sounds better in the other language or it cannot be expressed the same way. Or one cannot remember the right word at the right time and tend to mix languages by combining words from both languages.

According to Perez and Dubenita (2019), people switch languages usually from the weaker language to the stronger language meaning that the dominant language takes over their brain because the word level is higher. A lot of people think that one can become bilingual only if they start at an early age but this is not true. However, when starting at a young age it is easier to learn, but one can become bilingual at any stage in life. The only thing is, if one becomes bilingual later in life most of the people tend to have an accent which is formed from the first language. But, not everyone who learns a second language later in life has to have the accent forever and one can not always tell if the speaker grew up using a different language. To reach a high level of proficiency in the second language one has to be in contact with their L2 as much as possible and learn language from a rounded view (Rampton, 2013).

1.3 The difference between monolinguals and bilinguals

It is believed that the language that one speaks is the program of their brain. Speaking two languages can mean that one's brain has two different programs. Depending on the language one speaks, the program of their brain switches to that language. They can also code switch that allows one to switch between languages easily without distorting the meaning. So basically, the processing of the information is done in a faster way. Switching between programs in one's brain gives them advantages in daily life. Because of this phenomenon that happens in the brain without being aware, one has advantages in multitasking and switching from one job to another in a fast and natural way.

Some people may say that bilinguals mix between languages when they are speaking without paying attention to it. But this depends mostly on how good they speak the language. The main difference between monolingual people and bilingual people is that monolingual people can speak one language fluently and bilingual people can speak two. In terms of cognitive functions it is shown that bilingual people can control themselves more and focus on a task better. Bilingual people have a better executive function which gives them the ability to switch between tasks better, also they have a more efficient monitoring system and a higher cognitive ability (Nyma, 2020). On a daily life basis having the ability to focus on a task better and being able to multitask is a great advantage. Not every learning strategy is the same. The learning strategy for bilinguals and monolinguals is also different, especially in language learning. There are many differences between monolingual and bilingual people in their strategies when learning a new language. Every person has different learning strategies and everyone goes at their own pace.

Everyone employs a variety of tactics depending on their personal preferences. When learning a new language, one of the most significant distinctions between people is how they approach language learning tactics. According to Mayer and Weinstein (1983), learning strategies can also be explained as thoughts and behaviors which a learner uses and can impact their learning process. Thoughts become actions, that is why it is very important to keep track of what one thinks in order to achieve the wanted results.

There are different learning strategies. Having in mind that every person is different, it is normal that everyone has their own strategies when it comes to learning. Monolinguals and bilinguals do not use the same strategies, but they use what is best for them and what gives them better results in language learning. *“Bilinguals show greater use of strategy when compared with monolinguals. This might be due to the success at learning previous languages and experience of learning more than two languages. Moreover, bilinguals have an advantage like employing cognitive and metacognitive skills while learning a language which suggests that bilinguals are more advantageous in the learning process (Tuncer, 2009, p.856)”*. Bilinguals already knowing two languages may impact their confidence, and learning a new language with confidence makes it easier. While monolinguals may lack this confidence because learning a new language is something they have not done before considering the fact that they learnt their first language as a child without trying.

1.4 Third language acquisition

A huge number of people learn and use a third language. This is especially true in multilingual environments, where multiple languages are used on a daily basis. According to Cenoz (2001), third language acquisition is a broad topic, with study focusing on several processes and elements that influence it. The term "third language acquisition" is sometimes used interchangeably with "multilingualism", but it refers to the acquisition of a third language in its strictest definition. Multilingualism, on the other hand, is a considerably larger concept that does not always imply acquisition. The acquisition of a third language might be considered an aspect of multilingualism research. The impact of cross-linguistic influences on third-language acquisition, as well as the impact of bilingualism or prior linguistic knowledge, has a significant impact in the field of third language acquisition (Cenoz, 2013).

Learning a third language is not the same for all bilinguals. There are many factors that come in the way. Such as age, reason and will. According to Hammarberg (2002), foreign language learners have to use and understand the language as native speakers do, they need to use language metaphorically just like they do, but for this to happen they also need to think like native speakers. Changing thoughts may be hard but having in mind the fact that mostly bilinguals are surrounded by people from different cultures makes it easier. Using and understanding a language as a native speaker does not mean speaking it fluently, it means understanding the hidden meaning of words, understanding phrases and every detail that languages have. Language metaphors are used on a daily basis and understanding a language means being able to use it metaphorically just like the native speakers. Being surrounded by people that speak the language that one is trying to learn

does not only help in expanding the vocabulary but it also helps in understanding the language in depth and being connected to that particular culture.

A study done by Herdina and Jessner (2000), claims that third language acquisition can be called trilingualism and it is a different term from multilingualism. According to them, there are a lot of factors involved in language acquisition. A language must not only be learned but also maintained. Meaning, learning a language and never using it is the same as not learning it at all. If one learns a language and does not use it or if one already knows a language but is not using it, it is normal that by time the language will be forgotten. Maybe here and there, there will be words and terms one remembers but without being in touch with a language it will result in forgetting the language. When learning a language whether it is the second or the third it is necessary to be in touch with that language as much as possible. This will not just prevent the language from being lost in the brain but it will also expand the vocabulary.

Third language acquisition has a number of challenges. According to Bardel and Falk (2007), syntactic structure is easier transferred from L2 to L3 than from L1 to L3. Third language acquisition may also contain a lot of transfer from L2. The term "cross-linguistic effect" refers to how one language can influence another. According to Murphy (2003), when languages collide, many elements are involved by the complexity of cross-linguistic effect.

The development of cognitive benefits derived from experience with two languages, including the benefits associated with the acquisition of L3, determined by the social side of bilingualism, particularly the availability of bilingual education (Sanz, 2000). He also states that bilinguals are expected to be more efficient language learners, as they will learn an L3 faster and achieve a better

degree of proficiency than monolinguals. It is also possible that bilinguals and monolinguals will go through the identical learning process.

1.5 Bilingualism in Ulcinj, Montenegro

Ulcinj is a small town on the southern coast of Montenegro. Montenegro's official language is Montenegrin, and is a normative variety of the Serbo-Croatian languages. The majority of the people that live in Ulcinj are Albanian and their first language is Albanian. But, because Albanians are a minority in Montenegro, learning Montenegrin is essential. I was firstly introduced to the Montenegrin language on the television and also by my neighbors at the age of five. Since then I learned the language without being aware that I was learning it. Being surrounded by another language all the time made me learn the language naturally and without effort. Since Montenegrin was an enormous part of Albanian's life we had no choice but to learn it. Even though in Ulcinj most of the people are Albanians and spoke Albanian, Montenegrin was still the country's national language. Growing up in a bilingual and bicultural community not only made me learn their language but also respect their culture. Below, is demonstrated the population of Ulcinj divided by nation and by the language they speak. The data presented in figure 1. is based on the registration of people in Ulcinj. This information was presented to me by the mayor for the purpose of this study.

