

THE EFFECT OF BILINGUALISM ON LEARNING ENGLISH LANGUAGE

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Annotation: *Bilingualism is the potential of an individual to use two languages communicative and it also refers to the quality of multilingual communities. Despite the increasing interest in this topic, there is regulated analysis the result of bilingualism on learning the English language. This article directs at provide a extensive overview of the existing literature on the effect of bilingualism on learning English language. The article will discuss the factors that affect their language learning, including cognitive and linguistic abilities, and educational interventions. In addition, the review will identify voids in the literature and suggest directions for future research*

Keywords: *The Effect of Bilingualism while learning the English language, multilingualism, Chinese-English bilingual, monolingual.*

INTRODUCTION

English is a key for better opportunities, and it is the language that plays a crucial role in weaving the world. Knowing several languages is a really powerful skill and at the same time, difficult but it has significant benefits in all areas of life. In his book “Multilingualism” Xiaomi Ziang (2018.) notes that “If monolingual and bilingual evaluate their success in business or academic places, it will be understood that the winners are bilinguals because of their ability of coherence and create positive effective relationships with other” The acquisition of L2 has it is complex sides in terms of both lexical and grammatical. However, being bilingual is a bit different in learning and memorizing processes. Additionally, bilinguals can be more open-minded and flexible even when it comes to the learning process. Michael T. Ullman, Ph.D. professor of neuroscience at Georgetown states that “ The difference is readily can be seen when it comes to language learner’s brain patterns. While learning a new language, bilinguals rely more on their brain process that people naturally use for their native language”. From this, it is understandable that being bilingual has differences even in the education field. Compared to those who only can speak in their mother tongue bilinguals tend to learn faster. However, Edwards (2006) starts his article on the foundation of bilingualism by saying” Everyone is bilingual”. That means there is no one in the world who does not know at least a few words or phrases in other foreign languages. Additionally, there is an interesting way of explaining “ The process of second language acquisition- is itself becoming a bilingual”(Bhatia 2006, Edward 2006). More specifically he states that the final result of second language acquisition is a bilingual speaker. Even though SL researchers are requiring native competence and also use this term at the end. Moreover, the literature on bilingualism allows more latitude in both these factors(p.25) Therefore, the aim of this study is to the effect of being bilingual on learning foreign languages such as English.

The right term for Bilingualism Actually the term “bilingualism” is problematic because of the prefix of Latin “bi” means “two”(p 68). The meaning of it directly refers to those who

have learned and are now able to use two languages. Some researchers struggle between second language learners and bilinguals. Kroll and Sunderman's article (2003) topic starts with "Cognitive process in second language learners and bilinguals: the development of Lexical and conceptual Representative". Finally, this bilingual acquisition is presented as "The acquisition of two languages in Childhood" (Doucher and Quay 2000 Kroll and Sunderman's) Moreover, they gave some difficulties that can be in any place. They represented De Houwer the person (1995) who explained "bilingual first language acquisition" in order to support their ideas (p52). Moreover, the term itself was problematic however, through research everything revealed even all answers to the questions that most scholars were curious about second language acquisition in bilinguals. First and Second language acquisition in Bilinguals

According to experimental evidence, both bilingual's languages are always active to some degree (2001) and bilinguals are able to control the relative level of activation of each language. However, Paradis (2004) reviewed studies of bilingual aphasic patients and summarized that less implicit memory did not provide access to explicit one. For example, one research conducted on a bilingual girl that could speak better in English rather than Arabic because she learned and started to speak first in the English language before Arabic but there is one problem with her pronunciation as she mispronounces some phrases and letters one example for it is the article "The" she pronounces it as "Da" (Yanto, E, 2020). Likewise, such people struggle in their L1 as they had only minimal explicit knowledge in L2. There are even possibilities that bilinguals can struggle in the lexical, grammar, and vocabulary of any language. Furthermore, one group of professors argues that the attempt to learn a second language (L2) is neglected because of challenges and some problems in learning a first language, that's why some experts do not suggest learning another language but instead focus on improving other skills in one tongue (2020). Importantly, however, it is difficult to clarify all types of bilingualism as there are continued misunderstandings in terms of advantages.

The third language acquisition for bilinguals. Children generally do not have issues with "mixing up language (p.72) they can easily separate context for the use of language in any time. Moreover, bilinguals are able to use code-switching which means the act of inserting vocabulary and even longer sentences. (1995, p.58) Especially, it will be more clear while communicating with other bilinguals. When It comes to learning a third language for bilinguals will be much easier than for other learners. Additionally, bilinguals are claimed to acquire a third new language faster and easier than monolinguals. There are even two experiences about this. In the first experience, one Chinese- English bilingual outlearned English monolinguals. In the second experience, bilinguals again outlearned English monolingual for Mandarin like AI. (Antoniou et al., 2015) Even from this, it is obvious that the bilingual is a better learner and has the ability to acquire the language ability faster rather than other learners and has a method of learning in their brain. Conclusion

The English language is playing an important role in all fields of life including education. There are no exact states that can tell that somebody has a better opportunity in learning the language but instead, everyone is capable to learn any foreign language even if only knowing L1. However, there is one piece of evidence that notes that every individual in this world is bilingual as everybody is at least able to say some phrases or words in other foreign languages.

Moreover, being bilingual can make the task even harder as the brain of a bilingual has a range of vocabulary, grammar, and other factors of language that are practiced from childhood. This factor can make some struggles in learning and memorizing another foreign language for bilinguals at the same time the advantages of it will be controlling the activation of language in the brain. But we cannot neglect the advantages that even can overcome all the disadvantages which come with being bilingual.

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