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The Importance of Language, Memory and Bilingualism in Language Acquisition

Isa Spahiu, PhD, Yildiray Cevik, PhD
International Balkan University, Skopje, Macedonia
i.spahiu@yahoo.com, cevikyildiray@yahoo.com

Abstract
The process of *learning to speak* (language) is one of the most important things of early childhood. Within some months, children move from saying single words to longer sentences and from a small vocabulary to one that grows by six new words per day. Language is our main, principal mean of communication. Language tools mean a lot, new opportunities for social understanding, for learning about the world, and for sharing experiences, needs and pleasures. On the other hand, in order to understand how we learn, it is first necessary to understand something about how do we think. Without a good *memory* language learning would simply be impossible and as a result humans development as well. Memory is undoubtedly one of the most important concepts in remembering things, in learning, because, simply, if things are not remembered, learning cannot take place.
Keywords: memory, bilingualism, language acquisition, L1, and L2.

Introduction

Human beings inherit the ability to speak, but they do not inherit the ability to speak a particular language. Thus, a child learns to speak the language of those who bring it up from infancy that in most of cases are his/her own parents. But we are all aware that one's first language is acquired from the environment and from learning. The learning of a second language is quite a different matter. Except in case where the child's parents are bilingual, or from different linguistic backgrounds, learning a second language becomes a deliberate or imposed activity on the child by social, political or religious factors acting upon him. Thus, generally, the person who is able to
There are no sources in the current document**.** Speak two languages like Albanian and Macedonian is said to be bilingual.

1. Language

1.1 What is language?

The main key factor of human developmental process that distinguishes (sets apart) human beings from animals is undoubtedly *language*. It is in fact a very broad term to discuss. Through language in a way we reflect ourselves, and that's one of the reasons why it is very important and essential in every aspect of our lives.
In other words, language somehow shapes our thoughts and emotions and determines our perception of reality. It has become a major tool of communication between different countries, groups, cultures, various companies and organizations, communities and friends.
As we all know, we use language to communicate with each other, to express our feelings, to ask something, to express our thoughts and stuff like that.
The importance and significance of language in humans´ lives is enormously high. It is not limited to just being a means through which we communicate our thoughts and feelings to others, but has also become a tool for multiculturalism as well as economic relationships.
In the developmental process of a child, language plays a very significant role as it is connected with various aspects of a children's growth. We are all aware that a baby is born without language, but even without a special or formal training, by the age of four-five, the child is able to say several words and grammar of a particular language. This is an inherited human ability (tendency), which is very important for children's further growth. Any discrepancy noticed in learning a language at such an early stage may indicate certain illnesses in a child.

1.2 Language acquisition and its importance in human development

The process of learning a particular language is directly related to a kind of emotional development. (Garcia M, 2007). For example, a baby looking at his/her parent's face is responded by cooing and some words indicating love by his/her parents. This is recorded in the baby's mind and when he becomes older, he begins to use language in order to express his emotions/feelings as well.
There have been made several studies and researches regarding the importance of language in the development of human beings, what kind of role plays the same in our lives, and except the "theory" of being used as the main tool of communication between people, why and how do we use it.

1. People may use language *to induce an action in other people*. (Gardner, H, 1987). But what does this mean? The best instance would include a child asking his/her parent to hand him or her a toy that somewhere high and he/she cannot touch and take himself/herself or a teacher asking his/her students to hand him the tests.

2. Language is also used as *a tool by one person to help that particular person remember things*. Thus, language somehow expands the cognitive abilities that are already present in human brain. For instance, a child might not be able to remember how many days a week has, but by learning the rhyme of a short poem concerning the days of the week, he/she will easily be able to store those facts in the memory.
3. Another use of language might involve *the transfer of information, experience or knowledge from one individual to another*. (Gardner, H, 1987). For instance, a parent teaching his child how to wear his pants and the teacher giving a lecture on a particular topic are both using a language to share their knowledge/information with another individual? It is this kind of use of language that may lead to cultural evolution.
4. The fourth use of language is to discuss about that particular language itself, or in other words *to use language to reflect upon language*. (Gardner, H, 1987). A good example in this case would be a child asking his mother what the word "want" means and a linguist examining the syntactic rules of various languages. According to Gardner, this kind of use of language is also called "metalinguistic analysis". Gardner acknowledges the wide variety of ways in which we use language, but he believes that they all fit into one of these four categories.