Municipality		Language	
Albanian	73%	Albanian	63%
Serbian	9%	Serbian	9%
Montenegrin	11%	Montenegrin	10.73%
Bosnian	7%	Bosnian	6.19%
Other	3%	Other	3%

Figure 1. The population of Ulcinj and the languages they speak.

As shown above, 73% of people in Ulcinj are Albanian and 63% speak Albanian as their first language. The other 10% speak a different language as their first language which is most likely Montenegrin. While 11% of the population is Montenegrin and they all speak Montenegrin as their first language. 9% of the population in Ulcinj is Serbian and their first language is either Serbian or Montenegrin since the language is the same but the dialect is different. The minority are Bosnian only 7%. Their first language is also Montenegrin but having in mind that Slavic languages such as Serbian, Montenegrin and Bosnian all have a little difference.

1.6 Does language learning affect cultural knowledge?

Jiang (2002), argues that language serves as a mirror for culture, allowing people to see a civilization through its language. The iceberg is yet another metaphor for language and culture. The apparent component is language, with a minor amount of culture; the major part is the unseen aspect of culture, which is hidden beneath the surface. Culture is essential when studying languages. Bryne et al. (2004), refers to culture as meaning. Meaning is at the heart of human society, and it is by its very nature a source of heated discussion. Shared rules and ideals regulate human relationships, which are reflected in rituals, language, and other symbols.

Effective language learning has to do with imitating some aspects of the behavior patterns of another culture. Every culture has a universal appeal that we as humans have access to. Cultures may differ from one another but in a way they are also similar. According to Mason (1895), even though people are far removed from one another in terms of geography and belonging to different types of mankind, having different words, arts, social structure and beliefs they still can find something they all have in common.

Knowing a language entails much more than memorizing a few words from a dictionary; it also entails learning the alphabet, syntax, and semantics, as well as understanding societal conduct and cultural costumes. According to Kwast (1981), firstly one needs to become a master of its own culture, everyone has a culture and one can never untie their self from that culture. It is possible to appreciate different cultures and communicate in more of them, but one can never rise above one's own culture. Understanding culture permits one to give each new word the appropriate meaning.

Knowing more about a target language's cultural history makes learning new words, idioms, and methods of speaking easier.

Learning about how native people live and talk helps one overcome the hard process of language learning because it gives it a human touch or a human feeling and not just books, grammar and vocabulary. There are different ways one can get to know a culture. First of course, is by interacting with people from that particular culture, in that way you see the way they live, their thoughts and the way they view things. But, interacting with people is not the only way to understand a culture, there are different ways as well. Another way is media, films, music, newspapers, and magazines. Watching movies and listening to music improves the listening and speaking skills, helps in noticing accents, expressions and understanding the cultural environment and habits.

According to Kwast (1981), a successful way of learning the culture is by viewing it, visualizing layers, and achieving a high level of understanding, by doing this one moves into the heart of the culture. All the cultural background that one learns for example, what they like, what they eat, how they dress broadens their mind and how they view the world. All of these features provide a fresh perspective on the language, allowing quicker learning. When one understands a culture, they can think in that language and provide the proper meaning to each word without having to translate them in their head.

II LITERATURE REVIEW

2.1 Language learning through classroom interaction

The history of language teaching has been characterized by always trying to find different methods that work best. For more than a century, debates and discussions have raged within the teaching profession about topics such as the role of grammar in language learning, the development of accuracy and fluency in both teaching and learning, the role of vocabulary in language learning, teaching skills, learning theories and their application in teaching, memorization and learning, effective learning strategies, techniques for teaching a language, and motivating students (Shafaei, 2008).

According to Halliday (1982), language learning happens in three ways; first it happens naturally with different interactions that people have in their daily lives, second as a subject in school and third as a social relationship .The classroom is a room in a place with a teacher and it is called school and it has a specific purpose, for a classroom to be successful it has to be thought of as a mini society with different needs and different expectations (Green et al., 1991). A classroom is a social system in which everything is learned and constructed over time by interaction with each other and building on each other's thoughts, personalities and messages (Gumpez, 1981).

Interaction is one of the most important things in language learning. According to Hall and Verplaetse (2014), there are different levels of language learning. Firstly, the learner is only supposed to process input only, meaning only listen to others and gain knowledge. Secondly, the learner must produce output and therefore put to use whatever they heard and learned so far. Here

the learner may face a linguistic gap between their expectations on how much they want to convey and how much they are able to convey. That is why based on this study Hall & Verpaetse (2014), believe that language in the classroom is learned through interaction with one another in the target language.

Motivation is what triggers people to do and to learn things. According to Pawlak (2012), motivation is very important in second language learning and it helps to sustain a longer learning process, teachers in their classroom need to have motivational strategies that are used with different strategies and different learners in specific situations to enhance effectiveness in second language acquisition.

In classrooms around the world the teacher and the students have to share the same perspective, if this does not occur they may be encountering different problems. *“Mastering the institutional forms of talk used in classrooms and schools can have a direct impact upon student success. In order to participate in classroom life, students must have not only a working understanding of the dominant language used in the schools but also how to use it so that they can participate in instruction. For learners of a second language, language often creates a formidable barrier to their school success: it can obscure and make complicated content to be learned through readings and lectures; it can make classroom activities and tasks difficult to participants and learn through; and it can distort formal testing of these students competence.”* (Barley et al., 2008, p.4).

Something that we should also keep in mind is Foreign Language Anxiety in classrooms (FLA), something that students may encounter when learning a language. According to a study done by (Kruk, 2017), language anxiety changes over periods of time and it is never the same, results in his study showed that anxiety was mostly detected at the beginning and at the end of the school

year. He believed that a teacher's job is to provide students with different opportunities to succeed and to fulfil their task throughout the school year. He stated that allowing students to choose their tasks and deadlines reduces the level of anxiety since they have to make important decisions concerning their learning.

2.2. Language learning beyond classrooms.

One of the best ways to actually learn a language comes outside the doors of the classroom. People can learn languages in different ways and not just in schools. One of the reasons why people learn languages is from the contact they have with people in their daily lives. For example living in a different country and not speaking the native language makes one's life harder, by communicating with people who speak the language will help the speaker pick up different pieces of the language. According to Thomosn (2011), language contact is the use of more than one language in the same place at the same time. According to a study conducted by Kormoz and Csizer (2006), one has to think of contact situations as advantageous for a number of reasons and stated that cross-cultural contact makes a difference in the advancement of their dialect competence and contributes to the increments of their inspiration and motivation.

The majority of language learning takes place outside the classroom, also the majority of language learners do not necessarily go to a language learning course of formal structured pathway to acquire whatever language they are trying to learn. One of the reasons why the majority of language learning takes place outside the classroom is because as learners most of the thinking,

the processing and the practicing happens outside the classroom. Most of the forming of one's identity as a user of that particular language is shaped throughout experience. According to Reinders and Benson (2017), there are five dimensions of learning a language outside the classroom. The first is location (where does the learning take place). The second one is formality (a degree which learning is linked to educational qualification). The third has to do with the degree to which teaching is involved (non-instructed learning, self-instructed learning). The final one is the locus of control (the ways which decisions are distributed between the learner and the other people).

