The Salient Features of Twin Language Development

Peyman Rajabi¹, Bahman Amini²

¹ELT Dept, Malayer Branch, Islamic Azad University, Malayer, Iran.
²Malayer Branch, Islamic Azad University, Malayer, Iran.

*Corresponding Author: Peyman Rajabi (Email: paymanrajabie2002@yahoo.com)

Abstract

Multifarious studies indicated that twin language has some prominent features, evinced from the onset of life, as compared closely with single-born children. The current paper intends to illustrate the characteristics of twin language by taking account the following key issues:

- The effect of genetic or environmental factors on language acquisition (nature vs. nurture).
- Mother and other older siblings’ interaction to promote the extent of twin language (nurture).
- The rate of understanding and misunderstanding of twins’ speech.
- The phonology quality of twins.
- The language problems which school-age twins more likely encounter in elementary school.

This paper arrives at the conclusion that the growth of language acquisition, within twin children, in some suffers from lack of features of language aspects but in some other areas, the percentage of flaw is rare. This typically requires running some further research to expound the momentous issues of twin language due to generalizing without any problem. On genetic factors, linguistic discordant takes place but not in a way that leads to raze the construction of communication. In this respect, postnatal factors play crucial role to hamper to imping later language disorders. This lies on the roles of older siblings or parents, particularly mother, who are cognizant of their duties to pave the way for twins to procure language development with ease. Ascribing phonology deficit solely to twins but not on singletons is unfair and a sheer bias approach. Decoding of twin language sounds baffling in the rudimentary steps of interaction among children even the parents but this problem will be resolved by establishing situations to have more engagement with them. Determining commensurate plans by principles in schools, like social-action games and other cooperative activities pave the ground for the twins not to see merely one sibling on their side but variety of imitations, vocabularies of different social class, use of jargons and all aspects of expressive language.

Keywords: Genetic, Environment, Maternal speech, Phonology, Misunderstanding, School-age.

Twin Language Prominent Characteristics

Some language studies, from the beginning of the 20th century, which have run for children, bear the stamp of proof on dilatory rate of language development within twins as it compared with single-born children. Some put forward cogent reasons by administrating language competence tests and statistical analysis and they demonstrated that twin children scored less than single-born children. Making sound decision of twins, for both parents and educational authorities, seems indispensable and results of studies may clear the way in language development lag in rudimentary stages of primary school.

The Effect of Genetic Factors on Language Acquisition (Nature)

The current paper takes in to account some studies to review ins and outs of twin language development. It revolves around for
and against of salient features of twin language development like nature, nurture, phonology, decoding of twin speech and school-age trend.

**Genetic Influences**

Traits as well as behaviors of human being are determined by genes and some twin language studies verify this and provide details of language lag. The cases of problems are lucid between the twin children. As one of the twins, say, experiences an unpleasant disease, the identical pair most probably feels bad just akin to his/her sibling, too. For instance, diabetes may be diagnosed in a family which care must be exerted to hamper the rest of members to experience this disorder by doing regular exercise and watching out their diet in such conditions. Medical research of twins confirms that as one twin suffers from diabetes, unfortunately the other may have such problem, too so the chance is about one in two. Indeed, genetic signs of diabetes emerged, for the most part, in family particularly between them. Such evidence proves that heredity influences all of the traits and behaviors like nervousness, equanimity, depression, schizophrenia, gregariousness, reclusive, the color of eyes, height, weight, style of hair, cognitive flaws, technophile like using too much cellphone, technophobia i.e. fear towards technology use, marital status like early marriage or divorcing. One tenet on heredity of language is the maturationist view, which can be assigned to Chomsky, states that the principles are released or become available to the child at some genetically determined time. They could come quite early, like the ability to walk, or later, like puberty [1]. These attributes are tenable positions of nature and genetic advocates.

Some studies on twin language development provide data analysis and then the results of twin groups to espouse the notion that genetic plays much more significant role on their verbal competence. Stromswold, K [2] Reported that Results of twin studies clearly demonstrate that genetic factors play an important role in the rate of language acquisition and linguistic proficiency attained by normal and impaired children and adults. In addition, twins are more likely to suffer linguistic delays and impairments than singletons.