Another well known linguist who discussed the use of language in more general terms than Gardner is *Andy Clark*. In his book entitled "Being There: Putting Brain, Body, and World Together Again", Andy Clark agrees that language is not only a tool for communicating thoughts or ideas. According to him, language is also a tool that was created for use by humans, just as is a pair of scissors. "Just as scissors enable us to exploit our basic manipulative capacities to fulfil new ends, language enables us to exploit our basic cognitive capacities of pattern recognition and transformation in ways that reach out to new behavioural and intellectual horizons" (193-194). This means that, scissors have the manipulating abilities of people hands and use them to produce a skill that normally could not be accomplished by a human being: in other words, cutting a fairly straight line with a piece of paper. Like these scissors, language takes human abilities that already exist-this time we have to deal with cognitive rather than manipulative in nature, and expounds upon these in order to give this human a combination abilities that were not achievable by the individual (or the tool) alone (Clark 193-194).

However, there is a general agreement on the importance of language in individuals' cognition, and even in the multiple ways we use this necessary skill. The unique ability to use language sets human beings apart from animals, at least partly, for the uniqueness of human cognitive profile. We would definitely be a very different species if it wasn't for this "awesome" skill.

1.3 Human language and its uniqueness

What makes us consider human language unique?

Language is in fact unique in comparison to other forms of communication, such as the ones used by animals. Communication systems used by other animals or other non-human beings are called closed systems that consist of a closed number of possible things that can be expressed.

In contrast, human language is open and productive system, meaning that it allows people to produce an infinite set of utterances from a finite set of elements, and to create new words and sentences. We can do this because human language is based on a dual code, (Sadoski M. & Paivio A, 2001) where a finite number of meaningless elements (e.g. sounds, letters or gestures) can be combined to form units of meaning (words and sentences). Moreover, the symbols and grammatical rules of a particular language are arbitrary, which means that the system may be acquired only through social interaction. On the other hand, systems of communication used by animals, can only express a finite number of utterances that are genetically transmitted.

While some animals might learn a big number of words and symbols, none of them would able to learn as many different signs as generally a 4 year old child knows, nor will any animal learn anything like the complex grammar a human being speaks/knows.

Human language also differs from animal communication systems in that they employ grammatical and semantic categories such as noun and verb, or present, past, and future to express complex meanings.

Regarding the meaning that it may convey and the cognitive operations that it builds on, human language is considered also unique for the fact that *it is able to refer to abstract concepts and to imaginary events*, as well as events that took place in the past or may happen in the future. This ability of referring to events that do not occur at the time or place as the speech event, is called *displacement*, (Chafe W, 1994) and while some animal communication systems can use displacement (such as the communication of bees that can communicate the location of sources of nectar that are out of sight), the degree to which it is used in human language is also considered unique.

1.4 Which are the main factors that influence language development?

In general terms, the two main (basic) factors that somehow influence language development are biological and environmental ones. (Traxcler M.J, 2012). In each of these primary categories, there are several factors that do

give their contribution to the development of a language.

Basic biological factor

In the biological category, many researchers claim that children are born with a kind of biological means (device) that enables them to understand the principles of a language. In other words, this means that language is programmed into the human brain. In this context, language development happens innately and is not influenced by other factors.

Genetic

Children (or in general people) who genetically have certain mental or physical disorders, have obstacles which directly influence their language development. (Traxcler M.J, (2012). For instance, children facing problems with their hearing, they will directly have problems with the pronunciation of particular words. In this kind of factor, we have also emotional and behavioral problems such as depression or anxiety which influence the language development of some people.

Exposure and Stimulation

Many studies have come to a conclusion that children who are exposed to more vocabulary and more complex grammatical structures develop faster their language then the others. In this point, stimulating activities and workshops that have to do with language also seem to influence language development.