Is possible for someone who is taking a language learning course to also engage in learning outside the classroom. It is very important to understand what type of learning takes part outside the classroom as well as where they take part. There are different ways for learning a language such as books, self-access learning, games, social media, and music. All these settings involve learning beyond the classroom. Some people argue that even though language can be learned beyond the classroom, the native language will get in the way of learning the second or the third language. In second or third language acquisition the first language does not interfere in a significant way with the development of the second language (ButHakuta & Garcia, 1989).

2.2.1 Language learning through music

Music is a three-dimensional experience. A song is more than just a collection of lyrics and notes on a piece of paper. Music expresses emotion and communicates a message (Lake, 2002). One

thing that we are constantly listening to is music. On television, our phones, at work, at the grocery store, gym etc. Some people learn languages for fun, somebody that is into music may learn a word or a phrase just because they want to understand a song. Learning a language through music is a strategy for building inspiration and motivation. According to Lake (2002), to learn a language, a picture must be attached to the mental representation of the word in order for it to be remembered and used. When a song combines emotion and words with visual pictures, it becomes an extremely strong learning tool. According to Mizener (2008), chanting as well as rhythmic speaking activities aid in the practice of speech elements that correspond to musical elements, as well as the discovery of oral reading skills. The singing and chanting activities give one practice with rhythm, form, dynamics, and mood, all of which are common concepts and skills in language and music (Mizener, 2008).

2.2.2 Language learning through movies

By watching a movie one practices their listening skills. To actually develop language skills by watching movies, one must do so in an efficient manner. It is pointless to watch something you do not comprehend; the main criterion is that the information you're watching must be understandable to some level. The best way to learn a language by watching a movie it has to be something that is familiar. For example, watching the same movie you watched a lot of times but in the target language. By knowing the story and the scene one is able to get more knowledge.

According to Azlan (2018), movies can help people learn a language in three ways: by emphasizing the necessity of language study, motivation, and cultural knowledge. A study done by Razmal et al. (2008), showed that language learners employ a range of approaches to acquiring the language. Cognitive, compensatory, metacognitive, emotive, and social techniques are among them. Furthermore, language learners gain from experience through reflective observation, which aids in the formation of abstract conceptualization and, ultimately, active experimentation. It is impossible to divide language and culture. Movies are a great way of learning a particular culture. According Prathoomthin (2009), based on educational studies, the most successful language learners are able to adopt the "mindset" of foreign language speakers, as well as their culture. Language acquisition and understanding of the target culture are thought to be strengthened by adopting instructional aids such as media in order to maximize language and culture learners' educational potential.

2.2.3 Language learning through social media

We are in the age of social media. People nowadays spend a lot of time on social media. The majority of people are not aware of the time they spend on social media on a daily basis. When learning a new language social media can be one of the most useful tools. The biggest impact on social media comes from sharing with other people directly or indirectly. Through groups and following different people with different interests. By following different pages one sees posts every day without thinking about it, for example articles, videos, memes etc. By following people

from the target language there will be different topics covered every day and new words that one needs in daily conversations. This effortlessly helps one learn a language.

Language learners have access to languages through social media, which can also make language learning easier and attainable. Language learners are more self-directed and flexible when using social media, which allows them to become more confident in using language and motivates them to learn a language (Baföz, 2016). There are different blogs online that a reader can take advantage of while learning a target language. Finding a topic one is passionate about and reading about it is helpful in language learning. While reading about a topic one likes it gives them motivation as passion. So, having in mind that most people spend a lot of time on social media, using it as a tool for language learning is very powerful.

2.3 Bilingual education in a classroom

According to Kachru and Fishman (1978), linguistics, psychology, and other pedagogical sciences are very important in bilingual education. Bilingual education is not simply about using two languages in the classroom, there are aspects of multilingual education that necessitate a multidisciplinary approach (Baker, 2010). Baker (2010), claims that bilingual education encompasses economics, philosophy, history, sociolinguistics, politics, and language planning. Language planning is about reproduction as well as usage. A language must be lived and loved in order to survive and thrive. The importance of daily language use and a persistent positive attitude toward a language are all important for a language to survive.

Bilinguals are viewed as especially skilled dialect learners, able to use their phonetic encounter to their advantage as they embrace learning a new language (Stafford et al., 2010). In a class where there are bilingual students but their native language is the same, the teacher teaches in both their native language and in the language that the teacher is teaching. So, bilingual education is the act of teaching students while using two languages one after the other. An example can be: students ask the teacher a question in a native language and the teacher answers in another language. This way students learn by receiving instructions in a second language.

Teachers usually teach students while using native language in coexistence with the target language using differing levels of the native and the second language depending on lesson plans and teaching models. According to Sipra (2013), the teachers who took part in his study said, translating abstract words, complicated ideas, and phrases into L1 is a useful tool for learning a foreign language. Learners would be left in the dark if L1 was not available.

According to a study research done by Stafford and Bowden (2010), teenage bilinguals in classes retain knowledge about grammar better than early bilinguals when it comes to third language acquisition and grammar learning, because those learners had direct contact to learning in school the proper way and not by hearing it on television or communication with others. Bilinguals when learning a third language also focus on the proper way of learning the language grammatically speaking. As young bilinguals, while growing up most of them were probably taught in a way that language was not spoken properly, so when they learn a third language they keep this in mind. By learning correct grammar, teachers help one retain that knowledge.

2.4 Acquisition of a language for scholarly or intellectual purposes

An individual can pick up a language purely for scholarly reasons without actually ever using it in a conversation as a result of having that subject in their school program. High-schoolers in Ulcinj, Montenegro used to have Latin as an obligatory subject for two years. Meaning, they learned Latin only for scholarly purposes and never used it for social reasons. Nowadays, high-schoolers do not have Latin but German as an obligatory language. For the purpose of this study and this particular topic I have asked the same 20 people from 70 participants that took part in the main questionnaire of the study, the question “*Do you remember anything in Latin or German that you learned in school?*” All of the participants said that they remember some basic words but never actually used either of the languages. Having in mind that Ulcinj is a resort town German is very much needed but because in school they learned grammar and rules more than speaking, the participants stated that they would switch into English rather than trying to speak a language that they learned for scholarly purposes only.

Language can also be learned for spiritual or religious purposes. For example Muslims all over the world learn Arabic for praying and reading the holy book of Islam. Except for Arabic there are many other languages for example Biblical Aramaic, Hebrew language and many more that are studied and learned purely for religious or spiritual reasons without the necessity of the individuals using them in their social life.

