

УДК 37.026.5:81'246.2

BILINGUALISM AS A MEANS OF FOREIGN COMMUNICATION

Nikolaienko O.V.

senior lecturer

Chernihiv National University of Technology, Ukraine, Chernihiv

Ushata T.O.

senior lecturer

Chernihiv National University of Technology, Ukraine, Chernihiv

The object of the research is the detailed analysis of bilingualism phenomenon. The article aims at giving the definition of 'bilingualism', analyzes the existing approaches to bilingualism classification, and determines the place of bilingualism in the modern system of education in Ukraine. Bilingualism phenomenon draws much attention of scholars all over the world. This phenomenon is ambiguous, still not fully investigated, but being actively formed in accordance with rapid changes in living conditions. The system of education and teachers and lecturers in particular play an important part in bilingual and multilingual individual formation.

Key words: bilingualism, multilingualism, communicative competence, bilingual individual, second foreign language, system of education.

Николаєнко О.В., Ушата Т.О. Білінгвізм як засіб іншомовної комунікації / Чернігівський національний технологічний університет, Чернігів, Україна

Предметом дослідження є детальний аналіз білінгвізму, як явища. Метою статті є надання визначення білінгвізму, аналіз існуючих підходів до його класифікації, та визначення місця білінгвізму у сучасній системі освіти в Україні. Білінгвізм привертає увагу вчених з усього світу. Це явище є неоднозначним, повністю не дослідженим, але актуальним для сучасного суспільства. Воно є таким, що активно формується в умовах мінливих реалій сьогодення. Система освіти та вчителі і викладачі зокрема відіграють важливу роль у формуванні білінгвальної та полілінгвальної особистості.

Ключові слова: білінгвізм, полілінгвізм, комунікативна компетенція, білінгвальна особистість, друга іноземна мова, система освіти.

Николаенко О.В., Ушатая Т.А. Билингвизм как средство иноязычной коммуникации / Черниговский национальный технологический университет, Чернигов, Украина

Предметом исследования является детальный анализ билингвизма, как явления. Цель статьи – дать определение билингвизму, проанализировать существующие подходы к его классификации, и определить место билингвизма в современной системе образования Украины. Билингвизм является предметом пристального внимания многих исследователей во всем мире. Явление это неоднозначное, во многом пока еще не изученное, но при этом активно формирующееся в соответствии со стремительно меняющимися условиями жизни. Система образования и учителя и преподаватели в частности занимают особое место в формировании билингвальной и полилингвальной личности.

Ключевые слова: билингвизм, полилингвизм, коммуникативная компетенция, билингвальная личность, второй иностранный язык, система образования.

Introduction. Foreign language is not only an object of study but also a means of gaining knowledge. Integration processes in social-economic and political spheres of modern society's life have created favourable conditions for foreign languages study and have filled the process of education with new content. That's why the main task of higher school is getting the students ready to interact with multilingual and multicultural world. So, the students must master foreign languages because their future professional career is sure to depend on their knowledge. Thereby, the problem of bilingualism and multilingualism is getting more urgent in modern system of education.

Actual scientific researches and issues analysis. The problems of bilingualism were studied by many scholars all over the world. Bilingualism is of exceptional interest not only from the point of view of linguistics, but also psychology, ethno

psychology, sociology and methodology. Bilingualism is having a good command of two foreign languages at the same time [1, p.7]. Uriel Weinreich claims, that bilingualism is knowing two languages and alternate using of them depending on the conditions of speech communication [2]. In his book “Language contacts” U. Weinreich says: ‘The practice of alternative usage of two languages we will call as bilingualism and the persons implementing it as bilingual’ ones [3, p.22]. The level of languages command is not mentioned here. It is only meant that the practice of alternative use of languages presupposes the possibility of their use for communication. From the point of view of psycholinguistics, bilingualism is the ability to use two language systems for communication [4, p.19].

Urgency of the research. Terminological disorder in the description of bilingualism sometimes results in contradictions while interpreting the same concepts. Classification of bilingualism types is still remaining one of the controversial questions of bilingualism theory. It is associated with the differences in the approaches to the phenomenon studied, and also with revealing its new sides. Obvious is the necessity of working out the distinct concept of “bilingualism”, creating the generalised and adequate classification of bilingualism types considering its most important aspects.