**Environmental Influences**

Nature is not the only linchpin alternative that may influence estimates of language delay development in twin children. If one of the identical twins is affected by trait, the probability that the other twin being affected relies on gene in certain environment. Some studies have frequently failed to take account of the fact that twins are in a number of respects a ‘special population, not necessarily representative of the population as a whole; certain logical difficulties may arise from attempts to estimate the genetic factors in the normal population from studies based on samples of twins who may be atypical in respect of the characteristic being studied [3].

Rutter et al [4] take in to account the nurture as a considerable criteria and they cite it is very telling in twin language development.” Because mild language delay is more frequent in twins than in singletons, and because there is no reason to suppose that this is due to genetic factors, it follows that the environmental influences on language development must be relatively greater in twins than in singletons”. Accordingly experiencing delay language is not an exclusive about twins rather single-born children may have such a kind of deficient, too.

Results of most studies confirm conservatively both nature and nurture. They assume them as inextricable processes. Conducted analyses of data from the Twins Early Development Study (TEDS) that address the question of how prematurity affects heritability estimates for verbal and non-verbal development. They found that genetic factors played a significant role in the verbal and non-verbal development of moderately preterm and full-term twins, accounting for between 18% and 32% of the variance, but that for very premature twins, the effect of shared environment completely overshadowed the effect of genetics [2].

It doesn't sound that prematurity or heredity does have direct influence on language delay. Instead, it is believed that environmental factors play vital role to pave the ground to develop the language particularly in twins and this seems very exigent as maternal speech aspects facilitate this significant role in verbal and non-verbal relationship.
Regarding studying of language development differences, for the most part, researchers dwell on delving in to the infant speech extension while paucity of research has been conducted to glean information on the quality of input provided for young twins.

**Mother and Other Older Siblings’ Interaction to Promote the Extent of Twin Language (Nurture)**

Interaction endowments of infants initiates by engendering some sounds to draw the attention of people, like parents and other siblings, to reciprocate with them. Oller [5] presents an analysis of infant speech production which occurs after the rudimentary drive i.e. crying that some linguistic and psychology scholars make an effort even to decode this natural phenomenon of infants .The way of crying indicates the onset of interaction with mother which the infant brings in to operation to ask mother to save him/her from unsatisfied conditions. Accordingly, this seminal step must not be deferred else it leads to language lag. Phonation, Goo and expansion are three stages of sound producing which occurs prior to babbling by which the infants indicate that they are not in emollient situations such as needing breastfeed or changing diaper.

Disparaging to reply to such uncomfortable sounds will be negative feedback on the base of articulation view. Remiss and careless feedback may happen as mother feels in a sense lethargic and listless due to only caring after a few weeks. It is probably intensified for twins as compared with singletons’ mother. For instance, Tomasello et al. [6] observed twin children acquiring their language at the age of nearly 1.5, mothers’ language encapsulated more function of controlling speech rather than giving further elucidation for particular questions raised by them.

At this stage of infant language development, it seems that mother’s speech and providing input play vital role to satisfy the need of infant for language expansion. The findings of earlier studies with toddler age twins, the maternal speech style was more directive and less infant-focused, were replicated in this prelinguistic period of infancy. Compared to mothers of singletons, mothers of twin used less infant-focused speech, were less responsive to their infants’ cue, and attributed less agency to their infants.

Mothers of twins also used fewer questions and requests but did not differ from mothers of singletons in their use of negatives and imperatives [7].

**Breast-Feeding and Providing Feedback**

As Ingram [1] asserted, Acquisition of language starts through following steps: First, since the mother will occasionally vocalize whilefeeding the infant, her vocalizations become associated with a primary drive (feeding). Since the infant’s vocalizations sound similar to the mother’s, they too acquire reinforcing properties. Further, the infant’s vocalizations will be reinforced or rewarded by the mother, especially if they sound like the mother’s. That is, the mother (or parents) will reward or encourage the infant to produce vocalizations like the adult language (e.g. ‘mama’, ‘papa’). This leads the infant to imitate actively the speech he hears.