2.5 Advantages of bilinguals on third language acquisition

According to Kluger (2013), there is no such thing as starting too early when it comes to language learning; the brain can be bilingual even before birth. From the third trimester on, the human hearing system is fully functional, and the infant hears its mother speak in any language or languages she knows (Jeremy, 2013). Third language acquisition is influenced by cross-linguistics, bilingualism and prior language knowledge. Bilingualism is linked to various cognitive and linguistic advantages, including executive functioning and metalinguistic awareness, according to current ideas (Adele et al., 2018). When acquiring a new language there are some advantages that bilinguals have over monolinguals. Bilinguals are more experienced language learners, therefore, they have acquired some learning skills and strategies that monolinguals may not have (Cenoz, 2013).

According to Cenoz (2011), third language learners can use these broader linguistic skills when learning a third language. In this research (Cenoz, 2013) found that when different multilingual speakers go through the process of learning a third language and then go on to learn a fourth or fifth language, they frequently reflect on how they learned their first languages., and they do explain that the other languages they already know are used as a base. By having two different bases and knowing how to distinguish them helps bilinguals in taking the first steps towards acquiring a new language.

According to Paap et al. (2014), both in mainstream media and academic journals the bilingual advantage is described as a natural phenomenon where bilinguals outperform monolinguals especially in circumstances where conflict resolution is required and in the ability to switch back

and forth in multitasking. Because of bilingualism, multitasking becomes easier because their brain is already using two languages and going back and forth on a daily basis. According to Mia (2015), there are three types of bilinguals; number one compound bilingual, meaning, learning two languages simultaneously as a child, two, coordinate bilingual learning a language in school while speaking the first language with friends and family, finally, subordinate bilinguals learning a second language by filtering it through the first language. All types of bilinguals can become equally proficient in speaking the language regardless of age or situation.

According to Prior and MacWhinney (2010), another similarity that bilinguals have is the task switching and language-switching domains. Specifically, shifting from an easier language to a harder one is challenging but it improves task switching when they have to switch from a harder task to an easier one. Even bilinguals have a stronger language, this may be their first language or the language they are more in contact with. Because language switching happens very often, task switching becomes easier and comes naturally. According to Teubner-Rhodes et al. (2017), conflict monitoring is influenced by bilingualism. Bilinguals who employ single language contexts may be able to lessen the demands of multilingual language control on conflict monitoring. Despite the fact that bilingual individuals reported a lower frequency of mixing languages in conversation, they had better conflict detection accuracy.

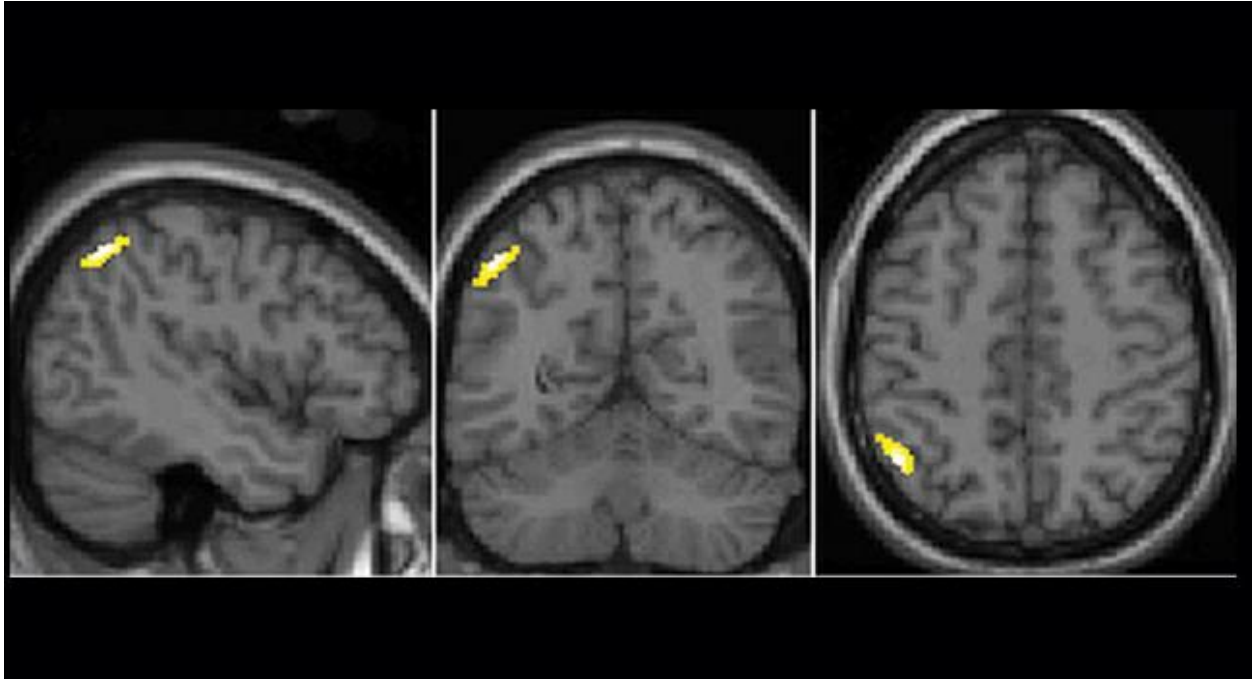


Figure 2. The gray-matter density shown in a bilinguals brain (Mechelli et al., 2004).

According to Susan (2013), scientists are discovering that speaking more than one language may offer cognitive benefits that last from childhood to old age as they understand more about the biological mysteries of the bilingual brain, bilingual people have higher gray-matter density (yellow) in the inferior parietal cortex, which is located in the language-dominant left hemisphere of the brain and states that people who were particularly proficient in a second language and those who learnt a second language before the age of five had the highest density. Research into the field of bilingualism has found that speaking two languages, especially from childhood, enhances one's ability to concentrate, and also protects against the age-related cognitive decline (Perry & Mechelli, 2008).

2.6 Language as a brain program

According to Khan (2013), language is located in the left hemisphere of the brain. Language acquisition is one of the most important aspects of human life, and developmental changes have a clear impact on the brain (Sakai, 2005). Everything is based on language. The brain not only stores linguistic information but also adjusts to the grammatical regularities of language during the years of language acquisition (Sakai, 2005). In both early childhood and adulthood, language processing utilizes a variety of senses, including vision. The effects of time and age on the processes of language acquisition play a huge role. People use emotion to tell what they need to remember and what they should learn. Information is stored in the brain based on its use and significance, emotions makes people pay attention, and by attention everything is learned (Kennedy, 2006).

The gray matter structure of the human brain in task-relevant areas changes as sensorimotor skills and conceptual knowledge are acquired in adulthood, suggesting that adult foreign-language learning may be accompanied by increases in gray matter volume in brain regions involved in first-language acquisition (Mårtensson et al., 2012). According to Ohtani et al. (2014), the grey matter includes regions of the brain involved in muscle control, and sensory perception such as seeing and hearing, memory, emotions, speech, decision making, and self-control.

