УДК 971/979 (20)

BILINGUALISM: ASPECTS AND POLICIES

Lebedev A.N., Fedoseyeva T.V.

Applied Linguistics and Ethnology Department
Donbas National Academy of Civil Engineering and Architecture

The paper deals with the problems of the contemporary bilingualism A language attending to a national culture and civilization can possess the same nature that a language distributing the similar functions between two nations and the formula language and variant' operates in actual cultural, social and political conditions.
***Key words:** standard language, mother tongue, second language, diglossia*

Nowadays, more and more attention has been paid to considering the conditions of various languages and their functioning, including national varieties. Language serving for one national culture and civilization can have a similar origination with language, which shares the same functions between two nations. The formula 'language and variant' functions in real cultural, social and political conditions, and in each individual instance these conditions bring some kind of changes. Bearing in mind the multiplicity of the linguistic contact situations (the number of languages in the world 30 times bigger than the number of the countries), it can be assumed that quite often a language variant has to co-exist formally or informally in close contact with language possessing the same equal rights. The phenomena can be apparently observed in Belgium, Canada, Luxemburg, Switzerland and in practically all former republics of the USSR or the EC countries, where English is used as the second language. Thus, a special variant of national language arises and it is the case when 'variant' is one of the two officially recognized languages in a country.

The functioning conditions of language over a long-lasting period have their consequences at a language level. Some sorts of language peculiarities are often observed at speech level. This is the case of interest for a researcher because at comparing some specific features which occur in a certain language situation at both levels one can follow to a certain extent, the dynamics of the process in each particular case. The similarity in the features of the languages existence of this type can be identical in its specific character referring to the respective languages which are recognized as the only official national varieties.

One of the features of a language is its recognition by a large group of people as a native language, that is, the language which has been used by them from their birth. The totality of families and other groups having taught their children their first language is called nationality. Sociolinguistics determines the ethnic group, the nationality, the nation as special communities of people which are distinguished by a relatively common character of language existing due to life standards. As the initial teaching of language tales place mainly in a family, it is assumed to divide languages respectively into those of nationality and nations. This division is commonly carried out by questioning - which language people consider to be their native one.

This information can be checked by stating which language was in the family and the way it was learnt [1,c.41].

At present the nationality and native language are two different things. So a man can come from a family belonging to one nation and his native language can be of a different nation if either in the family or in some other environment another language was used. Thus, children living in families with the mixed national origin can speak two native languages. Because of subjectivity the segregation of one language from another is not an easy task. The complexity is obvious both in the language units and in the acts of speech, and also in the individual and collective opinions concerning the classification criteria.

Analysis of the language phenomena shows that the tongues confusion is opposed to their separation. The tongues separation and their precise boarders are typical for standard, developed languages being learnt at school. In this case the realization of the language phenomena unity system gives a clear imagination what in our speech refers to one language and what to another, what we consider to be native with reference only to this language and what is alien, borrowed from the other language. This is the way the structure of the language factors is considered. Here, on one hand, some words, expressions and the whole sayings in one language are used in the speech of another language as cites. On the other hand, the words the origination of which does not refer to the given language, merge into it and are perceived as words of the above-mentioned language.

Education and the spreading of standard written languages play a considerable role in the language separation. Alongside with this, a standard language being a language of culture separates itself from the other standard language, but not officially.

A conditional criterion of language comprehension is total understanding of speech while socializing, on one hand, and appraisal given by a speaker to his own and to someone's language knowledge and knacks, on the other hand. In both cases, the principal criterion of recognition of a separate language is a subjective appraisal of its determination and general comprehension while socializing. However, different people have different levels of information about languages. The least sign of awareness is when a listener refers either to a familiar or unfamiliar language. Human consciousness can classify people and texts according to languages and languages according to people and texts.

Bilingualism, speaking and using of more than one language, comes about from a greater or lesser extent of second language mastering. It has been existed since time immemorial; it is widely distributed nowadays. Bilingualism can be qualified according to the following indications: what languages a man speaks, how the system of various languages has been studied, what the skill nature is in each language and how speech transformations from one language to another are realized [1.47].

The given instances of speech transformations from one language to another can be considered as a particular form of speaker's verbal behaviour possessing relations in the structure of their social interaction [2, c.95].

