International Journal Of Literature And Languages
(ISSN – 2771-2834)
VOLUME 03 ISSUE 01 Pages: 22-25
SJIF IMPACT FACTOR (2021: 5. 705) (2022: 5. 705)
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY
Publisher: Oscar Publishing Services

Journal Website: https://theusajournals.com/index.php/ijll

Research Article

THE THEORY OF BILINGUALISM IN THE ASPECT NEUROLINGUISTICS

Submission Date: January 20, 2023, Accepted Date: January 25, 2023,
Published Date: January 30, 2023
Crossref doi: https://doi.org/10.37547/ijll/Volume03Issue01-04

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ABSTRACT

This article aims to inform readers about the different places where the bilingualism can be found, its positive and negative aspects, how it appears as a theory in neurolinguistics, and the definition of bilingualism itself.

KEYWORDS

Bilingualism, the theory of bilingualism, neurolinguistics\psycholinguistics, advantages and disadvantages of being bilingual.

INTRODUCTION

The capacity to speak two languages is known as bilingualism. However, it can be difficult to define bilingualism because people might be categorized as bilingual despite having a variety of different bilingual traits.

Bilingualism is defined in a variety of ways, ranging from a basic understanding of two languages to an advanced level of competence in two languages that enables the speaker to communicate and sound like a native speaker languages. When someone claims to be bilingual, they might just mean that they can speak and verbally communicate. Some people may be fluent readers of two or more languages.

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The term "bilingualism" is subject to numerous interpretations. To what extent must two languages be present for someone to be considered bilingual is the central query, yet there isn't a complete definition that covers all facets. So what exactly do we mean by bilingualism? This question has been addressed by a number of academics. According to Grosjean's (1998) hypothesis, bilingualism is actually the regular use of two languages . Skutnabb-Kangas (1984) defined bilingualism as the ability to communicate fluently in two different languages . According to Haugen (1953), bilingualism begins when a speaker possesses the capacity to make meaningful claims in two languages.

The several ways we define this phenomenon depend on the scientific perspective we use to examine it. There are minor discrepancies amongst the ideas, as can be seen, but there is one point of consensus: bilinguals employ two language codes in everyday life.

A person may be bilingual if they spent their childhood learning and speaking two different languages simultaneously. Sequential bilingualism describes this situation. Being bilingual entails various aspects, various persons.

People might become bilingual by learning a second language either before or after mastering their first language, or they can become bilingual by learning two languages at the same time when still young. In other words, a young child who is routinely exposed to two languages from a young age will probably grow up to be a fluent native speaker of both. Many linguists think that a child may readily pick up any language that is consistently exposed to during this 'critical time,' which roughly lasts from birth until adolescence.

According to this theory, puberty causes a shift in the brain's structure, making learning new languages more difficult afterward. This indicates that learning a second language is substantially simpler for children than it is for adults.

Researchers have made an effort to identify the traits that affect TOM. Language is among these skills that is most crucial. In experiments based on this premise, Astington and Jenkins (1996) discovered a positive correlation between general language proficiency and mindreading [9].

A bilingual upbringing may be crucial. Bilingual children may learn earlier that others have mental states (they use a different language) that differ from their own [10], so the language code should be changed for a successful communication. This understanding may come from their experiences of miscommunication with people who speak only one of their languages. In order to develop sociolinguistic competence, individuals must come to understand the importance of paying attention to the linguistic abilities of others.

The neurolinguistics theory of bilingualism

The study of how language is represented in the brain, including how and where our knowledge of the language (or languages) that we speak, understand, read, and write is stored, as well as what happens in our brains as we learn new language and use it in our daily lives, is known as neurolinguistics. According to Kraus, "Bilingualism enriches the brain and has substantial effects on executive function, particularly attention and working memory."

As you can see, psycholinguistics—the study of the language processing steps necessary for speaking and understanding words and sentences, learning first and

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later languages, as well as of language processing in disorders of speech, language, and reading—and neurolinguistics are closely related fields.

Code-switching is the ability to switch between multiple languages or language variants during a single verbal exchange. Greater cultural awareness - Since culture and language are frequently closely related to one another, speaking more than one language may help a person gain a deeper understanding of other cultures. For instance, a child who was born to Spanish parents and raised in England but who is fluent in both languages may have a much deeper understanding of their Spanish heritage than a youngster who only speaks English. Due to their bilingualism, this young person would probably have a solid understanding of both their British and Spanish ancestry.

Information is kept in our brains in networks of brain cells (neurons and glial cells). The areas of the brain that regulate our actions, including those required to create speech, and our internal and external experiences are ultimately related to these neural networks (sounds, sights, touch, and those that come from our own movements). These networks can have strong or weak connections, and the information a cell sends out might influence some of its neighbors' activity while inhibiting that of others. A link becomes stronger after each use. When speaking to different people, bilingual speakers learn how to control which language to use and when it is okay to mix their languages. Other tasks may also require these abilities.

CONCLUSION

From early childhood through old age, bilingualism has positive neurological and cognitive effects because it helps the brain digest information more quickly and prevents cognitive decline. Furthermore, learning a second language later in life has been shown to have similar benefits to bilingual individuals in terms of both attention and aging. 25, 28 One of the benefits that bilingual people experience is the enhanced cognitive control that goes along with their multilingual experience. Bilingualism has been linked to improved metalinguistic awareness (the capacity to recognize language as a system that can be manipulated and explored), as well as with better memory, visual-spatial skills, and even creativity, despite some linguistic limitations that have been observed in bilinguals (e.g., increased naming difficulty.

Beyond these cognitive and neurological benefits, being bilingual also has important social advantages, such as the chance to interact with people you might not otherwise be able to speak to or learn about a culture through their original tongue. Given that the majority of language speakers in the world interact with others in more than one language, it is especially important to take into account how bilingualism affects brain activity and brain architecture and, ultimately, how language is represented in the human mind.

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