According to Friederici et al. (2017), without explicit teaching, language as a cognitive process develops amazingly quickly in the human newborn, acquiring the grammar and lexicon of the specific languages used in the context in which they grow up. The interaction of three components determines how a child's language develops: innate mechanisms, external experience, and language-independent features.

III METHODOLOGY

The Methodology section consists of all the information on how the research will be done. The selection of participants will be explained, as well as the methods that were used in selecting these participants. The method of data collection together with the methods and activities that need to be used during the research will be explained in the section below.

The research will have a combination of qualitative and quantitative research. The combination of the qualitative and quantitative methods of research is recognized as the mixed method (Aramo-Immonen, 2013). The research will be done with seventy teenagers and adults (15 – 25 years old) from Montenegro. All participants will be bilinguals. For collecting data, a questionnaire will be used. Data will be collected through the questionnaire and analyzed through percentages as well as by coding open-ended questions that will be on the questionnaire.

The questionnaire is the heart of the research (Krosnick & Presser, 2010). The questionnaire will be distributed online to the students. The questionnaire will consist of 10 questions. The questionnaire will be in English (participants' second or third language). The data collected will be analyzed by the research. Additional information will be collected.

IV PARTICIPANTS

The target group chosen for this study were teenagers and adults aged from 18 to 25. Participants were all from Montenegro, Ulcinj. The reason why the chosen participants were from Ulcinj is that Ulcinj is a small Albanian city with 70% Albanians and 30% Montenegrins. Since the native language of Montenegro is Montenegrin, Albanians in Ulcinj are exposed to the language every day and most of them grow up to be bilinguals or become in their teenage years and throughout the years they acquired the third language which was English. The complete number of the participants is 70. All of the participants went to the university of Montenegro called “Donja Gorica” where they studied English language.

V DATA COLLECTION

The questionnaire was distributed online to all the participants. The reason behind these decisions was due to the situation that COVID-19 has created which led to all universities being closed. The participants were informed beforehand about the purpose of the questionnaire and how the questionnaire should be filled. Also, the participants were informed that the survey was completely anonymous and it would not take more than 3-4 minutes to complete it. Their participation was based on their willingness and their responses would be used for the purposes of this study only.

The fact that the questionnaire was delivered online made the process of collecting the data easier and faster.

VI RESULTS

The results of this study, which were conducted from the study's questionnaire, will be presented by charts. As mentioned above, the number of students that participated in this study was 70. The participants were from age 18 to 25. They were all raised bilinguals, with their first language Albanian, second language Montenegrin, during their early lifetime they learned their third language which was English.

1. The first question of the questionnaire was related to the age the participants started learning the second language. Most of the participants 44 (62%) learned the second language from the age of 6 – 12. While 16 participants (22.5%) learned their second language before going to school, at the age of 5 or below. While 11 participants (15.5%) learned the second language in their teenage years.

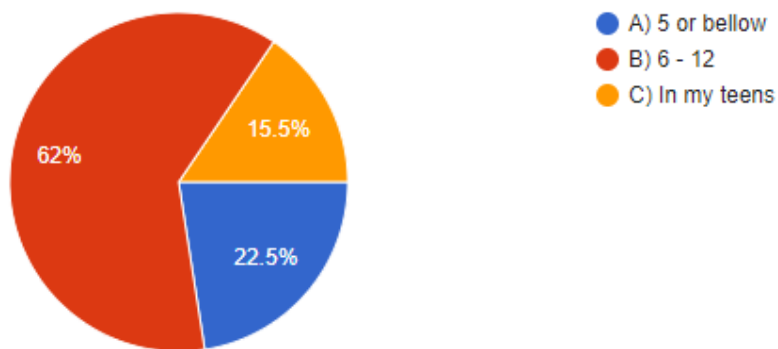


Figure 3. The total percentage of participants and the age they learned the second language.

2. The second question of the questionnaire was a yes or no question “*Did learning a second language had to do with the fact that your first language was spoken by a minority and another language is the official language of the country that you live in?*” The difference was noticeable. 45 (63.4%) of participants became bilingual because another language was the official language of the country, therefore an essential language, while 26 (36.6%) voluntary learned the language.

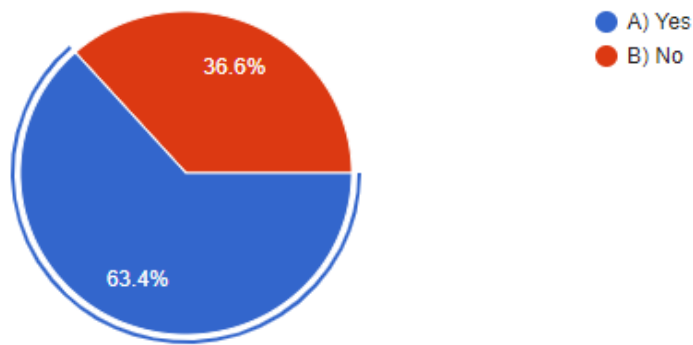


Figure 4. The total percentage of the yes or no answers to the question.

3. The following question number 3 was an open- ended question “3. *What are some of the advantages you have from being bilingual?* Out of 70 participants 51 (73%), participants answered the question. In this question there were different answers. 15 (29%) said that one the biggest advantages of being bilingual is being able to communicate with different people, participants also said that being bilingual has helped them with different job opportunities and helped them in their career 10 (19%), 8 (16%) participants said that being bilingual has helped them improve their multitasking skills and increase their brain power , others states that being bilingual helped them gain vocabulary in both of the languages 5 (10%) while 6 participants (12%) participants have said that being bilingual has made traveling easier for them, also 7 participants (14%) said that being bilingual introduced them to different cultures not just the one they were born therefore learning new cultures and different mentalities.

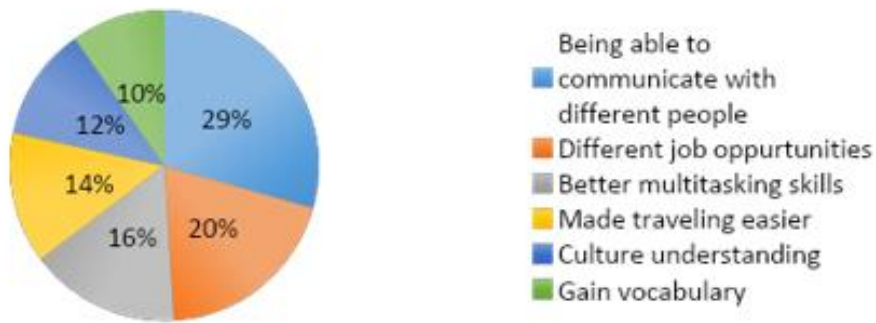


Figure 5. Advantages of bilingualism that the participants experienced.