It should be mentioned that mass media, in a sense, simulate verbal behaviour of a man selecting language resources in accordance with various social situation parameters [3, c.113]. In this situation, verbal behaviour simulation occurs just only in a sense because medium-writing ranks first and it is oriented to the belles-lettres variety of standard language or languages. But, nevertheless, newspapers are intended for the mass audience. This is one of the reasons of language means variety of a newspaper style uniting belles-lettres style elements with the spoken language units [4, c.58]

Selection of language means frequently depends on topics, the verbal relationships between a respondent and a recipient during communication of various types of information, the set of the definite social groups, author's position in estimate of describing events. The transfer from one language to another is in kind of foreign/second language inserts (separate words and phrases) and properly codeswitchings. A. Sweitser considers [3, c.121] the inserts are crucially different from codeswitchings, because in the latter instances, the function of sociolinguistic variables fulfils the fact of transformation into language by itself but not another language unit being not the principal means of information transfer. The fact of another language preference by itself carries social information.

As in case in point, the inserts in the Canadian English press are rather original, they are not reduced just only to the stable phrases. On the other hand, there is no escape from the conclusion that they are used to fill in denotative or expressive vacuum [3, c.125-126].

Language situation of a bilingual country stipulates a profound influence of the dominating alignment language to another co-existing language in a country. Conversational activities of speakers having a subordinate position are distinguished by a tendency to purism. Moreover, with their yearning for mopping-up their language from the alien elements they frequently banish conventional lexical units. On the other hand, there is a great number of foreign inserts or innovative lexical units in the native speakers' language having calm reasoning for their language fate.

But we should not forget about dialects in a bilingual state. The fact that the distinction between different dialects cannot be sharply drawn does not make the concept useless or invalid. A dialect has just as much social and psychological reality as language. If members of community recognize the existence of dialects and sociolects in their language by their behaviour and the way they talk about their language, then they exist. Where this is the case, we can speak of the community as being bidialectal or multi-dialectal. Similarly, where a political or other social group uses more than one language, we speak of that community as being bilingual or multi-lingual. It is, of course, the rule rather than the exception for political states to be multi-lingual. Ukraine is no exception to this respect.

If there are no two or more languages in regular use in a community, it can be called a situation which C. Ferguson has called 'diglossia'. He has observed that a diglossic communities there is a strong tendency to give one of the languages a higher status or prestige, and to reserve it for certain functions in society, such as government, education, the law, mass media, etc. The prestige language is often known as the standard language and represents the 'norm' of language recognized by most speakers [5, c.429]. Some countries have set up institutions to regulate and codify the standard language. The process of codification is sometimes called 'language standardization'. But even when no such regulatory body exists, one can find situations where high and low varieties are widely recognized and accepted, and have fairly clearly defined differential functions in the society. Decisions about what languages to use for what purpose in the community is a political matter for governments to decide. These decisions may be based on a careful survey of the various functions which the different languages actually fulfill in the community. Investigations into matters of this sort are the central concern of sociology of language, and planning the most efficient arrangements of a language function in such communities is often called a language planning. It bears on the question of which language or languages to teach in the schools of the country and at which level and to whom these languages should be taught. Within a language community there is a group of people who consider they speak the 'same language' there may exist one or more

socially recognized forms of the language which correlate with the social and/or geographical structure of the community. The individual's idiolect is not a well-defined thing; his speech varies up to a point according to the social and geographical situation in which he happens to find himself. Each member of the community acquires some degree of ability to shift his manner of speaking along either of these dimensions. It is largely through formal education in the school that he develops this ability. When a child first acquires language, the particular form he learns he learns is the one he hears in his home environment. The educational system will most probably make use of some form of the standard language. A particular language selected for educational, administrative or governmental purposes is often called a superposed variety of language. On going to school, the child is faced with the problem of learning a new form of his language. The standard form may vary quite markedly from the form he has acquired as his mother tongue. In most countries there is a situation in which the great majority of children, on entering the educational system, a learning task which is similar in many respects to the learning of a second language.

In the course of study of various languages, even if they are related, the languages affect each other both in the sphere of linguistics and language skill. At bilingualism one languages affect the affect the others in various fields of speech differently. Skills of grammar structures of the languages assimilated earlier are of great aid in assimilation of the new ones. Whereas another grammar structures, by way of contrast, obstruct to mastering of the new language system. The situation is similar with the vocabulary.