Opportunities for usage

Some other researches think that the use of language is a more influential factor compared to biological one or exposure. Their views might be initiated from the fact that children who are listened to and prompted with stimulating questions to speak often develop their own language skills faster than those that do not use language so often. A good example in this case would be the baby of a family who seldom needs to speak as his/her own older siblings speak for them. This influences language development a lot and often delays the natural development of children.

2. Memory

2.1 Definition

One crucial and very important factor in language learning and human development is *memory*. In order to understand how we learn, it is first necessary to understand something about how do we think. Intelligence is considered as being fundamentally memory-based process. Learning on the other hand means the dynamic modification of memory.

The term *memory* refers to a set of cognitive abilities through which we obtain information and reassemble mentally past experiences. (Kellogg R.T, 2003). It is in fact like a source of knowledge and at the same time a key aspect of personal identity.

Without a good memory language learning would simply be impossible and as a result, one´s development as well. Memory is undoubtedly one of the most important concepts in remembering things, in learning, because, simply, if things are not remembered, learning cannot take place at all.

Memory may also be analysed as an important part of what keeps society together, what shapes our culture, and what shapes us as individuals. Everything human beings know is part of our memory: all our past experiences, all we have done.

2.2 Types of memory

Memory is the term given to those structures and processes that are involved in the storage and subsequent retrieval information. It is essential to all our lives. Without a memory of the past, we cannot operate in the present or think about the future.

In a psychologist point of view, the term memory covers three important aspects of information processing: (Kellogg R.T, 2003).

- Encoding
- Storage
- Retrieval

Encoding and Memory

When particular information comes into our memory system, it needs indeed to be changed into such a form that our system can cope with, and in this way the same may be stored. For example the case of exchanging money into a different currency when one travels from one country to another. Or the case where a word which is seen (on the blackboard) might be stored if it is changed (encoded) into a sound or a meaning (semantic point of view).

There are three main ways in which information can be encoded (changed):

1. Visual way (through pictures)
2. Acoustic one (sounds)
3. Semantic (through meaning)

For instance, how people remember a telephone number they have looked up in the phone book? If you see it then you are using visual coding, but if you are repeating it to yourself you are using acoustic coding (by sound).

Literature suggests that this is the so called principle coding system in short term memory (STM) is acoustic coding. (Kellogg R.T, 2003). The case where a person is presented with a list of numbers and letters, he/she will try to hold them in STM by rehearsing them (verbally, of course). *Rehearsal* is considered as a verbal process regardless of whether the list of items is given or presented acoustically (someone reads them out), or visually (on a list or paper).

The so called principle encoding system in long term memory (LTM) appears to be semantic coding (meaning). (Kellogg R.T, 2003). However, information in LTM can also be coded both visually and acoustically.

Storage and Memory

This aspect of information processing concerns the nature of memory stores, in other words where the particular information is stored, how long the memory lasts for (its duration), how much can be stored at any time (the capacity) and what kind of information do we held. The way how we store information affects the way how we retrieve the same. There has been a significant amount of research regarding the differences between Short Term Memory (STM) and Long Term Memory (LTM).

Most of adults may store 5 to 9 things (items) in their short-term memory.(Miller 175-176). Miller put this idea forward and he called it the magic number 7. He though that short-term memory capacity was 7 (plus or minus 2) items because it only had a certain number of "slots" in which items could be stored. However, Miller didn't specify the amount of information that can be held in each slot. Indeed, if we can "chunk" information together we can store a lot more information in our short-term memory. In contrast the capacity of LTM is thought to be unlimited.

Information can only be stored for a brief duration in STM (0-30 seconds), but LTM can last a lifetime.

Retrieval and Memory

This refers to getting information out storage. If we can't remember something, it may be because we are unable to retrieve it. When we are asked to retrieve something from memory, the differences between STM and LTM become very clear.

STM is stored and retrieved sequentially. (Kellogg R.T, 2003). For example, if a group of participants are given a list of words to remember, and then asked to recall the fourth word on the list, participants go through the list in the order they heard it in order to retrieve the information.