4. The question that followed was question number 4 “*Being bilingual has helped me learn the third language (English) better?*” The participants had five degrees from which they could have chosen, from strongly disagree to strongly agree. 22 (31.4%) of the participants agreed that being bilingual helped them in their third language acquisition. Also, the same number of participants 21 (30%) stayed neutral, while 13 participants (18.6%) strongly disagreed with the statement.

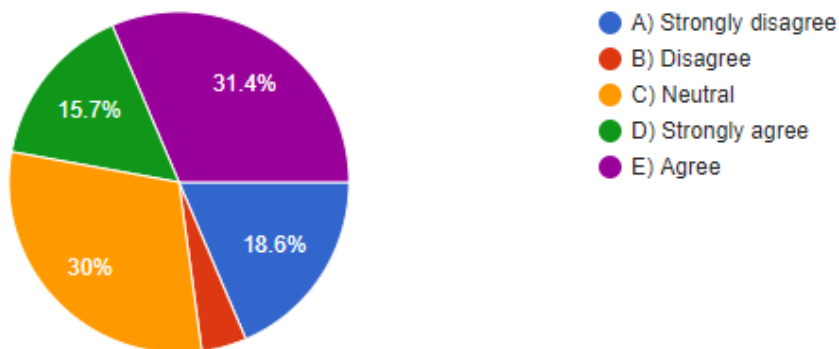


Figure 6. The total percentage of participants agreeing or disagreeing with the statement.

5. *Have you encountered any difficulties in third language acquisitions? (If not skip to question number 7.)*. This question is a yes or no question. 50 out of 70 responded. 43 participants (30.7%) said no and skipped to question 7, while 7 participants (9.3%) said yes and elaborated in question six.

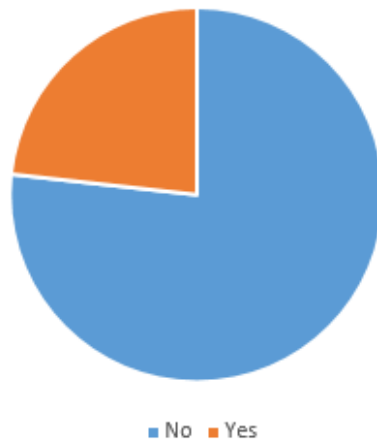


Figure 7. The number of participants that encountered difficulties while acquiring a second language and the number of participants that have not encountered difficulties acquiring the second language.

6. *What were those difficulties?* Connected with the question above in this question the participants had to share some of the difficulties they had in third language acquisition.

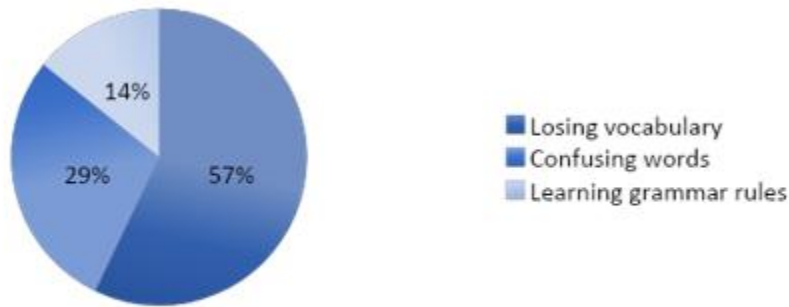


Figure 8. Participants mainly showed these three difficulties when acquiring the third language.

7. Learning a third language made you lose vocabulary in the first and second language?

Question number 7 was a yes or no question. The difference was very small. 36 (52.2%) of the participants answered yes and 33 participants (47.8%) answered no, leaving it almost a tie. This could also mean that losing or not losing the vocabulary depends also on how often you use both languages.

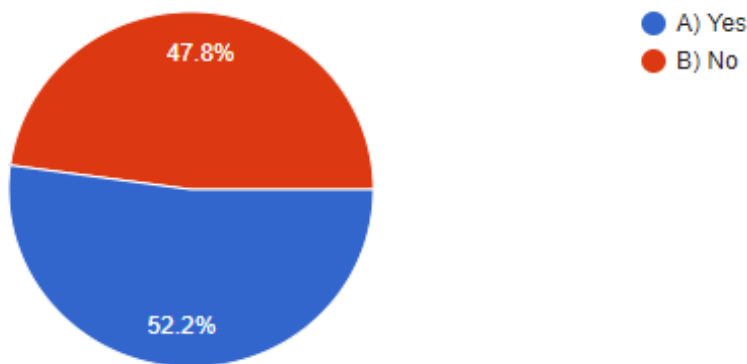


Figure 9. The total percentage of participants answering the question about losing vocabulary.

The following question 8. *Do you think that being bilingual made you learn and respect other cultures more?* Was also yes or no questions about a statement, and the participants expressed their opinion. The difference was huge and 51 (81.7%) participants agreed that being bilingual helped them learn about and respect other cultures more. While 13 (18.3%) were negative and disagreed with the statement.

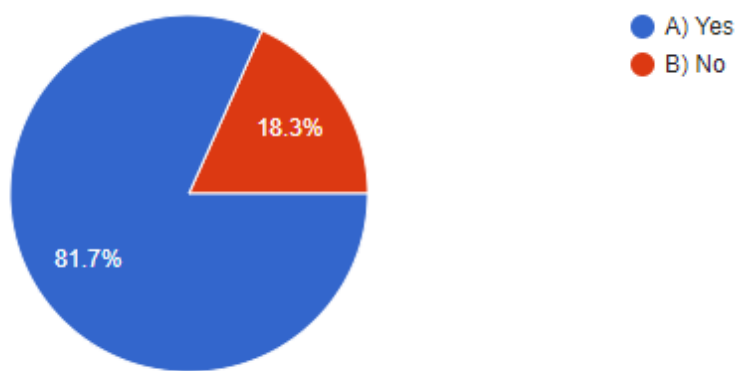


Figure 10. Demonstration of the total percentage of the yes or no answer to the question.

9. *Are you equally proficient in Language 1 and Language 2?* In question number 9 the participants had to choose their proficiency in L1 and L2. They had three options to choose from. Language1, Language 2 and Equally. Below is a demonstration of the percentage of the chosen language. The difference was very small between two options 31 (43.7%) said equally, 33 (46.3%) said Language 1 while only 7(9.9%) said that they were more proficient in Language 2.

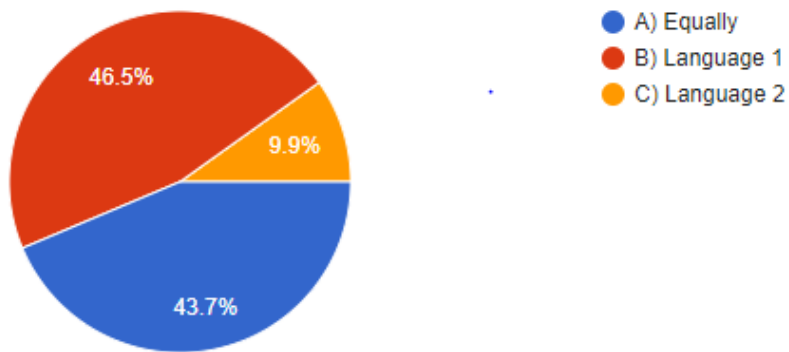


Figure 11. The total percentage of participants and their options.