The target of the research is the detailed analysis of bilingualism phenomenon and its place in the higher education system of Ukraine.

The objectives are: to give the definition of ‘bilingualism’, to analyze the existing approaches to bilingualism classification, and to determine the place of bilingualism in the modern system of higher education in Ukraine.

The statement of basic materials. Different classifications are closely connected with different views as for the nature of bilingualism. L.V.Shcherba identified two types of bilingualism: the pure and the mixed ones. Pure bilingualism is speaking one language in the particular environment, e.g. in the family, and speaking the other language in the public. Mixed bilingualism is constant switching over from one language to another. In this case people even don’t realise which language they speak at the moment.

Such scholars as Zalevskaia and Medvedeva single out the concepts of natural (everyday) and artificial (school) bilingualism. It is meant here that the second language is grasped through the environment and due to the abundant speech practice without realizing particular language phenomena, and a foreign language is learnt through conations and using particular methods.

Ye.M. Vereshchagin defines three levels of bilingualism: receptive, reproductive and productive [7, p.134]. If keeping in mind students, then the receptive bilingualism is when the student can only comprehend the content of the text in a foreign language; the reproductive bilingualism is when the student can not only comprehend, but also reproduce the information heard or read; and the productive bilingualism is when the student can not only read and reproduce the information heard or read, but also can speak a foreign language.

Depending on when and in which succession a person is mastering foreign language mechanisms, it is possible to distinguish between a coordinative bilingualism (mastering the second language begins in childhood under bilingual environment conditions) and subordinate bilingualism (the second language is studied in artificial environment taking the mother tongue as a base).

The attempt to elaborate a comprehensive classification of bilingualism types was made by H. Baetens Beardsmore, who defined more than 30 types of bilingualism. They are: achieved, additive, ascendant, ascribed, asymmetrical, balanced, compound, consecutive, coordinate, diagonal, early, functional, horizontal, incipient, individual, infant, late, passive, perfect, productive, receptive, recessive, residual, secondary, semi-bilingualism, societal, subordinate, subtractive, successive, symmetrical, true, vertical.

One more classification is suggested by S.Manina. There are mass bilingualism and individual bilingualism. Each of them may be natural or achieved. The bearer of natural mass bilingualism is society – from a small group of people to the society as a natural environment of an individual. This type of bilingualism embraces the whole nation, or the majority of it, when one of the bilingualism components acts as a means of international communication. Social bilingual is constantly staying in

bilingual environment and has to switch over from one language to another. In multinational countries for example, there is a trend of smaller peoples to learn the official language of their country, in order to have an opportunity to realize their civic rights in full within their countries.

The next type of bilingualism is the professional type - an individual achieved one. Its representative is the interpreter, who usually uses two languages for communication. In contrast to natural bilingualism, which is usually a collaborative effort of peoples, the interpreter bilingualism has a professional manner and as a rule is limited to a particular individual's social practice. Interpreter bilingualism is such a bilingualism the characteristic feature of which is using two languages by an individual or a group of people in their professional activity subject to the particular communicative situation. But there is an idea that communication using the interpretation form one language to another is different from the usual situation of bilingualism, where a bilingual person uses alternatively one language or another subject to the external environment. Interpretation requires simultaneous actualization of both languages. That's why a usual situation of bilingualism can be defined as a static bilingualism, and interpretation as a dynamic one. Within the dynamic bilingualism not only two languages but also two cultures come into contact. That's why an interpreter is always bilingual as he studies not only the language, but also the culture and other related subjects; though a bilingual not necessarily can be an interpreter, depending on a lot of factors including the stage of bilingualism formation.

One more representative of professional bilingualism is a teacher or a lecturer. The lecturer speaks two languages, uses his knowledge in his professional activity, and shares it with his students. This situation will be quite different from the interpretation. At classes the full-fledged communication using the second language is not implemented, it is only modeled more or less successfully. Bilingual communication will be different for two sides in the process of study: for the lecturer it will be a full-fledged bilingualism, and for the students it will be a forced

bilingualism associated with making efforts, straining memory and speech organs as there are some communicative barriers.

