

THE CONCEPT OF BILINGUALISM

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Summary

Purpose. Our research claims to identify the concept of bilingualism. What is it, is it an advantage or disadvantage, some types of bilingualism, bilingual education, discussing some terms, which are related to the topic. Such important tasks as considering the term of bilingualism, differentiate different types of bilingualism, which is a crucial task in order to reveal the topic, because bilingualism has a deeper meaning and sense, as in dictionaries. Also we need to discuss how it is common in our everyday life, various patterns of obtaining the languages for certain type of bilinguals, functioning of a bilingualism in additional language learnings. The materials are based upon the researches of the scientists on this topic, linguistic literature is its source.

Methods. The research was done with the help of such successive methods, which include both empirical and theoretical approaches such as: systematic analysis of the scientific literature on the topic, explanation of terms, description of patterns of bilinguals, its functions in education, and also in studying optional languages, classification of types of bilingualism, its difference, also deduction about certain behaviour and the consequences on our brain and mind, if we are bilinguals.

Results. Considering that article's tasks and such points as types of bilingualism, bilingual education and its types of bilingualism due to certain kind of it, advantages and disadvantages of bilingualism, different patterns of bilingualism in the society and home language bilingualism, the role of bilingualism in an additional language learning or third language acquisition, we can convey that bilingualism is an integral part of our lives, which has many advantages, such as the development of logical thinking, greater diversity of vocabulary use etc. Among the disadvantages, the main one is that bilinguals are typically slower than monolinguals. The types of bilingualism have shown how different it can be according to the specific domains in which a person is located and how it can change.

Patterns of home language bilingualism demonstrate certain types of language use, which exist in bilingual families today. The role of bilingualism in the third language acquisition has a positive impact on our brain and taking the tests because of better results than in monolinguals. So, considering this issue, the role of bilingualism won't be underrated.

Conclusions. The bilingualism's role in learning languages further has a lot of positive impact. This issue is inexhaustible, because of its complicated task for scientists to prove different points of view. There are a lot of types of bilingualism, considering the bilingual education as an integral part in honing skills in both languages.

Key words: Acquisition of two languages, code switching, society, bicultural, communicative competence, bilinguals.

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1. Introduction

The language is a major communicative tool for us, humans, to use. An interaction between different peoples and cultures can be achieved only due to the usage of language. The more languages you know, the more human you are. So in our environment there are not only monolinguals, but also bilinguals and more. But what is a bilingualism? According to Bloomfield, it's a powerful control of two languages on a native level of understanding the language. But, of course, we need to understand that bilinguals don't compulsory have that level of comprehension. A lot of people can express their utterances without that. So this term should account for the individual's ability of learning languages.

Naturally, there arises another question about how much the speaker must be fluent in both languages. Haugen (1953) has a supposition that bilingualism starts when the monolingual speaker is able to generate exact, finished, and meaningful speeches in his/her second language. Another scientist Diebold (1961) suggested that it's not necessary for a speaker to produce some sentences in another language, taking in the message will be enough.

So, as you can see, bilingualism seems to be a simple task for scientists, but at the same time, it's very complicated issue. It's an up-to-date problem, which requires our full understanding and attention about the topic. Due to digitalization and an increasing role of the IT technologies, everyone can learn more than one language in order to make a career, to move to another country, etc. The statistics shows that nearly 3.3 billion bilinguals around the world enumerate 43% of the population. And this number will increase in the very near future.

The aim of our research is to consider deeply what is a bilingualism, how is it common and its influence on our lives. It can be achieved by considering following tasks: discussion about the term of bilingualism, what's its pros and cons, to describe types of bilingualism, analyse the influence of a bilingualism in learning further languages. The methods which were supplied are: systematic analysis about the bilingualism, explanation, description and classification of some points related to the topic and deduction.

2. The main part

2.1. How bilingualism is common

First of all, bilingualism is a present-day worldwide issue. It interacts in all age groups and parts of society. Although the crucial point of bilingualism isn't developed widely, especially in the countries, which consider themselves monolingual. Lewis proclaims that bilingualism is nearer than we used to think. Quite various factors or language groups cause that many people use two languages permanently. Thus, the inhabitants of Ukraine speak Ukrainian, but in a workspace they can use different languages for different professional and cultural matters.

There is a common pattern of bilingualism according to the society. As an example can serve countries with native speakers minority can be bilingual in the way of life, but bilingualism is good only for this minority section. For instance, native speakers of the Welsh language (or so-called Cymraeg) can speak both English and Wales. On the other hand, very few representatives of English can say something in Welsh.

