

Bilingual personalities - usage-based approaches to language acquisition and lang...

[Linguistics](#), [English](#)



The paper " Bilingual Personalities - Usage-Based Approaches to Language Acquisition and Language Teaching" is an excellent example of an essay on English. Understanding the change of personality and difficulty in new language use among the bilinguals is controversial. Often the bilinguals find it difficult to adjust when communing in a new language based on the shift in attitudes. Arguably, bilinguals tend to focus on the language used based on specific purposes, for example, when communicating with different people or various domains of their life. Additionally, it depends on the contents, behaviours, and attitudes used. The study focuses on the critical discourse analysis of bilingual personality difficulty when using both languages. The critical discourse analysis methodology is characterized by the discursive strategy which unveils the subject positioning, control means and power structures.

The study is within the CDA (critical discourse analysis) boundaries. According to Pavlenko (2005), he informs of the varying levels of analysis. This includes the relationship between semantic and linguistic components within the text, intra-textual analysis, and syntactical relations. The levels of analyses helping to note the way words shape create phrases and influences the minds of recipients which interprets their identities. This way, the analysis notes the discursive strategies like a generalization, prominence, re-contextualization, and nominalization. Language use emphasizes culture which forms the basis of cultural identity and culture as a whole (Pavlenko, 2005). The multilingual use different languages depending on the situation and purposes, bilingual's acquisition of different languages depending on their comfort.

Speaking in a foreign language is considered an indispensable skill in the current world. It is seen to create professional mobility. It is imperative to note that the lack of speaking in a foreign language causes knowledge to slip away (Huston, 2002). Often they desire using one language than acquiring a different one. This makes it difficult to learn a second language because they are uncomfortable. The new language requires a change of attitude, behaviours, and even the environment (Evers-Vermeul & Tribushinina, 2017).

The findings using close examination approach can be understood by observing the expressions, associations and help in transforming meaning. The discourse about being bilingual should be analyzed by examining not only the government institution effort to explain the “ why” and the way it should be understood but also created an understanding by “ being bilingual”. English French bilingual find it interesting to switch languages when expressing emotions to find relief (Smith, n. d.). Arguably, cultural accommodations influence language use. Bilinguals opt to hold on their culture when learning the second language. Additionally, different patterns of personality are experienced based on interlocutors (Sudarshan, 2016). According to Huston (2002), language priming show documented language influence on self-concept, values, cognition, rationality, and self-concept. Ideally, the bilinguals display two personalities which make it difficult to understand their actual response when communicating (Huston, 2002). The document unveils the essences of enforcing standard and implementing policies to create “ homogeneity”. The study should consider the historically grounded statement which displays regulations, values, and presuppositions.

Additionally, establish how doing and being are constructed when using the strategies. The critical discourse analysis informs the psychological implications and theoretical implications in language research. The social and linguistic inequities depict the legitimacy and competency. Using the CDA indicates the conflicting ideologies which show differences when using bilingualism.

Additionally, there is a need to use CDA to prioritize, identify, and take a stand by engaging in social action (Petersen & Gillam, 2013). The majority of the bilinguals do not subscribe to bicultural, but those who are bicultural tend to feel different when using their two languages. The non-bicultural bilinguals experience difficulty when using the two languages because of their rigid adjustment and fail to comprehend the new language effectively (Sudarshan, 2016). Further, being bilingual concerns having different languages, experiences, process, socio-historical backgrounds, and languages. Conducting the CDA requires an understanding of the unique interactions using different languages.

Conclusively, bilinguals control their parallel activation when using both languages. This leads to the contravening personalities that differ. It is imperative for speakers to be aware of their environment when using either language. The bilingual identity is attained through the set of institutional sanctions.