10. When translating words, in your mind from Language 3, do you translate them in Language 1 or Language 2? The following question asked participants about translation. More specifically what language do they transfer their L3. The difference was very clear. 52 (72.4%) participants said that they translate in their L1, while 17 (24.6%) said that they translate in L2.

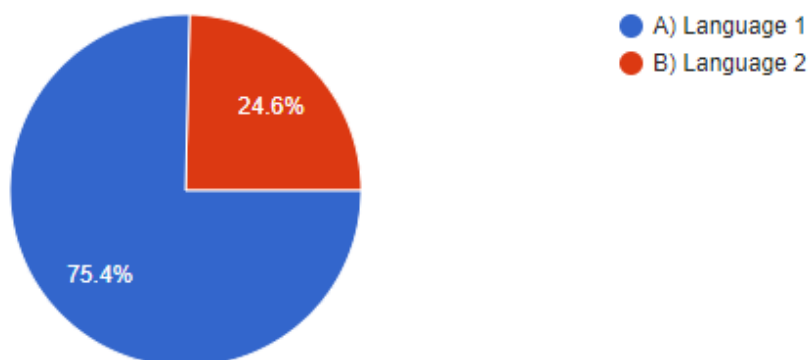


Figure 12. The total percentage of participants and their answers.

VII DISSCUSION

1. In the first question the participants were asked about the age they learned the second language. The majority said that they learned their second language at the age between 6 and 12. At this age children start going to schools, and in Ulcinj schools are mixed with Albanians and Montenegrins. Being in this environment made Albanian children learn their second language at a very young age, since they had an everyday contact with people from a different culture. It is also the age where one starts to understand and comprehend more and every little information from a different language is used to further expand their knowledge and communicate with people. Albanian children in Ulcinj also had Montenegrin as an obligatory subject from the second grade. Being obligated to follow a language learning class is more likely to obligate one into learning that language. More than 22% said that they learned a second language below the age of five, meaning they learned it within their household, from the TV or from the internet. Another way of learning this language may have been by being in contact with different people, for example in the neighborhood, at the store and other places. The minority said that they learned the second language in their teen years and added that it was more of a necessity, and they felt left out if they did not know the language. Being left out usually makes a person want to try harder and do what is necessary to fit in. Also having in mind that a different language is essential it does not leave a lot of space for choosing between learning the language or not.

2. The second question is a yes or no question. Being raised in a country where one's first language is not the official language of the country, and it is actually spoken by the minority, children feel pressured into learning the official language. Parents may also push children into learning the language because it is very hard living in a country and not speaking the official language. 63.4% of the participants said that the reason they are bilingual had to do with the fact that their L1 is spoken by a minority, so it was not a choice for them to learn a second language while growing up, but it was more of an obligation. While 36.6% actually said that it did not have to do with the fact that another language was the official language of the country but because they were very exposed to the language, and they did not have a choice but learn it, unconsciously. For them, learning a language came in a natural way without trying to learn it and often they were not aware that just by being in contact with that language they will eventually learn the language. Looking at the answers I came to the conclusion that even with the participants that voted no, learning a second language still had to do with the fact that another language is spoken in the country because they were exposed to it all the time, and actually learning it did not feel like a chore, but it just came naturally, but for some people learning a new language is harder.

3. The third question is an open ended question. The participants had to share some advantages they have being bilingual. 29% of the participants said that the biggest advantage they had by being bilingual is the opportunity to communicate with different people, not just with people from their own culture. Being bilingual expands their chances in meeting new people and making new friends. By being bilingual and communicating with different people helped them make their L2

even more fluent but also helped them in understanding different cultures better. By getting to know different cultures people become more open minded and accept there are different ways of thinking. 19% of the participants said that being bilingual helped them with different job opportunities, because nowadays different language speaking is a huge plus in developing your career. Knowing two or more languages boosts the chances of getting a job amongst the group of other candidates that may have similar abilities but are monolingual. 16% of the participants said that being bilingual has had a positive influence in their brain, it improved their multitasking and also helped them think outside the box, also it helped them gain vocabulary in both languages because if a word was missing in one language they would find an equivalent in the other language and fulfill the gaps they have in the language. Learning a second or third language helps develop new areas of the brain which makes focus easier. Different participants said that being bilingual or trilingual made their traveling a lot easier. Knowing the local language when travelling, especially English gives one significantly more freedom and opportunity to explore and have an easier time while travelling. A small number also said that bilingualism was the main reason for them understanding and respecting other cultures more. People that deal with different cultures start to understand their own culture more. Culture brings people together. Getting to know a culture is very interesting, and while one is in the process of learning about a culture it can come into contact with similar things that their own culture has as well.

4. In the fourth question the participants were asked whether bilingualism helped them in third language acquisition. Most of them agreed that being bilingual helped them in third language

acquisition. People who acquired two languages can master a third language easier than people who are fluent in only one language. While learning your first language, you discover which methods work best for you. With every new language that is learned it gets easier because it generates a better understanding of how to learn a language. Others stayed neutral to this statement and some disagreed saying that it does not matter how many languages you know when you try to learn a new one. Every language has its own difficulties and some might think that every language is different, therefore, it is not important if you know how to speak multiple languages or not.

5. The fifth question asked if students encounter any problems in third language acquisition. 50 responded where 43 said no and 7 said yes. Those that said no had to skip to question seven. While those that said yes had to elaborate in question 6.

6. The six question is connected to the fifth one, 7 participants agreed that they have had some difficulties while learning L3. They elaborated on this question. Some of them explained how while they were learning a new language they lost vocabulary in both L1 and L2 because they were focused on learning and improving their L3. This can be considered as a 'side effect' of language learning. Bilinguals experience the tip of the tongue phenomenon more than monolinguals. The tip of the tongue phenomenon means not being able to remember a word from your memory. Because of the representation of words in different languages bilinguals or multilinguals have more difficulties recalling words. Others said that it was difficult to memorize

a lot of words and knowing them in three languages. Some said that the most difficult part about acquiring the third language was the fact that each language has its own grammar rules. Having in mind that languages are different it is normal for grammar rules to be different as well. Knowing the grammar rules for each language perfectly without messing them up can be a challenge for every bilingual that is acquiring a third language.