LTM is stored and retrieved by association. (Kellogg R.T, 2003). This is why you can remember what you went upstairs for if you go back to the room where you first thought about it.

Organizing information can help aid retrieval. You can organize information in sequences (such as alphabetically, by size or by time). Imagine a patient being discharged form hospital whose treatment involved taking various pills at various times, changing their dressing and doing exercises. If the doctor gives these instructions in the order which they must be carried out throughout the day (in sequence of time), this will help the patient remember them.

A number of theories of memory are based on the assumption that there are three kinds of memory: *sensory memory, short-term memory* and *long-term one.* (Pastorino E.E. 2010).

Sensory memory is a storage system that holds information in a relatively unprocessed form for fractions of a second after the physical stimulus is no longer available. It has been suggested (e.g. Baddeley,1988) that one function of this kind of storage is to allow information from successive eye-fixations to last for a long enough time to be integrated and so to give continuity to our visual environment. For example, if you move a lighted sparkler rapidly round in a sweeping arc, you will 'see' a circle of sparkling light. This is because the trace from the point of the sparkler is momentarily left behind. However, if you move the sparkler slowly, only a partial circle will be seen because the first part of the circumference will have laded by the time the sparkler gets back to its starting point.

Similarly, if you watch a film, your conscious experience is of a continuous visual scene in which all of the action appears to be moving smoothly. In fact, the film is actually being presented as a rapid series of frozen images interspersed by fleeting moments of darkness. In order to make sense of it, your sensory store has to hold the information from one frame of film until the next is presented. These everyday examples seem to suggest that we are capable of storing visual images for very brief periods. It is assumed that we have separate sensory stores for all the senses.

Short-term memory (STM) is a system for storing information for brief periods of time. Some researchers (e.g. Atkinson and Shiffrin, 1968) see STM simply as a temporary storage depot for incoming information.

3. Bilingualism

3.1. What is bilingualism?

According to 'The Free Dictionary' by Farlex, bilingualism is:

a. The ability to speak two languages
b. The use of two languages

According to Valdez & Figueora (1994), in its simplest form, bilingualism is defined as 'knowing' two languages. Still, the term 'knowing' is controversial because some bilinguals may be proficient in both languages while the others may have a dominant or preferred language. Researchers suggest that native-like proficiency in both languages, referred to as "true" bilingualism, is rare. (Grosjean, 1982). Generally, the person who is able to speak two languages, like Albanian and Macedonian, or Chinese and Japanese, is called *bilingual*. Nowadays we can find bilinguals in every corner because of different factors influencing bilingualism. But, when a person is truly a bilingual? There are people who can write and read a second language fluently but cannot communicate in that language. On the other hand there are some others that can communicate in a second language fluently but are not able to use its written mode. All this issue represents a complex matter in bilingualism as a result of language which can be acquired through a variety of modalities like: sound (speech), visual motion (signs) and sight (writing). Consequently, we can say that a person is bilingual if he or she knows (1) two languages in the same modality, for example, two speech-based languages such as spoken English and spoken German, or, two sign-based languages such as American Sign Language and Japanese Sign Language, or (2) two languages based on different modalities, e.g. spoken German and American Sign Language, or, spoken French and written Sanskrit. (Steinberg, D.D. & Sciarini, N.V. 2006).

3.2. How do people become bilingual?

People may become bilingual either by learning a second language after acquiring the first language or by acquiring two languages at the same time in childhood.

