The Phenomenon of Bilingualism on the Current Stage

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Abstract

The relevance of the researched problem is caused by the phenomena of mass bilingualism and multilingualism became norm of modern society. This article aims to show the extraordinary versatility of bilingualism. The approach to the study of this problem was to consider theories of bilingualism and bilingual aspects. The article states that, although bilingualism is presented from different sides, all branches of knowledge based on the fact that there is a primary language system, which is used for communication. Two languages are usually formed in each individual differently and to varying degrees. It is explained by distinctions in cultural and social spheres to which these languages belong. Materials of this article may be useful for further researches of bilingualism and multilingualism.

Keywords: language system, linguistics, bilingualism, bilingual aspects, interference.
1 Introduction
Language is a phenomenon of human society. It is unique: existence of language is peculiar only to human. Due to language people are separated from the animal world and become social person. Thus, a person cannot be considered in separation from language. Through language a human is formed into a linguistic personality. Linguistic personality is a personality expressed in language and through language. Language is an indispensable condition of existence of the person in society and human society cannot exist without language too. As social phenomenon language arises, develops and functions only in human society and dies with death of this society. In short, there is no language outside of human society (Hudobina, 2010). Uniqueness of language is shown in its multifunctionality. It is the most important primary means of human communication (communicative function), an instrument of thinking (thinking function), means of cognition (cognitive function), means of accumulation of human knowledge about the real world (accumulative function) and means of transmitting this knowledge from generation to generation, and treasure trove of culture of the nation (everything created by people is reflected in its language), etc. (Kondrateva, Valeev, 2015). Phenomenon of language is shown in its national character: every language has a national expression, and exists in the form of the national language, which is means of self-expression and self-assertion of each nation, means of expressing the national spirit of the people, its national identity (Zakir’yanov, 2012).

Language contacts are one of the most important external factors of the historical development of the language. The priority today is the concept of bilingualism and multilingualism. These concepts and related issues are discussed in the works of many contemporary researchers (Batrova and Salyekhova, 2015).

Bilingualism is peculiar to the most of world’s population. Bilingualism is a common phenomenon in the multinational countries, where national minorities use the language of the indigenous majority for communication. In the modern world advantages of bilingual to monolingual are undeniable. Researches show that the full-fledged knowledge of two and more cultures and languages makes the person successful both in career and in life. Bilingualism becomes a standard of mutual understanding, tolerance and respect for other cultures and languages.

Bilingualism is a mutual existence of the individual or society of two languages: native – primary and nonnative – secondary or acquired. When certain individuals know two languages, it is an individual bilingualism; if it is greater number of people who know two languages, it is a mass bilingualism (Ermakova, 2012).

Initially there were two opposite opinions about the phenomenon of bilingualism. Supporters of one position claimed that any knowledge is useful (including additional language), and others believed that bilingualism negatively influenced on development of thinking ability of the person. Today the bilingualism is considered as positive phenomenon. There is a theory that the person who knows two languages easier learns the third one.

L. S. Vygotsky in his article, "The Issue of Multilingualism" suggests that multilingualism of children is a problem of exceptional theoretical and practical importance and at the same time is one of the most complex issues of education (Balyhina, Sebeleva, 2016).

This study aims to compare classifications of bilingualism by the following aspects: psychological, linguistic, pedagogical, sociological and literary and art and to find out actual aspect characterizing the proficiency in two languages at the current stage.

2 Literature Review
Methods and techniques of studying bilingualism characterized by the following aspects: psychological, linguistic, pedagogical, sociological and literary and art. Before analyzing these
aspects separately, let us give some definition of bilingualism as it has a number of interpretations. In the second half of the last century Russian scientists used the term - bilinguisme (fr. "practice of alternate using of two languages"). the ability to use for communication two language systems – primary and secondary. In the dictionary by T.F. Efremova bilingualism is defined as "knowledge of two languages or the literary language and a dialect" (Efremova, 2016). In the dictionary of foreign words by N.G. Komlev bilingualism is defined as follows: "(lat. bi + lingua) linguistic bilingualism, the ability to use two languages" (Komlev, 2000).

Further we will focus on separate aspects of bilingualism individually.

The psychological aspect can be described from different points of view. There are reproductive, productive and receptive bilingualism from the point of this aspect. Receptive promotes understanding of the speech in secondary language system. Reproductive involves ability to reproduce aloud or by yourself the heard and/or reading information, and the productive bilingualism allows constructing the speech in secondary language system.