If two languages share a shingle representational system, then one would expect considerable transfer from the first of the second language. A speaker attempting to access information about one language may inadvertently retrieve the corresponding forms in the other language, unless the languages were somehow tagged or marked for their separateness within the same representational system. In contrast, if the two languages were represented in completely distinct systems, then a mechanism interfacing them would need to considered, since transfer and translation between languages are, it not easy, at least possible.

Forms and kinds of bilingualism depend on the specific historical conditions of peoples' progress, their social and economical, cultural and political structures. Bilingualism is known to all social communities of people and noted to all epochs as an outstanding social and historical event. Careful study of development and kinds of bilingualism make possible to indicate its two types - contact and non-contact. The contact bilingualism emerges at a joint everyday life of two peoples. This type of bilingualism is more persistent and permanent, passed on from generation to generation; it is a linguistic basis of language changing at language crossing. The contact bilingualism is at the origin of the interethnic communication language. Non-contact bilingualism arises as a result of language seizure of another people by way of special study of the language. Both individuals and whole social groups become bilingual. Thus, it should not be confused the interethnic communication language and interethnic language of science and religion.

Both contact and non-contact types of bilingualism in their progress and functioning have not only individual and psychological but also social aspects.

Second language study is generated a need for mastery of definite texts and therefore, of a definite topic vocabulary. Thus, a topic vocabulary distinction in various languages is of great aid in bilingualism but a topic vocabulary similarity, conversely, prevents its extension. Bilingualism tends to semantic identification of a topic vocabulary and, as a consequence,

there are various professional and psychological aims and purposes in mastering of a vocabulary.

Since people's attitude to languages is complicated and ambiguous, during making a nomenclature of languages, collaborates with ethnology and ethnography (language is one of the most significant indication of ethnos). In spite of complexity of relations between languages and ethnos, language is the central indication for ethnos self-esteem and self-consciousness.

And finally, when two groups of what was a single community lose physical, economic and political contact with each other they begin to diverge. It may be that they start to differ culturally more quickly than linguistically. But this may well be only a superficial view. It is probably that their linguistic codes do, in fact, diverge also, but in rather subtle ways. On the other hand, when two culturally different communities come into contact and develop common economic and political systems there appear to be several different things that can happen. They may eventually merge, they may remain culturally distinct whilst being politically and economically a unit. Their languages may coalesce, one may supersede the other, or they may both continue side by side suffering some degree of mutual influence.

Bilingualism, diglossia, superposed variety, are all the terms that have been used to describe the various possible outcomes.

References

1. Рождественский Ю.В. Лекции по обшему языкознанию. – М : Высшая школа 1990. – C. 41,47.
2. Тарасов Е.Ф. Билигвизм: социолингвистический аспект. // Методы билингвистических исследований. – М.: Высшая школа. 1976 – С.95.
3. Швейцер А.Д. Современная социолингвистика. Теория, проблемы, методы. – М., 1989. C. 125-126.
4. Швейцер А.Д. Перевод и лингвистика. – М.: Высшая школа 1980. – C 58.
5. Ferguson, C.A. Diglossia, in Language and Culture in society. N.Y. Harper & Row. 1964. – p.427-430.

Лебедев А.Н., Федосеева Т.В. ДВУЯЗЫЧИЕ: АСПЕКТЫ И НАПРАВЛЕНИЯ

В статье рассмотрена проблема сосуществования двух языков в границах одного государства в социолингвистическом аспекте при относительно равном количестве носителей одного и второго языка.

Ключевые слова: *литературный язык, национальный вариант, родной язык, неродной (второй) язык, носитель языка, диглоссия, речевое поведение, переключение языкового кода, строй языка*

Лебедєв О.М., Федосєєва Т.В. ДВОМОВНІСТЬ: АСПЕКТИ І НАПРЯМКИ

У статті розглянута проблема співіснування двох мов в межах єдиної держави у соціолінгвістичному аспекті, коли кількість носіїв однієї та другої мови відносно рівна.

Ключові слова: *літературна мова, національний варіант, рідна мова, нерідна (друга) мова, носій мови, диглосія, мовна поведінка, переключення мовного коду, устрій мови*