A lot of bilingual people grow up speaking two languages. Best example for this would be the children of Albanian immigrants though out Europe or even in America. Often these children grow up speaking their parents' native language (respectively Albanian) in their childhood home while speaking German or English (depending on the country where they have migrated) at school. On the other hand, many bilinguals are not immigrants; teachers of any foreign language in Macedonia, including English of course, would be a suitable example for this one. It is not uncommon for us (teachers) to speak English at school or work and another language, in this case Albanian, at home. Children can also become bilingual if their parents speak more than one language to them, or some other important people in their life; such as grandparents or babysitters, who speak to them consistently in another language. Semi-Turkish families in our regions would represent this case better, when the grandparents speak to their grandchildren in Turkish, while they are taught Albanian by their parents and educated Albanian at school. There are cases when children are grown up in families in which each parent speaks a different language; meaning that *one-parent/one-language strategy* is used. In that case, the children may learn to speak to each parent in that parents' language. For example, if child's father is an Albanian, he will speak to the child in Albanian; consequently the child will communicate with the father only in Albanian. If child's mother is Macedonian, she will speak to the child only in Macedonian; consequently the child will communicate with his or her mother in Macedonian. Interesting is the fact that the child will almost never mix the two exposed languages with both of parents. Shortly, a young child who is regularly exposed to two languages from an early age will most probably become a fluent native speaker of both languages. The exposure must involve interaction; a child growing up in an Albanian-speaking family who is exposed to Turkish only through Turkish-language television won't become a Turkish – Albanian bilingual, but a child who is regularly spoken to both in Albanian and Turkish will.

It is also possible to learn a second language some time after early childhood, but the older you get; the harder it is to learn to speak a new language as well as a native speaker. Linguists believe there is a 'critical period' (Krashen, S. D. 1975) (lasting roughly from birth until puberty) during which a child can easily acquire any language that he or she is regularly exposed to. Under this view, the structure of the brain changes at puberty, and after that it becomes harder to learn a new language. This means that it is much easier to learn a second language during childhood than as an adult.

3.3. Is it hard for a child to acquire two languages at once?

There is no evidence to suggest that it is easier for a child to acquire one language than to acquire two languages. As long as people are regularly speaking with the child in both languages, the child will acquire them both easily. A child doesn't have to be a genius or have any extra - ordinary language ability to become a bilingual; as long as the child is exposed to two languages throughout early childhood, he or she will acquire them both.

Some people are concerned with the child's process of learning more than one language at a time. They think that this process is bad for the child, but according to some linguists nothing could be further from the truth. Actually, there are a lot of advantages to knowing more than one language. Firstly, many linguists consider that knowing a second language in fact is beneficial for the child's cognitive development. Secondly, if the child comes from a family that has recently immigrated to a 'new' country the family may speak a language other than

the language of that country at home and may still have strong ties to their ethnic roots. For example, Albanians that have immigrated to Germany undoubtedly use Albanian in everyday communication because of their origin and identity, but they for sure use German at school and at work. In this case, the child being able to speak the language of the family national convention may be important for his or hers sense of cultural identity. To not be able to speak the family's language could make a child suffer inferiority and weakness with his or her own family; speaking the family's language gives the child a sense of identity and belonging. Thirdly, in an increasingly global marketplace, it is a benefit for anyone to know more than one language; A Lingua Franca is always needed. And finally, for people of any age or profession, knowing a second language encourages their cross – cultural awareness and understanding.

3.4. Levels of bilingualism

In a sociolinguistic point of view, bilingualism can be understood on two levels: *individual* and *societal*. (Cenoz, L. & Jessner, U, 2010)

Discussions about individual bilingualism use the individual person as a reference point and usually focus on characteristics such as age of acquisition, level of attainment, language dominance, and ability. Often, these characteristics are largely removed from their broader social context and do not take the terminology community into account.

'Societal bilingualism' (Wodak, R,. Johnstone, B. & Kerswill, P. 2011) is a broad term used to refer to any kind of bilingualism or multilingualism at a level of social organization beyond the individual or nuclear family. By this definition, almost every country of the world has some level of 'societal bilingualism'. Societal bilingualism by no means implies that every individual in the society in question is bilingual. As Romaine points out (2005), 'bilingual individuals may belong to communities of various sizes and types, and they interact in many kinds of networks within communities, not all of which may function bilingually'. An example of societal bilingualism is the accessibility of newspapers and other print media in more than one language

In many countries nearly everybody is bilingual or multilingual. In parts of India for example, a small child usually knows several languages. In many European countries, children are encouraged to learn a second language – usually English. While in the U.S. is quite unusual its citizens to speak a second language, and they are rarely encouraged to become fluent in any other language.