Modern society requires knowing more than one foreign language. Besides his professional activity a man nowadays has to resort to the use of foreign languages in his every-day communication. The most urgent at the moment is on-line communication through the Internet. Modern system of education in Ukraine tries to keep up with the times, giving the opportunity for the students to learn two foreign languages.

Mastering some foreign languages is accompanied by bilingual development of an individual, which is understood as a process of a person's speech mechanisms rearrangement for interaction, and later for parallel use of two or more language systems. At the first stages of mastering a language it requires acquiring a habit of switching over from one language to another, and at further stages – neutralization of one system for creation of more favourable conditions for the other system functioning.

Sociocultural bilingual development of students is directed at improvement of their communicative culture and spiritual potential, at forming the need of their self-education and self-development. Sociocultural realities which students learn while mastering foreign languages and form a base for communication at cross-cultural level, for mastering universal values.

While studying a second foreign language some linguistic problems occur that students should overcome. Teaching the second foreign language is quite different from teaching the first one. Lecturers and teachers have great experience in pinpointing the things that favour its mastering, simplify and accelerate this process, and the things that hinder its mastering. One of the factors is the experience of studying the previous foreign language, method of work, the ability to switch over from one language system to the other. In this process transfer of studying foreign languages skills and interference are unavoidable. Studying the second foreign language such transfer helps in mastering articulation, detect semantic differences more easily. Mastering the second foreign language takes place under favourable

conditions considering the process of comprehension. Students studying a second foreign language are characterized by a high level of learning capability. Though, studying a second foreign language (especially if it is similar to the first one) includes particular difficulties. Similarity of language phenomena very often causes interference: students perceive similar language phenomena, but do not take into consideration their differences. So, studying and teaching a second foreign language have some peculiarities that should not be ignored. Students mastering the second foreign language should be guided by their knowledge of their mother tongue and the first foreign language, in order to stimulate the transfer and avoid interference. That's why it's desirable for the lecturer who teaches the second foreign language to be in touch with the first foreign language of his students or to have a good command of it. Constant comparison of the languages studied presupposes analysis and understanding. The principle of awareness in studying the second foreign language is the most important. The new material should be presented from general to particular things, but not vice versa. Students should understand new language phenomena, comparing them with similar ones in their mother tongue or the first foreign language. It is necessary to follow the principle of succession (from simple things to complex ones). The logical continuation of this principle is the intensity of study. Multiple revisions, pair work, new elements activation in oral speech, confidence of the gained knowledge, satisfaction support students' motivation. While mastering the second foreign language students compare not only phonetics, vocabulary and grammar, but also sociocultural and every-day realities of the corresponding countries. At the same time the process of reconsideration of their native culture takes place.

Any educational activity, including communicative competence formation, is realized in educational environment. Such subject environment is a material base for mastering a foreign language. That's why lecturers and teachers should make efforts to model language environment most accurately by all available means: to use authentic teaching aids, authentic periodicals, audiovisual materials, multimedia, interactive computer technologies, mass media, video clips, advertisements. The role

of a lecturer or a teacher is of primary importance in paralinguistic environment, as he becomes a native-speaker of the language studied at the educational establishment. Language environment creation in educational process gives rise to the foreign language image formation, helps to form sociocultural competence and communicative competence in general thereafter.

Conclusions. Thus, having analyzed all the above mentioned facts, we come to the following conclusions: considering the absence of the comprehensive integral understanding of bilingualism as a multiple-aspect interdisciplinary phenomenon, we have to make our own definition, actual for us, as university lecturers. We consider bilingualism as mastering by a person two or more language systems at the level, sufficient for clear and efficient statement of his idea in a particular situation.

This definition is a rather liberal one, but it doesn't contradict the viewpoints of the scholars mentioned here. It should be also noted, that because of the absence of clear definition of bilingualism, the classification and systematization of its diversity are also fuzzy.

Bilingualism phenomenon draws much attention of scholars all over the world. This phenomenon is ambiguous, still not fully investigated, but being actively formed in accordance with rapid changes in living conditions. The major cause of bilingualism appearance is social factors, so the increase of economic and cultural contacts between countries leads to the increase of quantity of bilingual and multilingual members in them.