Furthermore, paucity of time, particularly for twin mother may lead to atypical shortage of early diet while singleton receive great attention and much length of time to have circumlocution during breastfeeding. Perhaps most recent on the horizon of research in twin versus singleton development is consideration of potential differences in early diet, particularly the prevalence and longevity of breastfeeding. Breast milk is thought to contain important antibodies that help to protect infants from infections, as well as long-chain fatty acids that are important for infant brain development [8]. Consider if a twin mom is able to satisfy the exigent diet of infants?

So accentuation of devoting much more time to speak with infant twin by mother pacifies them and satisfies their speech drive. The related argument then is that twins, in comparison to singletons, are likely to receive less individualized language input from caregivers. The specific rationale differs somewhat across studies, with some focusing on the proposed tendency for caregivers to address twins as a unit rather than individuals being disadvantageous, and others suggesting that the stress of caring for multiples leads to language that is focused more on environmental control than social interaction [9]. Obviously, taking care of twins requires great attention and as like as
traditional family, a group of caregivers have to help mother but this is not achievable in a nuclear family or modern family. An extended family of some regions in Iran comes to the aid of twin mother not only to lessen exhaustion but also to provide much more input. The older children also in turn and periodically assist to expand language.

Maternal Preference
The other problem which amplifies the loss of linguistic input and the onerous condition of twin lies on preference. It will be a bane of language acquisition if twin mother gives preponderant attention for one of the twins due to, say, her/his beauty. If mothers prefer one twin to the other, they may provide more or better linguistic input to the preferred twin. Minde et al [10] reported that the majority of the mothers in their study of premature twins admitted to preferring one twin within 2 weeks after birth. In general, mothers preferred the healthier, heavier infant, and this preference was stable for at least 4 years[10]. In future, for this reason, the twins may be adopted to stick totally to the twins finds paucity opportunity to handle taking and giving linguistic feedback. The fact that we found no significant infant gender effect on maternal speech style is consistent with a review of the literature suggesting that gender effects on parents’ verbal interactions with children are less likely to be observed in laboratory versus naturalistic settings [12].

Maternal Education
Fenson et al. [13] reported that children with more educational mothers require language faster than those with less educated mothers. Mothers with higher education may study more about baby-caring and knows much more about nuts and bolts of nanny vocation. Mothers with more education may talk to their children more than those with less education and some studies have shown that children with more educated mothers acquire language faster than those with less educated mothers. However the seminal point lies on mother’s occupation which is constrained by time so that educated mother puts all her energy out of home so consider, is there any energy for interaction with twins!

Some studies have demonstrated that postnatal environment highly influences linguistic development. An erudite mother without any career, i.e. a housewife, pays dividends for twins although this is again an onerous responsibility. The twin of a literate mother knows well to nourish her twin’s linguistic competence in comparison with a mother who has not had formal education in university or is not cognizant about treating the infants. This is tremendously telling to extend syntax and vocabulary knowledge of twin children.

For instance, some researchers [14] cite that toddlers who achieve more linguistic input possess a large amount of vocabulary than those children who receive less input from their parents. In fact, the adults deal with the interaction by stylish words as they participate in interaction particularly within the other children this difference will be more tangible Hutten ocher et al., [15] do emphasize on making the children achieve much knowledge of complex syntax due to faster development of structure. More importantly the parents who provide less complex syntax for the twins, they also handle simple and idiot-proof structure.