7. Being bilingual and using one language more than the other, one becomes more fluent in the dominant language and starts losing vocabulary in the other. This all happens based on the fact if you use the second language and if you are exposed to it. Bilinguals start to forget their first language due to lack of use. Rarely using one of the languages, it can start to fade away. We all know that our first language (L1) has an impact on how we learn other languages, but we do not always expect our second language (L2) to play a part in how we acquire L3. When learning a different language the same thing happens. While trying to learn a new language one is affected by the languages they already know. Depending on the exposure and the level of usage of each language it results in losing vocabulary in the first and second language because people are more concentrated in learning the third language. Going back and forth from not using the same language all the time has the languages battling it out in your head to find the right word for that particular social context. It was added by the participants that they do not consider it losing vocabulary but more mixing vocabulary. For instance, if there are two bilinguals that speak the same language, for example, Albanian and English they will mix those two languages together while speaking with each other. The brain most of the time picks words from the native language or the stronger

language, therefore no matter what language you are speaking if you are with another bilingual that speaks the same languages as you there will be a lot of mixing between languages. The participants did not mention that they mix between three languages, they stated that mixing usually happens between two languages.

8. Question 8 had to do with culture. We as humans are all born in a particular culture. We learn the traditions, we respect the traditions, and therefore we respect the culture. Culture refers to a collection of people's qualities and knowledge, which includes language, religion, food, social habits, music etc. This means that people in the same culture mostly share the same language and the same religion, the food, different social habits and taste in music and art. There are different cultures around the world. What may be appropriate in one culture may be very inappropriate in another culture. That is the way we as people have to be knowledgeable when it comes to our interactions with other cultures. 81.3% of the participants said that being bilingual helped them respect other cultures more. The first seven years of a child's life is when a child's belief system is formed. Learning a new language helps in becoming more conscious of cultural differences, as well as comprehending why they exist and the need of respecting different cultures. Learning a second language broadens cultural awareness and provides insight into how other people view the world. The way people see the world is shaped by the language they use. Therefore using different languages helps see the world in different ways and respecting other ways and understanding that there is no better way and that every culture is unique.

9. Question number nine was about language proficiency. The participants were asked in which language they are more proficient. 31 of the participants (43.7%) said equally, meaning that they are fluent in both languages, and they do not think that they are more fluent in one language than the other. This can be due to the fact that they speak both languages all the time, therefore, the transition from one language to the other is easy. While 33 of the participants said that they are more proficient in the first language, that is (46.3%) of the participants. This can be because the first language or the native language is the language that is spoken mostly, for example with their family, also with friends, therefore, it is normal that bilinguals are more fluent in L1. But it does not always mean that one's stronger language is L1. This depends on how often you use both languages. For example if you moved to a different country where L2 is spoken more that means that eventually that language will become your stronger language. But if one is bilingual and is mostly surrounded by L1, it is normal that L1 is the stronger language because it is used more and it is learned from childhood. 7 of the participants said that they are more fluent in L2 (9.9%). The reason for this can be that they speak L2 more than L1 and are more exposed to L2, and by being exposed to one language more than the other one it is normal that you start speaking it more fluently.

10. The last question was about translation, how the participants translate in their heads, and what language they refer to. There is a way that people that know more than one language refer to:

1. External Input: Secondary language

2. In my head: Translating word by word of the secondary language to English

3. In my head: Rearranging into English sentences
4. In my head: Forming a reply in English (for the meaning)
5. In my head: Translate the reply
6. Output: Reply in secondary language

Therefore, this might not be the same for everyone but based on the results and based on myself this is one of the ways that bilinguals translate language. The difference in these results was very clear. 52 (72.4%) participants said that they translate in their L1, because this comes more naturally, therefore you do not need to force anything. Also, while translating in L1 you feel more confident. While 17 (24.6%) of the participants said that they translate in L2 again this can be because L2 becomes more dominant for them, and they are more open and expressed in that language because in real life they are more exposed to it too. As stated in the questionnaire by the participants they do not usually mix the three languages, the mixing and the translation happened between two languages. When referring to translation from L3 to L1 is the same procedure but when translating from L3 to L2 words from L1 come in the way. Yet again as mentioned a lot of times the mixing usually happens between the stronger languages.

The results that I got from the questionnaire were more or less how I expected them to be. But still one has to keep in mind that every person is different and a language is a skill and for some it is easier and for some harder. Also at the end the participants could add anything that they wanted. Some of them said that some questions made them think because they were questions that they

never thought of before. Others said that answering the questionnaire made them reanalyze their language fluency and be aware of how much they mix languages.

VIII CONCLUSION AND LIMITATIONS

Being bilingual has its own advantages. Bilingualism improves cognitive capacities, and bilinguals are more creative and adaptable. They are more open-minded, and find it easier to focus on multiple things at the same time. Bilinguals have a better executive function, which allows them to transition between tasks more easily, as well as a more efficient monitoring system and greater cognitive capacity (Nyma, 2020). Bilingualism has other advantages that were stated throughout the thesis, one of them is being in contact with another culture. Culture is a way of life for a group of people; the behaviors, beliefs, values, and symbols that they accept without question and pass down from generation to generation through communication and imitation (Li & Karakowski, 2001). Learning about how native people live and speak can help one get through the difficult process of learning a language since it gives it a human touch, rather than just books, grammar, and vocabulary.

There are different ways one can learn a language. Language learning can happen inside and outside the classroom. In the classroom, students acquire language by interacting with one another in the target language (Hall & Verpaetse, 2014). For a language learner to be successful and learn

the target language they must find what works best for them. There are different ways and methods language can be learned outside the classroom as well. One of the reasons why the majority of language acquisition occurs outside of the classroom is that people do the most of their thinking, processing, and practicing outside of the classroom. The majority of one's identity as a user of that specific language is formed via experience.

Third language acquisition can be easy for some and hard for others. Bilingualism has an impact on third language acquisition. While learning a second language, one discovers which methods work best for them. Learning a new language becomes easier as one gains a better understanding of how to learn a language. Bilingual people have trained their brains to acquire new languages, making it easier to learn other languages once the first and second language is mastered. Despite the fact that bilingualism has helped them acquire other languages, some of the participants mentioned some of the side effects, which were; losing vocabulary, not recalling words, the difficulties in learning grammar rules which are different for every language etc.

The results of the study showed that language learning is not always optional, sometimes one has to learn a second or a third language because of where they live, their school, job, friends and family. According to the results gained from this study, I came to the conclusion that people who are fluent in two languages have an easier time learning a third language than those who are only fluent in one. By learning a second language one learns the strategies that work best for them and applies them in third language acquisition.

Even though the impact of bilingualism in third language acquisition is mostly positive there are some negative impacts that bilingualism has in third language acquisition. The results gained from this study show that due to the lack of use, bilinguals begin to lose their native or second language.

Because people are more focused on learning the third language, depending on their exposure and level of usage of each language, they lose vocabulary in the first and second languages. Going back and forth between languages all of the time causes the languages in one's head to compete for the proper words for that specific social circumstance.

Every study has limitations that can arise as a result of various constraints that can have an impact on the study's overall results or findings in one way or another. One of the drawbacks of this study was that the questionnaire had to be administered online because of the situation that Covid-19 created. Also due to Covid-19 it was impossible to find a larger number of participants. In future studies, I would advise to find a larger number of participants so it could lead to a bigger perspective.

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