An analysis of communicative language functions in the speech patterns of bilingual Korean and Mexican


INTRODUCTION

It is beneficial from a social, cognitive, and academic point of view to further research on bilingualism and to investigate children's development. Few studies exist on how bilingual children use one or more languages at home and their families. Mexican and Korean children and their families. MEXICANs and KOREANS.

THEORETICAL FRAMEWORK

The development of linguistic competence depends on the type of input to which an individual is exposed, the opportunities to use the language, and the standards and expectations related to language use. Language always finds itself within a cultural context; it is also necessary to examine the pragmatic aspects of speech to understand how language is used and interpreted in each specific environment.

METHODOLOGY

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RESULTS AND CONCLUSION

They more often speak their stronger language to perform the various communicative functions. The presence of the heritage language is more strongly felt.

1. They use the FACTUAL category to obtain and transmit information. 69% of Mexican children’s utterances or 62% of Korean children’s utterances.

2. More varied communicative functions in ROLE-PLAY GAMES (ordering, scolding, identifying, greeting, or expressing emotion) They represent a valuable way to fulfill different communicative functions both at home and at school.

3. They perform language functions by means of several communicative strategies (intonation, emphasis, or body language).

4. Competent speakers are able to adapt to their interlocutor and make themselves understood.

A crucial need exists to expose bilingual children to a greater variety of situations and spaces thanks to which they can develop an improved mastery of every communicative function in both languages.