There are many factors that influence societal bilingualism. I will mention only three of them;

1. *Education and international schools as innovation* – teaching process in ordinary schools includes a second even a third language, while in international schools the whole teaching process is done in English (English is not the first neither the native language of students);
2. *Globalization* – trade, marketplace, business, technology; European Union (which uses English and French as two parallel languages in organizations and assemblies)
3. *Colonization* – India is a typical example of a community that is bilingual as result of the English colonization; nowadays in India you can find a mix of English and Hindu;

3.5. First – language and second – language relations and the transfer effect

Relations between first – language and second – language are not always the same. They depend on their genesis. For example, French and English both belong to the Germanic family of languages and for this reason you can find to many similarities between them. These two languages have in common the position of the article, gender, obligatory marking of nouns for plurality, and similar syntactic structures. (Steinberg, D.D. & Sciarini, N.V. 2006). Also another significant similarity is in terms of vocabulary. Because of the borrowing process you can find the same words in English and French languages, e.g . vocabulary / vocabularie, similarity / similarite, difference / difference, monumental / monumentale, comparison / comparison, etc. (Steinberg, D.D. & Sciarini, N.V. 2006). As we can see, the similarity between these two languages is immense. For this reason, learning French as a second –language when you already know English is much easier if you learn Japanese as a second – language. English is better related with French than with Japanese.

Learning Japanese as a second – language when you already know English, English definitely won't facilitate your job. The first distinction is the writing system; English uses the Roman type of alphabet while Japanese uses Chinese characters, then, the syntax is completely different; in English we have S – P – O word order, in Japanese they have S – O – P(V). For this reason, the higher the similarity between two languages is, the faster the learning will be.

On the other hand, the relation between the two languages may cause another so – problem '*code switching'* (Steinberg, D.D. & Sciarini, N.V. 2006). Code switching happens with children or adults when the relation between the first and the second language is high. Because of this relation the child or the adult may not think of a word in one language and then he or she uses a phrase from the second language while speaking in the first one.

3.6. How to teach the reading of two languages?

We had examples with bilingual families and the way they teach their children how to learn two languages at the same time (simultaneously) or when they learn a second language after the first one is already acquired

(sequential). But what happens when the child comes to the phase of learning the writing/reading process? Can a child learn two different writing systems at the same time?

Psycholinguists suggest that the teaching of the reading process to be done sequentially, with the second language following the first after a year or two. (Steinberg, D.D. & Sciarini, N.V. 2006). If parents use one – person/one – language strategy, it will be beneficial for the child the same strategy to continue in the reading process; if the father taught him to speak English, he should teach him how to read in English, and if the mother taught him to speak Albanian, then the mother should teach the child how to read in Albanian.

The simultaneous teaching of reading is not advisable, not just because of the risk of the child confusing the writing systems, but because the parents would be greatly burdened. (Steinberg, D.D. & Sciarini, N.V. 2006).

It is recommended that the language to be learned first is the one that is most important for the child's welfare. (Steinberg, D.D. & Sciarini, N.V. 2006). Consequently, it should be the language that is used in the community and in school. After learning the first language, it won't be difficult for the child to learn a second language and its writing and reading process.

3.7. Why bilinguals are smarter?

Speaking two or more languages instead of one of course has its benefits, especially in this increasingly globalized world. Business, technology, politics, science, and all other fields of life and society require a second even a third language. This second language gives you the chance to communicate and be in touch with a wider range of people. For this reason, bilinguals seem to have superiority over monolinguals, and turns out that they are smarter.

Before, bilingualism or the second language is seen only as interference in child's intellectual development. Psycholinguists were right about the interference, but they did not realize that this interference forces the brain to resolve internal conflict which gives to the mind a workout that strengthens its cognitive muscles.