Psychologists assume that native (primary) language is directly connected with thinking. They suggest it expresses the thought and becomes a product of thought and serves as the proof of the statement about "unconscious and intuitive practical possession of nonnative (secondary) language" (Balyhina, Sebeleva, 2016).

Researches about this aspect of a bilingualism help to consider the correlative characteristic of linguistic categories, concepts "deposited" in language consciousness of bilinguals, originality of processes of fixing in memory, understanding, judgment, auditory (speaking) and visual (writing) perceptions by bilinguals of the signs, features, categories and concepts specific to the second language and absent in their first language" (Andreeva, 2009). Also, in the psychological aspect, the focus is on the effects of bilingualism to the thinking processes of the individual. Considering from the point of view of interrelations between thought and language by L. V. Shcherba provided two types of relations in language systems in consciousness of bilingual people – dependent and independent connections. A dependent connection is formed at the mixed type of bilingualism, when the contact languages form only one system of associations. In dependent relationship occurs in the pure bilingualism situation, when coexisting languages form two separate associations in the consciousness of the person. N. A. Lyubimova suggests that the psychological typology of bilingualism occurs due to the four criteria: 1) types of speech activity; 2) the correlation between speech mechanisms to ensure knowledge of different languages; 3) connection way of the speech with thinking; 4) way of proficiency (Andreeva, 2009). The psychological aspect of bilingualism includes researches of production mechanisms and perception of the speech. There is a theory that bilingual persons have a single system of perception and two separate systems of production in primary and secondary languages. For this aspect, the most important thing is studying of occurring uniqueness of interference in use of both languages.

The linguistic aspect of bilingualism is mainly associated with the investigation of linguistic phenomena encountered in linguistic interactions. Y.D. Deschere and I.F. Protchenko believe that this aspect of the "bilingualism deals with the analysis of a ratio between structures and structural elements of the two languages, their mutual influence, interactions and interpenetrations in different levels, sections of language: phonological, morphological, syntactic, lexical-semantic and stylistic" (Andreeva, 2009).

According to W. Weinreich the problem of bilingualism is to describe the multiple language systems that impede simultaneous possession, and to predict the most eventual interference, which occurs through contact of languages and, finally, to specify in bilingual people those deviations from the norms of each language that are related to their bilingualism.

The sociological aspect of bilingualism consists of clarification the scope of public functions and spheres of application of both of the languages used by bilingual population. The sociological
research of bilingualism is directed to define the increasing level of bilingualism among different social professional groups of multinational labor collectives, application of both languages in the main areas of public life (spiritual, home and production), influence of various factors: demographic, ethnic, class, etc. on bilingualism, ways of formation of the bilingual environment, a ratio of primary and secondary languages in the state of bilingualism, etc. This also includes a definition of the role of societal factors in the development of mass and / or group bilingualism, the impact of scientific and technological development to the development of the social functions of languages in bilingualism. The pedagogical aspect, in turn, is based on psychological, linguistic, psychological and sociological aspects. The main object of this aspect is development and application of methods of learning both languages, methods of researching processes of mastering proficiency in both languages in the conditions of bilingualism (Andreeva, 2009). This aspect of bilingualism considers both active language skills (speaking and writing) and passive skills (reading and listening). The aspect of literary and art of bilingualism is connected with studying dialogues of characters in art and literary works with the analysis of the literature created by bilingual writers and perceived by bilingual societies.

3 Research methodology

Having considered various aspects of bilingualism it is also necessary to stop at bilinguals. The person can be bilingual, but in practice, speak only one of the languages or speak both languages, but competences in one of languages can be limited, or, for example, the person can use one language for informal situations, and another for the formal ones (Baker, 2006). It is clear that the bilingualism of the person depends on a set of various factors. Let's consider bilingual competence from the point of view of the standard four language abilities. They are: listening, speaking, writing and reading. Listening and reading are receptive skills, and speaking and writing - productive. Some person can listen and read with understanding a language, but cannot speak or write (passive bilingualism), someone can speak language, but are not able to write or read in it. Others can understand informal conversation, but are not able to speak. G. Valdes & R.A. Figueroa (1994) suggested a classification of bilingualism in the following categories:

1) Age (simultaneous and sequential acquisition of language abilities);
   Simultaneous acquisition of both languages is possible since early age immediately after birth. This may be possible due to the fact that his parents speak different language, or one of the parents may be bilingual and the other monolingual or both parents may be bilingual. Example of the sequential acquisition of language abilities may be a case where a child speaks one language at home and have to study other language at school (Baker, 2006).