Other studies have found that first born children have slightly larger vocabularies than later-born children [16] a finding usually attributed to first-born children receiving more adult linguistic input than later-born children. High socio-economic status paves the way for children to expand internal lexicon of children as the parents interact with their children [17]. It is thought that educated mothers handle much more circumlocution than those who have less education so that cognizant mother provides more related words of children games when she is playing with toys.
Older Siblings

Older siblings have greater influence on the language used by twins and it is considered the dominant issue. Accordingly, it differs, in some ways, from the twin mother’s speech. The role of older siblings sounds paramount so that they are the source of language development in a family due to concomitant with the speech of parents. They save mother’s neck in language acquisition for the following reasons: 1) older siblings, at the age of 3 to 6, provide some richer words for internal lexicon of twins because they hear copious items for some activities. 2) prepared games by older siblings will offer a competent word which is the part and parcel of vocabulary extension. The twin situation creates a unique interactional environment, where a career and the twins often form a communicative triad. According to Mogford [18]. The triadic twin situation could affect language development at least in two ways. Firstly, triadic twins may talk less because their closeness reduces the need for verbal development, opportunities, and interest in communicating with others. Secondly, the limited attention from parents providing care for both children causes parents not to be able to spend as much time with one child as parents of singletons.

The rate of Understanding and Misunderstanding of Twins’ Speech

Most of the siblings have ingenious communication to convey their ideas but arcane language of twins captures the eyes of public. Copious research has been conducted by linguists as well as psychologists to scrutinize this twin exclusive communication and a specific terminology that they coined for it is cryptophasia. It means a secret interaction which, somewhat, sounds onerous to discern fundamental opinions that takes place in a particular context by twins. Such interaction leads the scientists to have bilateral view on this issue: 1) It is a matter that sheds light on the way of linguists to demystify the origin of language and this seems really flabbergasted. 2) A conundrum that, in future, may forestall the twins to have language development.

Idiosyncratic Vocabulary of Twins

Twins make quandary communications which don’t look impeccable so that the public generally assume they are maverick rather than gregarious. So this attribute leads them to have a specific private language, that do they rarely participate in sociable communication, due to dissembling contact. Indeed, such a condition provokes them to go separate ways. A recent study of both a clinical and a general population sample of twins [19] found that retrospectively reported ‘private language’ was indeed associated with language impairment.

Twins make their own private speech by inventing idiosyncratic words. Even these words may be crept in to the conversational context of parents and other children and this occurs basically when they think they are independent of adults. Savic [20] suggested that twins may invent words which may then also become used by others in the environment. Savic speculated that the use of those invented words may persist because others in the environment use and reinforce them. In this study, the subjects used the iridiosyncratic vocabulary not only to interact with each other, but those words also became a means of communication with other family members. Thus, the twins may have received less appropriate adult verbal interaction at a time when more mature language forms should have been developing.

This feature of twin private speech makes them arrogate the communication for themselves because it is rife with baffling terms. Some studies noted that, later on, twins forsake such a kind of secret language as they grow up. At Observation 3, when the boys were 43 years old, expressive language skills and intelligibility improved greatly, yielding more data to analyze. The boys were no longer using their idiosyncratic vocabulary [21].

Simplification of Words

Generally speaking, babies select the words as they determine to produce them. They prefer to utilize some words which lack, in a sense, puzzling vowels and consonant sounds. Essentially, tackling early word production appears to be a blemish in their interaction because of eluding hard pronunciation of sounds. According to Clark [22], they fill the gap by three following strategies:

Substitution Some children compensate for their inability to voice stop consonants in final position by using a nasal consonant
after the stop at the same place of articulation, as in [dæn] for dad or by combining a nasal consonant with a voiceless stop, as in [pɪŋk] for pig or [bɛnt] for bed. Since voiced nasals like n or m are easier to produce in final position, they seem to offer a convenient way, early on, to maintain voicing at the appropriate place of articulation.

**Assimilation** Refers to the effect of sounds on those preceding or following them within a word or across word-boundaries. The commonest assimilation in young children’s productions is probably reduplication, where children simply repeat the syllable they are articulating, as in [baba] for bottle, [Kiki] for kitchen, or [dada] for daddy [1].

**Omissions** Children often omit the final consonant, or even final syllable if it is unstressed, in their early words. Examples like the following are very common: [ba] for ball, [ti] for kick, or [bu] for boot. Leopold also noted forms like [bu] for German Blumen and [pi] for Pipe.

So, ease in production may make the twins exaggerate these processes and by the same token, flaws emerge in their speech understanding. It seems that one of the basic causes of “cryptophasia“ started by twin children, relates to mispronunciation of words.