'Why does the tussle between two simultaneously active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage stemmed primarily from ability for *inhibition* that was honed by the exercise of suppressing one language system: this suppression, it was thought, would help train the bilingual mind to ignore distractions in other contexts. But that explanation increasingly appears to be inadequate, since studies have shown that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an ascending series of numbers scattered randomly on a page'. (Bhattacharjee, Y. 2012).

Nobody ever doubted the power of language. But who would have imagined that the words we hear and the sentences we speak might be leaving such a deep imprint? (Bhattacharjee, Y. 2012).

3.8. Personality and bilingualism

It has been reported that when people change the language they change their attitudes also. A Czech proverb says: 'Learn a new language and get a new soul'. Seems like, the Czechs have right even though there is no real evidence that bilinguals suffer any more from mental disorders than monolinguals In fact, this change in personality is just a shift in behavior and attitude corresponding to a shift in situation or context, independent of language (Grosjean, 1994).

A bilingual will choose a language according to the situation and the environment. So, the change of the language, the attitude, and the behavior, even the change of feelings happens as a result of the environment. The major difference between a monolingual and a bilingual in this aspect is that when bilinguals shift languages, they shift cultures also whereas the monolinguals usually remain within the same culture. (Grosjean,1999).

4. Conclusion

The development of a human being is a complex process. It includes its physical construction and psychological maturity. Obviously the second one is way more difficult to be achieved and the same is based and depends on the skills and abilities of the person itself. It is a mixture of gained and born features which include values, beliefs, emotions and expression of all the above mentioned. We all know that the expression of their inner world and their knowledge (or the process of speaking) is a typical feature of human beings and the same distinguishes them from other creatures, but not everyone is familiar or understands the process that they themselves go through in order to achieve it. In this paper, we tried to describe and explain it in details in a psycholinguistic point of view. We focused our search on the importance of *language* as one and the best known way of expressing ourselves and communication, *memory* as the main factor of learning and remembering, and *bilingualism* as an advanced form of the both above mentioned things.

Language is the main mean of communication. It is the primary way of expressing our thoughts, ideas and emotions. Even though it looks like a simple natural process, the acquisition of a language takes time. Children are born without a language; they acquire it parallel with their growth. Interesting is the fact that without any particular training, a child at the age of four/five is able to say and remember several words and even construct some simple grammatical forms (of course the child is not aware of any grammatical form and construction at

that age). As the child grows up, the amount of words in his vocabulary enlarges. As a more mature person, he uses the language not only as a form of communication and 'a builder' of non-finite utterances, but also as an essential process of his cognitive operations which leads him to use language in its highest usage; to reflect upon language itself, a process that between linguists is known as 'meta-language'.

Memory on the other hand is the crucial factor of learning a language and more than that. It is the memory which enables us to obtain information and reassemble mentally past experiences. Memory helps us remembering things, and as a result of that learning too. Everything we know and remember from our past experiences is due to memory. So, better memory we have, easier would be the learning of a language and greater our development as a person. Through its three ways of processing information (*encoding, storage and retrieval*), *either short – time* or *long – time*, memory is the key factor that obtain all our information that will be used in the future for learning new things (languages) and going through past experiences and memories.

The third and last factor (discussed in this paper) in the development of a human being is bilingualism. Bilingualism is the ability of a person to speak two languages. This ability is either acquired in infancy or later. Learning two languages at a time may seem very difficult for an adult, but for a child it is a 'possible mission'. A child may be exposed to two languages within the family (two parents – two languages) and for this reason she/he will acquire both of them. The child will address to each parent in the language that the parent addresses the child (one – parent; one – language strategy). But, we have larger scale of bilingualism than *individual* or *family* bilingualism; that's *societal* bilingualism. It is a result of a big advanced progressive society which requires more skills and ways of expressing for being part of it. Being part of a 'world society' means to be able to speak to it. For this reason fluency in more than one language makes you more suitable in this globalized world, and the culture that a language brings with it empowers the bilinguals to shift not only between languages but also between cultures.

The development of a human being has no ending. The utterances that we can produce out of our vocabulary are endless. The greater our memory is, the easier will be the learning of a new language which would make us bilinguals. A bilingual means an intelligent, prepared and desirable citizen of the world.

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