

Formation of A Secondary Linguistic Personality in Educational Bilingualism: An Analysis of The Verbal-Semantic, Cognitive, And Pragmatic Levels

 Nargiza Tursynbay-kyzy Kallibekova

Lecturer, Faculty of Foreign Languages, Alfraganus University, Uzbekistan

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Abstract: This article examines the model of a secondary linguistic personality and the characteristics of its verbal-semantic, cognitive, and pragmatic levels. The aim is to explain the content of these levels and their relationship to second-language acquisition. Drawing on theoretical propositions and an analysis of linguistic examples, the study considers lexical choice, understanding of cultural context, and norms of speech behavior. The material analyzed includes an address by Elizabeth II, a literary quotation, and an English fixed expression. The role of language experience in vocabulary development and the importance of cultural knowledge for intercultural communication are discussed. The main characteristics of the three levels are summarized in a table. The article emphasizes the interrelationship between mastery of linguistic resources, understanding of cultural meanings, and acquisition of communicative norms in the formation of a secondary linguistic personality.

Keywords: Secondary linguistic personality; bilingualism; verbal-semantic level; cognitive level; pragmatic level; intercultural communication.

Introduction: A secondary linguistic personality is an individual who has acquired a second language and understands the cultural norms and values associated with it [1].

The formation of a secondary linguistic personality may differ depending on whether language acquisition takes place in a natural or instructional setting. The absence of natural immersion in the culture of the target language may make this process more difficult.

Studying these linguistic issues provides valuable insight into how a second language influences individuals' language skills, behavior, and self-perception. The model of the secondary linguistic personality offers a framework for further research in sociolinguistics, second-language pedagogy, and the psychology of language.

The concept of forming a secondary linguistic personality in foreign-language learning was first

proposed by I. I. Khaleeva. Building on Yu. N. Karaulov's conception, she identifies a three-level structure of linguistic personality:

the verbal-semantic level, which implies normal, natural, and fluent command of the language;

the cognitive level, which involves the expansion of meanings and the transition to knowledge, encompassing the intellectual sphere of the individual;

the pragmatic level, associated with the individual's motives, goals, interests, and intentions. This level enables a transition from evaluating one's own speech activity to understanding activity in the real world. On the basis of these concepts, I. I. Khaleeva developed a three-level model of secondary linguistic personality [1].

METHODS

To understand I. I. Khaleeva's model of secondary

linguistic personality in greater detail, each level is examined separately.

To illustrate the verbal-semantic level, we consider an unscheduled address by the British monarch and attempt a linguistic reconstruction of Queen Elizabeth II's linguistic profile.

To understand the specific features and principal difficulties involved in forming the pragmatic level of a secondary linguistic personality, it is necessary to analyze how an individual acquired the second language.

RESULTS

Verbal-Semantic Level

In her first unscheduled address to the nation on 24 February 1991, the Queen spoke about British soldiers participating in the Gulf War. On that date, the ground operation to liberate Kuwait and restore its status as an independent state began. As part of the UN coalition, the United Kingdom provided the largest contingent of troops among European countries. In her speech, Elizabeth II used vocabulary appropriate to a military context. For example, she referred to British soldiers as "our armed forces," an expression characteristic of a more formal register. She described the actions of British service personnel using "justified conduct" and "their courage," portraying them as brave and courageous. The monarch also used the comparative grammatical construction "as ... as": "I hope that we can unite and pray that their success will be as swift as it is certain" [2]. By choosing the adjective "swift," she expressed hope that British soldiers would achieve success as soon as possible. It is worth noting that the Cambridge Dictionary identifies "swift" as C2-level vocabulary. This lexical choice gives the phrase a particular nuance, emphasizing speed and suggesting the potential rapid development of events and the approaching end of the war. These lexical and grammatical choices convey the British nation's confidence in its defenders, admiration for their courage, and concern for their lives and safe return home. From a lexical and grammatical perspective, the Queen demonstrates a rich vocabulary and uses advanced lexical items.

The verbal-semantic level is associated with the richness of an individual's vocabulary. This is illustrated by "swift" and "quickly": both convey speed, but they

do so differently. "Quickly" is more general, whereas "swift" is more precise and expressive. The choice of "swift" may therefore indicate a more developed lexicon and the ability to select words according to their meaning and stylistic nuance.