**Complex Syntax**

The other seminal issue that provokes the twins to have a secret speech relates to grammatical features of sentence articulation. The young children after one-word stage, naturally, initiates to handle inflectional morphemes, articles, propositions and pronouns. However, the prominent structural feature of twin language sounds, in a sense, abnormal because they don’t care about word order (SVO) as they communicate together. It is assumed that they skate over any flaws of syntax to grasp the whole meaning which they merely share between themselves. For example, negation appears at the end; like, (Mommy, I eat no) instead of saying (Mommy, I don’t eat).

**Telepathy**

The third point that appears in twin secret language and may hamper the people to get what the twins are speaking about lies on having the power of telepathy. Many people believe twins have special powers such as telepathy, feeling each other’s pain, and secret languages. It stimulates conversation, garners attention, is visually noticeable, and is questioned over and over… so as to try and open some door into a secret world. One sibling of the twin shares a special sense which the other twin realizes what is the intention or thought of his/her sister or brother and this is, indeed, the mysterious condition that other children may not possess it. Mogford [18] argued that there is a form of ordinary language reserved for intimate communication in which idiosyncrasy and inexplicitness are tolerated because both partners share the same assumptions and are familiar with the same ‘shorthand’ ways of putting things.

This phenomenon lets the twin to assess and browse feelings without approaching together or they may own the extra sensory perception to convey and get the meaning without any vocal production. Our understanding of ‘secret language’ remains limited, however. As Thorpe et al. [23] cited, Many studies lack precision in both the conceptualization and assessment of ‘secret language’, and its prevalence in twins has yet to be established. However, the phenomenon has not been studied in singletons, despite the fact that many parents report that their children can understand what each other says even when adults cannot.

**The Phonology Quality of Twins**

Multifarious studies have been conducted both to document the specific phonological features of children and detailed description of changes in the normal course of language development. Indeed, most of the results bear the stamp of proof that phonological varieties exist in the earliest development of language among twins, too [24]. However, as some results have demonstrated, linguistic variability within children in a sequence of time, bit by bit, will be in a narrow range. As it cited earlier, children deal with some phonological strategies like, preferring some sounds or avoiding articulation of sounds to accentuate the meaningful communication with others more straightforwardly.

Other studies have found that these strategies utilized effectively by children and then they suddenly or completely switch to correct pronunciation of words as their
language develops [1]. Probably the most obvious strategy used by the twins is selection/avoidance of certain sounds and words. The twins consistently refused to imitate, label, and answer questions. It is also interesting to note that phonetically, the twins’ idiosyncratic vocabulary consisted primarily of stops and nasals, only one word had a final consonant, and only one consonant cluster was used. Those words also primarily consisted of the CVCV syllable shape [21].

By the same token, some speech therapists foster twin’s mother to refine their phonology by taking in to account the sound procedure practicing. This encapsulates some techniques to reiterate the words in a stepwise fashion which includes CV, CVC, and CVCV syllable. They may skate over producing particular sounds as their speech develops, for instance, older twins manage to fend off CV syllable. Some studies reported, the twins were deleting final consonants when they grew up while others cannot disregard producing a consonant which appears at the end. Preisser et al. [25] observed that the twins were deleting final consonants more than 20% when they were about four years old. Accordingly, the children, very often, go through these processes by preferring, avoiding, assimilating, omitting and modifying the sounds until their phonological system becomes complete. Then uncommon pronunciation of the words gradually faded away while the twins continue their own specific phonological system and forsake with delay. It is assumed that their semantic processing of words in mind gets dominant over correct pronunciation.

The twins probably experience two phonological forms of lexical items: 1) Imitating the phonology from their parents or adults. 2) Continuing to present their twin’s form of pronunciation. Having competing phonological specifications for words might hinder the acquisition of knowledge about phonological rules that govern their native language and lead to some Mbc showing atypical patterns of speech errors [24]. In addition, the children may share the knowledge of vocabulary by joining in to social groups.