Immigration is a huge factor, due to which a bilingualism is popular. Immigrants come from country, which is quite unlike that of the country, in which they make their home. Consequently, they become bilingual using both their own language and language of another country. For instance, the Ukrainians migrated to Canada, New York, etc in order to have enough money

for survival, which was impossible in Ukraine during World War II. So living in another country they, unconsciously, started to speak English.

2.2. Types of bilingualism

In the study about types of bilingualism, scientists arise the dichotomies between these types. Compound and co-ordinate bilingualism was considered by Weinreich (1953). Simultaneous and successive bilingualism by Lambert (*Lambert, 1975*), elite and folk bilingualism by Skutnabb-Kangas (1981). Such dichotomies don't attract serious attention, but, simultaneously, they demonstrate various ways and points of view. So, there are such types of bilingualism as:

- Co-ordinate and compound bilingualism: they have dissimilarities in mental functioning. Co-ordinate bilingualism proclaims a string of equivalent translations in two languages to correspondingly two different strings of representation. Compound bilingualism means two strings of linguistic signs that associate with the only set of sense (*Ervin and Osgood, 1954*). Co-ordinate bilingualism involves different contexts in which two languages are exchanged, while compound bilingualism is developed through such contexts as formal language learning at school, university or regular switching from one to another.

- Simultaneous and successive bilingualism: McLaughlin (1984) states that isn't appropriate to say about the first and second language acquisition of the children, when they learn it simultaneously. In that situation both language are developing, but one can be dominant because of its frequent use. Then, when a language is obtained after the children's native language, McLaughlin turns to successive acquisition. From there, two languages are clearly differentiated, the extra language is a second language. Both these types accompany a bilingual proficiency.

- Additive and subtractive bilingualism: Lambert (1975, 1977) distinguishes such types of bilingualism. Additive bilingualism increases when both languages and culture linked, so they harmonize positive parts to the child's general development. Subtractive bilingualism is when two languages have an aim to compete. It happens when the minor language is substituted by the dominant or prestigious kind of language in a certain area. Such situation arises when the kid is educated in dominant language, but doesn't have any support in its own language.

- Elite and folk bilingualism: Skutnabb-Kangas (1981) provides a certain clarification between elite bilinguals, who obtained a second language due to formal education with a little capacity to use the language in a natural way and folk bilinguals who gained the second language only practical contact with natives of that language. Elite bilinguals have a free option to learn a language. The trouble related to failing in learning the second language and it's straightforwardly depends upon the curriculum. Folk bilingualism means a consolidation of minor children into a major society. Such type proclaims a mix of social and educational factors.

- Balanced bilingualism: From the name of its type, we can surely say that this is such type when two languages are in harmony and the speaker has a competence on the native level (*Haugen, 1973*). But, again, it doesn't matter whether you are fluent in the language or not. More often, this term is used to talk about an individual, who can speak or comprehend the languages nearly at the same level, although his/her skills aren't perfect.

2.3. Is bilingualism an advantage or disadvantage?

Well, bilingualism has both advantages and disadvantages. Let's start with advantages. Bilinguals are better than monolingual in an attitude to:

- Creative thinking
- Linguistical recognition
- Logical thinking
- Plasticity in thinking

– Boosted capacity to learn further languages, because of the same patterns in grammar or speech and the same family of languages can be easily accessed. For instance, the Italian and Spanish languages are included in the Romance languages of the Indo-European family of languages, They are very similar. Empirical work of scientists proved these from the cognitive processing's point of view:

- Updating: retaining and memorizing the info in memory
- Inhibitory control: the control over unnecessary details
- Task switching: quick reversing between numerous tasks

Now let's turn to disadvantages of bilingualism. Among these is, first of all, the slowness of the bilingual speaker. Lexical decision experiments proved it. In that situation, monolinguals outdo bilinguals and multilinguals (*Ransdell & Fischler, 1989*), because the latter are normally slower among the lexical tasks, counting semantic comprehension. Jespersen (1922) declared that the child being bilingual scarcely learns either language, as if he/she learned a single language. In order to hone the skills in both languages, the other skills will be reduced and it will be difficult for children to have an ability to master them.

Saer (1923) did an experiment, which showed that bilinguals in the city had more interaction in the second language in and outside the school, whereas the rural children had a lower intelligence than their colleagues from the city. As a result, the urban bilinguals were more balanced bilinguals than the rural students.