Cognitive Level

The second level, known as the thesaurus level, was clearly defined by E. V. Potemkina. She writes: "The cognitive level of linguistic personality (LP) includes all language units related to the storage of knowledge: toponyms, proper names, trademarks, historicisms, culture-specific vocabulary, and such a type of cogneme as a mneme. Units of the thesaurus, like lexical units, form a network—semantic fields. These are based on relations of subordination and coordination. Stereotypes at the cognitive level of linguistic personality take the form of generalized statements (GS)—widely recognized sayings containing relatively simple rules of everyday life, formulas of behavior, and evaluations that reflect natural norms of common sense" [3].

With reference to this definition, consider the following example: "All ages are subject to love" (Pushkin, 1833, Eugene Onegin, Chapter 1, Stanza 10). This saying is a culturally established expression whose interpretation requires familiarity with literary and cultural context. The passage from the novel in verse expresses the idea that experiencing love is natural and acceptable at any age. Using this expression suggests that the speaker has a good command of Russian and is familiar with the nation's literary heritage. Knowledge of vocabulary and grammar alone is not sufficient; understanding the cultural context is also essential. This example clearly illustrates the relationship between the thesaurus level of linguistic personality, cultural knowledge, and literary competence. For a secondary linguistic personality, understanding and using such expressions presupposes not only mastery of the language system but also familiarity with Russian culture and literature.

"Do you believe in love at first sight? That's when two people meet each other and immediately fall in love – perhaps because they have strong chemistry" [4]. This example is taken from a book by S. Oliveira. The collocation "strong chemistry" can be considered an example of a fixed expression associated with the thesaurus level of linguistic personality. Incorrect use

of collocations such as “strong chemistry” can lead to lexical-combination errors and misunderstanding. The example also illustrates a potential difficulty in interpretation. A person unfamiliar with the expression may interpret it literally as “powerful chemistry.” However, appropriate use of such fixed expressions in English speech indicates proficiency at no lower than the C1 level and demonstrates an ability to interpret the meanings of words and phrases in context, which is a key indicator of the thesaurus level.

The analysis shows that learning idioms and fixed expressions helps develop cultural and pragmatic competence. As a result, the language user understands the nuances of native speakers’ speech more effectively and can communicate more freely in natural situations.

Pragmatic Level

The third level is pragmatic. According to I. I. Khaleeva, it is associated with developing the capacity for intercultural communication and includes stable communicative needs arising from the goals and motives for learning a foreign language. This means that full development of the pragmatic level of linguistic personality is impossible without engagement with the culture of the target language.

Acquiring the pragmatic level of a secondary linguistic personality is often a complex process, especially for learners whose target language differs substantially from their native language. This is because pragmatic norms and rules may vary considerably across cultures [5].

Table 1. Levels of Linguistic Personality

Level	Description
Verbal-semantic	Normal, natural, and fluent command of language.
Cognitive	Expansion of meanings and transition to knowledge; this level encompasses the intellectual sphere of the individual.
Pragmatic	Associated with an individual’s motives, goals, interests, and intentions. It enables a transition from evaluating one’s own speech activity to understanding real-world activity.

DISCUSSION

Research has shown that the duration of language exposure is the main predictor of bilinguals’ vocabulary size: the longer bilingual individuals remain in contact with a language, the closer their lexical knowledge becomes to that of native speakers [6].

Fred Genesee, Johanne Paradis, and Martha B. Crago investigated vocabulary development among natural bilinguals. They showed that bilingual children’s vocabulary is distributed across two languages, while their combined (conceptual) vocabulary, taking both languages into account, is comparable to that of monolingual children. They also found that vocabulary development in natural bilinguals proceeds in stages, begins in early childhood, and continues as language experience and the amount of linguistic input increase [7].

Colin Baker found that bilinguals’ vocabulary depends on several factors, including age of language acquisition, language proficiency, frequency of

language use, and motivation to learn. The study also indicates that bilinguals often use different strategies to expand their vocabulary, such as reading, watching films, and communicating with native speakers [8].

These studies show that bilingual vocabulary development is a complex process depending on the type of bilingualism, individual characteristics, and learning strategies. These conclusions are important for understanding bilingual language abilities.

Second-language learning can take different forms, and the method chosen influences the formation of the pragmatic level of secondary linguistic personality.

Through immersion in a linguistic environment, for example while living in a country where the target language is spoken, a person gains natural and continuous experience of communication. This helps the learner acquire not only vocabulary and grammar but also norms of speech behavior more quickly.

CONCLUSION

Thus, the formation of a secondary linguistic personality in educational bilingualism is a process involving the development of verbal-semantic, cognitive, and pragmatic levels. The examples considered show that second-language acquisition involves not only expanding vocabulary and mastering grammatical norms, but also understanding cultural context and the specific features of speech behavior. Language experience, motivation, and contact with the culture of the target language play important roles in this process.

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