### Language Problems which School-Age Twins More Likely Encounter in Elementary School

Handful of research has demonstrated that majority of twin problems which are due to genetic or environment factor will be later evolved in the kindergarten and primary school. Indeed, they come across a situation that needs attention and needs to be dealt with in a way to reduce the later deleterious effects in educational settings. In this part, we deal with two paramount issues that may be, in a sense, conundrum to solve them but they may be controlled by manipulating the conducive suggestions identified by results of the studies.

### Literary Knowledge

Multifarious studies found that twins significantly differed from singletons on variety of traits like gestational age, birth weight, phonology, spelling, reading and attention to the subjects of school. Day [26] and Mittler [3] reported that there exist differences between singleton and twin language abilities in most areas. Unequal analysis obtained by some studies indicated that twins’ literary problems are larger than singletons. It is assumed that these problems are, for the most part, because of genetic factors rather than environment. Large study found that about two thirds of individual variation was due to genes, and about one fifth was due to significant influences from shared environment [27].

Generally speaking, twins commit erroneous pronunciation of words prior to entering educational setting that may influence other aspects of literacy like spelling and reading. According to Russel et al. [24], “recent evidence indicates that children whose speech was currently error free but who had a history of a successfully treated phonological disorder in the preschool years, performed poorly on standard tests of reading and spelling in comparison with children with no history of a speech disorder.” Repetitive Articulation of a sentence or phrase that is intended to be difficult to say, like tongue twister may sharpen the twins’ mind in correct pronunciation of words. They are encumbrances that allow the children to practice saying the phrases to get dominant over phonology and fluency.
The twins also can compete with other siblings or the other children and the mothers may motivate them by considering gift. The easiest way to provide such sentences is internet that lets the mothers to find, write or print them. Through use of tongue twisters, they get more knowledge of letters distinguishing and how to disentangle tough words automatically. Both Adams [28] and Byrne [29] place great value on the inclusion of letter knowledge and phonological awareness for twins to have dominant over reading and spelling tasks. They also accentuate to provide frequent measurement in preschool. Some researchers like Wolf and Bowers [30] recognized rapid naming as one plank of the “double-deficit” account of reading difficulties.

The longitudinal analysis on reading skill in home, preschool and school revealed that the source of problem is influenced by genetic. The genes have an effect on the ability of reading in all aspects from single word identification to text comprehension and spelling [31]. Such notions sparked controversy in repudiating the exigent role of environment. However, some recent studies underline the role of environment in developing the twins’ reading ability. Byrne [29] focused the effect of environment on determining reading skill—from the transparent case of reading instruction of some sort being necessary for reading to develop at all to comparisons of instructional methods that point to the superiority of some over others, particularly for beginning readers.

Some other studies do not make sharp decision on determining the cause of reading problems for twins and they believe not only the genetic but also the environment influences on building up primary and basic reading skills of twins. Samuelsson et al. [32] reported on a longitudinal study of twins that was designed to trace the interplay of genetic and environmental factors in literacy growth that started at the preschool level and they concluded that both of them are indispensable. Reading and spelling are, considerably, interconnected together, however some researchers scrutinize to find more about which factors sound to have major contribution in development of each linguistic variable. Byrne et al. [27] sought to compare the factors which determine the literacy development. Reading, phonological awareness, and rapid naming at kindergartens showed substantial effects of genes and modest effects of shared environment; spelling was influenced by genes and environment equally; and sentence processing was affected primarily by shared environment.

Without hesitation, the bulk of linguistic input provided by children’s mothers is a tremendous help in engendering language evolutionary.

They assist them to extend phonological features as well as reading skill. In many regards, scientists place great value of fundamental role of mothers in establishing early language development, particularly, reading or speaking skill. Language ability of twins may be developed as mothers take into account rational plans through sharing and managing input activities within family members. Mere providing linguistic input by mothers in a day, will be potentially a tedious task so father and older siblings will be more conducive in this respect. The role of primary i+1 in language development has been placed on the shoulders of parents.