2.4. Bilingual education

The term of bilingual education has an aim to represent a lot of educational programs, which includes two or more languages. There are four types of that education (*Hammers and Blanc, 1989*):

- Transitional bilingualism, which means that the role of using the first language is to relieve that transition to the second or formal language;
- Mono-literate bilingualism, when the educational institution allows using both languages for different entertainments, events, etc., but the second language is mastered in honing a competence;
- Partial biliterate bilingualism, means the situation, when two languages are applied in all language skills, which needed, such as writing, reading, speaking and listening, but the curriculum separates subjects in a distinct way: the first language stands for subjects connected with culture, it can be arts, folklore, history, and the second language represents technical subjects, such as economics and science;
- Total biliterate bilingualism, the simple type, which proclaims that both languages are well balanced and used in all domains.

Bilingual education boosts the children's capacity in both languages. They don't compete, as everyone thinks. Research of Hakuta (1987) demonstrates that the time spent on learning the first language is the crucial part in the second language acquisition and it has a positive consequences. In his study was a peculiar pattern of growing connection between Spanish and English vocabulary evaluation in some sorts of Puerto Rican children in such programs of education. A basic supposition was made about bilingual education, which means that skills and comprehension, which are needed in one language automatically moves to another.

2.5. Different patterns of home language bilingualism

A few people live at home, which is also a certain domain, where the language has an aim to display an ethnic, cultural or national circumstance and they are quite dissimilar with the view of the society, where they live in. In this situation, adults can cooperate in both languages and children can learn the family language through a constant exchange. This leads to the point,

when home bilinguals are made by the parental conscious choice to talk to a child in their native language. As usual, there seems a little opportunity or expectation for a formal education at school or university with the help of this language.

Romaine (1995) shows six patterns of home language bilingualism. They are different and pertinent because they mix the worth of both social and linguistic extent. This scheme also count on the minority or majority position of the language and the introduction of this language in a common life of the child:

2.6. Bilingualism in additional language learning.

One feature of a bilingualism, which should be learned additionally, is the unconscious influence of learning the next language by bilinguals. The third language acquisition means an acquisition by not a native of the acquired language, but by the speaker, who obtained two other languages, or bilinguals. The study of it unites together two points, which weren't considered: second language acquisition and bilingualism. The acquisition of the third language is slightly different, because such learners are more experienced as the learners of the second language. Bilingualism adds general effects on our cognition, and has an entry to two linguistic systems, while obtaining a third language (*Herdina & Jessner, 2002*).

Some studies proved that multilinguals have in its usage a broader scope of linguistic and memory strategies and also they have an elasticity in the use of language than monolinguals (*McLaughlin & Nayak, 1989*). On the other side, such learners are capable of using two languages, as their basis in the acquiring language, while second language learners can rely on only the first language of their use.

The common proposition was made by the researchers in the 1960-70s about that bilinguals learn a third language more smoothly and effortlessly than monolinguals (*Albert & Obler, 1978*). It's important to say, that even bilingualism influences the third language acquisition, it doesn't affect all facets of the third language's fluency and proficiency by the same characteristics.

The research of the Basque Country and Catalonia (*Cenoz, 1991; Lasagabaster, 1997, et al.*) scrutinized the acquisition of English as the third language by bilingual learners, who are speaking in Spanish and Catalan. Sanz (*Sanz, 2000*) shows the outcomes of the study referring to bilinguals and monolinguals. 124 Catalan-teaching children were an experts in Spanish, and the monolingual members were scattered from a various areas of Spain far from Catalonia. The participants completed grammar and vocabulary tests in English. Also different factors like general intelligence, disclosure, motivation and political status were under control. The results stated that bilinguals got higher scores in the English tests.

Table 1

Patterns of home bilingualism

Type 1	One person, one language
Type 2	Recessive home language/the first language, one environment
Type 3	Nondominant language at home without receiving any popularity
Type 4	Double nondominant home language without community support
Type 5	Non native parents
Type 6	Mixed languages

3. Conclusions

After considering the concept of bilingualism, which includes different terms, like types of bilingualism; how it is widespread in our society; the third language acquisition and its role of bilingualism; the patterns of home bilingualism, which is a common thing nowadays; bilingual education and an advantages or disadvantages of bilingualism, we can surely say that this topic will never exhaust itself because of its complicated tasks to explore and different researches to do. Bilingualism is an important thing not only in our lives, but also in education, which guarantees a more flexible cooperation and interaction in different subject fields. Now we can say confidently that bilingualism can be different, as you can see from a lots of types, it depends upon the peculiar domains, which a human being use, the factors, which cause the bilingualism, such as immigration. Bilingualism can be both an advantage or disadvantage, but the crucial advantage of it is a flexibility of thinking and acquiring the third or more languages. Bilingual education integrates all four skills in using the language for learners, and also it enables the language exchange between countries, which proclaims the principal impact on our lives and society.

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