It should be mentioned, that the system of education and teachers and lecturers in particular play an important part in bilingual and multilingual individual formation.

Література:

1. *Многоязычие и литературное творчество* / [отв. ред. М.П.Алексеев]. – Л., 1981. – 337с.
2. *Вайнрайх У. Однойзычие и многоязычие* / Вайнрайх У. ; [Зарубежная лингвистика: Пер. с англ. / ред.-сост.: В. Д. Мазо] . – М. : Прогресс, 1999. - Т.3 : "Новое в лингвистике". "Новое в зарубежной лингвистике" С.7-42 .

3. Вайнрайх, У. Языковые контакты : состояние и проблемы исследования / Вайнрайх У.; [пер. с англ. и коммент.: Ю. А. Жлуктенко]. – Київ: Вища школа, 1979 . – 263 с.
4. Щерба Л.В. Языковая система и речевая деятельность / Щерба Л.В. – Л., 1974. – 427 с.
5. Залевская А.А. Психолингвистические проблемы учебного двуязычия / А.А. Залевская, И.Л. Медведева . – Тверь: Твер. гос. ун-т, 2002. – 194 с. – (Учебное пособие).
6. Верещагин Е.М. Психологическая и методическая характеристика двуязычия (билингвизма) / Верещагин Е.М. – М., 1969. – 160 с.
7. Baetens Beardsmore H. *Bilingualism: Basic Principles. 2nd Ed. (Multilingual Matters)* / Baetens Beardsmore H. – San Diego, California : College-Hill Press, 1986. –205 p.
8. Манина С.И. Билингвизм в межкультурном пространстве / С.И. Манина // *Культурная жизнь Юга России*. – 2007. – № 6. – С. 82-85.
9. Забелина Н.А. О билингвизме / Н.А. Забелина // *Теория языка и межкультурная коммуникация*. – 2007. – № 2. – С. 14-19.
10. Hugo Baetens Beardsmore. *Multilingualism, Cognition and Creativity* / Hugo Baetens Beardsmore // *International CLIL Research Journal*. – 2008. – Vol. 1 (1).

References:

1. *Mnogoyazychie i literaturnoe tvorchestvo* / [otv. ped. M.P.Alekseev]. – L., 1981. – 337p.
2. Weinreich U. *Monolingualism vs multilingualism* / Weinreich U. ; [Zarubezhnaya lingvistika: transl.from Engl. / edited by V. D. Mazo] . – М. : Progress, 1999. - Т.3 : "Novoe v lingvistike". "Novoe v zarubezhnoy lingvistike" P.7-42 .

3. Weinreich, U. *Languages in contact. Findings and problems* / Weinreich, U.; [transl. from Engl. / edited by Yu. A. Zheluktenko]. – Kyiv: Vyscha shkola, 1979. – 263 p.
4. Shcherba L.V. *Yazykovaya sistema i rechevaya deyatelnost* / Shcherba L.V. – L., 1974. – 427 p.
5. Zalevskaya A.A. *Psikholingvisticheskie problemy uchebnogo dvuyazychiya* / A.A. Zalevskaya, I.L. Medvedeva. – Tver: Tver. state. university, 2002. – 194 p. – (Teaching aids).
6. Vereshchagin Ye.M. *Psikhologicheskaya i metodicheskaya kharakteristika dvuyazychiya (bilingvizma)* / Vereshchagin Ye.M. – M., 1969. – 160 p.
7. Baetens Beardsmore H. *Bilingualism: Basic Principles. 2nd Ed. (Multilingual Matters)* / Baetens Beardsmore H. – San Diego, California : College-Hill Press, 1986. – 205 p.
8. Manina S.I. *Bilingvizm v mezhkulturnom prostranstve* / S.I. Manina // *Kulturnaya zhizn Yuga Rossii*. – 2007. – № 6. – P. 82-85.
9. Zabelina N.A. *O bilingvizme* / N.A. Zabelina // *Teoriya yazyka i mezhkulturnaya kommunikatsiya*. – 2007. – № 2. – P. 14-19.
10. Hugo Baetens Beardsmore. *Multilingualism, Cognition and Creativity* / Hugo Baetens Beardsmore // *International CLIL Research Journal*. – 2008. – Vol. 1 (1).