The remarks that already made, higher education of mothers will break down some major hurdles in twin language development. They will provide details of language rearing techniques more fruitfully. Scheduling remedial teaching of literacy knowledge can be performed by her. If she sets ameticulous time table at home, she will be able to nourish the linguistic requirement of children after school without getting in to bother of hotchpotch situation. Reflecting on providing more pleasurable activities paved the way for the children to learn, say, phonology and spelling cheerfully.

To promote reading skill, mothers should determine specific hours to read story books for the twins or encourage the children to watch funny CDs on computer. Twin’s mother fosters one child to paraphrase the story for the other sibling and the changing role on the other story sounds indispensable. Regular planning may make the older siblings to have variety of interactions with
twins which results in removing the mere source of input that is on the shoulder of mother. Android cellphones and tablets help teachers to disentangle the tedious task of teaching for the twins who require further learning at home. Through use of high-techs, the exhausted mother may lie a period of short time to refresh herself. However, they may not bridge the gap of language deficit of twins in contrast to singletons’ mothers who themselves fulfill the children requirements.

**Types of Twin Interaction**

The purpose of studies lies on examining inextricable differences on expressive language ability between twins and singletons in kindergarten or primary school. One single most important difference which impinges on other traits and promotion of students’ performance at school potentially relates to twin interaction with other children. The language ability argument on twins, as compared with singletons, indicates that they are reluctant to receive socialized works. According to Luria and Ludovich [11], “there has been some suggestion that twins themselves, due to having a constant playmate, less readily seek out other sources of more mature linguistic input”.

Many fervent teachers and school Heads at primary schools never assume this as an enigmatic issue so that attempts are made to solve the problem by separating each other and placing them in other different classes. It sounds that opposite sex twins in this case, may have much tendency to participate and share activities with other children than identical twins. The findings suggest that there is a need to actively engage young twin children in their preschool educational experiences. In addition, for some, there might even be reason for separation into different classes to facilitate engagement. For others, additional support to facilitate engagement in the transition to a group setting may be required [33].

Twins’ emotional state as well as socialized engagement readiness, prior to entering school, sounds crucial. This is why; some results of studies remarkably suggest meritorious ways to improve these feelings so that they hamper twins to encounter the other latent flaws. In a similar fashion, a child who starts out with a fairly language-specific deficit might over time begin to show additional secondary deficits. For example, because he has difficulty understanding what is said to him, he might appear to have attention deficit disorder. Eventually, the child’s difficulty understanding spoken language is likely to result in poor school performance, and perhaps even lowered non-verbal IQ [2].

Recent studies indicate that those twins separated from each other to take part in different classes, are more gregarious and intrepid than those who are in same class. By the same token, preschool seems to have paramount role in extending their language in other educational situations. It is argued that preschool education affords opportunity for separation prior to school entry, and enables wider social experience in which language development may be enhanced [33].

Maternal responsibility, without doubt, seems paramount in reduction of some negative traits by going through meticulous planning. Generally speaking, mother of singleton spend much time to answer her/his questions but twin children’s mother appears, without being aware, to have less time to answer the questions raised by twin. Twins were reported to increase in the number of questions asked with age, but even by age 5 did not reportedly ask as many questions as did singletons at the age of 2 [26].

She has to provoke them and give them more positive feedback to ask rational or irrational questions to nourish their linguistic competence, particularly a sibling who seems somehow, bashful. This will later paves the ground for them to ask the teachers any questions of know-how at school.

Mothers of twins were more likely to produce utterances directed at both children simultaneously rather than individually. In addition, mothers of twins were more likely to use commands than mothers of singletons [34]. This occurs due to much duty of mother, so father must ease the burden by responding the twins’ order and questions. Deater et al. [35] focused that within any given family, the child who receives less supportive and more harsh parenting is often the child who shows poorer social-emotional adjustment compared to her or his sibling.
Conclusion

The fundamental cause of preparing this paper lies on in the fact that there are a number of twin children’s features which seem to impede them to process and acquire the language more naturally. These attributes fall in to 5 prominent characteristics that include genetic or environmental factor, interaction, understanding twins’ speech, and phonology and school-age problems. They basically lead the twins to have language delay in future and even make them later to make more language performance boo-boo at school.

References