2) Ability (incipient, receptive, productive)

3) Balance of the two languages;
   Balance of the two languages is rather idealized concept. As a rule, it can be achieved with low competence in both languages. It is considered that bilinguals use each of their languages for completely different purposes and with different people.

4) Development (ascendant - secondary language is developing, recessive - one of the languages is decreasing);
   It can be observed among immigrants, when older generation speaks native language and younger people tend to use the local language more. The same situation can be observed in some multicultural societies, where language of the indigenous majority dominates the language of minority.

5) Context in which languages are acquired and used (school, home, etc.);

6) Elective bilingualism and circumstantial bilingualism (Valde, Figueroa, 1994).
Elective bilingualism or artificial bilingualism is a characteristic of individuals, who choose to learn a language whereas a circumstantial bilingualism emerges as a necessary tool to survive (for example, immigrants are forced to learn the local language to live among the local population). There is also another classification of bilingualism:

1) Bilingualism which emerges using two local languages;
2) Bilingualism, which emerges using local language (native) and regional language;
3) Bilingualism which emerges from knowledge of the native language and professional language (for example, Latin or classical Arabic); etc.

The next classification of bilingualism is based on an interdisciplinary synthesis of different sciences. It distinguishes more than thirty categories of bilingualism: achieved, additive, ascendant, ascribed, asymmetrical, balanced, compound, consecutive, coordinate, diagonal, early, functional, horizontal, incipient, individual, infant, late, passive, perfect, residual, secondary, semi-bilingualism, societal, subordinate, subtractive, successive, symmetrical, true, vertical, productive, receptive, etc.

We have reviewed different types of bilingualism, each of which leads to cultural and linguistic interference to a more or less extent. W. Weinrich noted three types of relationships of languages: 1. Integration of languages into a single language system 2. Switching: both languages are used in turn 3. Language shift: the first language may be replaced by the second language (Ermakova, 2012).

RESULTS AND DISCUSSIONS

Recently researches with description of intermediate types (family (inherited bilingualism), literature (literary) bilingualism) of bilingualism began to appear. As we have already noted, characteristic feature of bilingualism is interference. It is the interaction of language systems in bilingualism and multilingualism. This process is caused by mismatch of language norms and distinctions in structure of languages. The interference shows relationship of languages, and also in a certain degree an intermediate stage of formation of language competence in secondary language. Nowadays the hypothesis of "intermediate language", according to which, bilingual person creates his own system of language, possessing the main lines of primary language and secondary language prevails, forming thereby "the mixed / cross-language code". Though, it is also worth noting that such phenomenon is inherent mainly in elective bilingualism.

All currently known classification of varieties, types and kinds of bilingualism show a variety of criteria in its evaluation. Often, researchers take into account language proficiency, the similarities and differences between primary and secondary languages, affinity of languages, conditions of formation of bilingualism, etc.

After examining classifications of bilingualism by different aspects, we have found the classification by G. Valdes & R.A. Figueroa (1994) most relevant, since it covers number of categories, such as: age, ability, development, balance of two languages etc.

The research is relevant because it is based on the studying of immigrants, consequently the graduation of proficiency in language can be used for all immigrants in the USA and there is need for further investigations of immigrants in other countries which will be the baseline for our future articles.

Conclusion

The concept of bilingualism is examined from different perspectives, but the outcome is all the same: there is a primary linguistic system that is used by man in different situations. The individual who uses only one language system is monolingual. If this person knows two or more
language systems, he will be called bilingual. Two language systems, as a rule, are formed in each individual differently and to varying degrees. It happens due to different cultures and areas, where these languages belong. This can explain the fact that the definition of bilingualism does not require fluency in both languages. The language which the individual speaks to a greater extent is dominant and it is not always the firstly learned language. If both languages are developed to a high degree close to the level of a native speaker, and do not interfere with each other, it is called balanced bilingualism.

After analyzing the literature it is possible to draw a conclusion that there is no holistic understanding of bilingualism as a multidimensional phenomenon. Classification of types of bilingualism was and remains as a controversial issue of the theory of bilingualism. It can be explained with opening of new issues and differences in approaches to the study of this phenomenon, therefore, a need for more researches and the creation of generalized classification of types of bilingualism remains.

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