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**Tetiana Savchyn**

PhD (Philology), Associate Professor,  
Department of Ukrainian and Foreign Languages,  
Ternopil Ivan Puluj National Technical University (Ukraine)  
savchyn.tanya@gmail.com  
ORCID: <https://orcid.org/000-00003-3007-8960>

**Тетяна Савчин**

Кандидат філологічних наук, доцент,  
Кафедра української та іноземних мов,  
Тернопільський національний технічний університет імені Івана Пулюя (Україна)

### THE PHENOMENON OF BILINGUALISM IN MODERN SOCIETY

**Summary.** The aim of the article is to consider the main parameters that allow us to characterize the phenomenon of bilingualism; to investigate the dynamics of changes in the approaches to the assessment of bilingualism and multilingualism in the scientific field and to define the main tendencies in the language situation on the example of different countries, taking into account the socio-political component; to analyze the concept of "bilingualism" and its classification from a theoretical point of view in the development process of sociolinguistics and to show its connection with related concepts. The methodology of the research is based on the fact that, despite the great interest of researchers in bilingualism as a phenomenon of social reality, the social theory of the phenomenon of bilingualism has not yet developed. Nowadays, there are practically no scientific works in which the questions about social changes, connected with the phenomenon of bilingualism in its global aspect, were systematically studied. Scientific novelty is that the phenomenon of bilingualism as a concept of multifunctional communication in the modern multicultural world is reviewed, the significance of the process of bilingualism in the socio-political perspective is determined. In addition, the study of bilingualism in the social aspect is still undeveloped and sufficiently studied. In the research perspective there is a modern bilingual state of nation-wide communication of Ukrainian society. Conclusions. The variety of interpretations of the notion of bilingualism testifies to the multidisciplinary and relevance of this problem not only in linguistics. We tried to distinguish a number of typologies of bilingualism, depending on the aspect of its study. We also found out that, in the context of bilingualism, the correlation between interacting languages depends on sociolinguistic, psychological and sociocultural factors, and the fact that the concept of bilingualism cannot be considered in isolation, but only in connection with related concepts - linguistic contact, slang, interference. The socio-political issues of the study of bilingualism cover a range of issues that describe the specific state of social life, in which there is the fact of coexistence and functioning of two languages within a single state and difference in the perception of this phenomenon in different countries on the basis of historical development.

**Keywords:** bilingualism, bilingual, surzhyk, interference, pluralism.

### ФЕНОМЕН БІЛІНГВІЗМУ У СУЧАСНОМУ СУСПІЛЬСТВІ

**Анотація.** Мета статті – розглянути основні параметри, які дозволяють охарактеризувати феномен білінгвізму. Дослідити динаміку змін у підходах до оцінки дво- і багатомовності у науковому просторі та визначити основні тенденції для мовної ситуації на прикладі різних країн з огляду на суспільно-політичну складову. Проаналізувати поняття "білінгвізм" та його класифікацію з теоретичної точки зору в ході розвитку соціолінгвістики та показати його зв'язок із суміжними поняттями. Методологія дослідження базується на тому, що, незважаючи на великий інтерес дослідників до білінгвізму як явища соціальної дійсності, соціальна теорія феномену білінгвізму ще не склалася. На сьогодні є практично відсутніми наукові роботи, в яких би системно досліджувалися питання соціальних змін, пов'язаних із феноменом білінгвізму в його глобальному аспекті. Наукова новизна полягає у тому, що розглянуто феномен білінгвізму як поняття багатофункціональної комунікації у сучасному мультикультурному світі, визначається значення процесу двомовності у соціально-політичному ракурсі. До того ж, дослідження білінгвізму в соціальному аспекті на сьогодні є ще нерозгорнутим та достатньо необґрунтованим явищем. У перспективі досліджень – сучасний білінгвальний стан загальнонаціональної комунікації українського суспільства. Висновки. Різноманітність трактувань поняття білінгвізму або двомовності свідчить про багатоаспектність та актуальність цієї проблеми не лише в лінгвістиці. Ми спробували окреслити ряд типологізацій білінгвізму залежно від аспекту його вивчення. Також з'ясували, що в умовах білінгвізму співвідношення між мовами, що взаємодіють, залежить від соціолінгвістичних, психологічних і соціокультурних чинників та той факт, що поняття білінгвізму неможливо розглядати ізольовано, а тільки у сукупності з суміжними поняттями – мовний контакт, суржик, інтерференція. Соціально-політична проблематика дослідження білінгвізму охоплює

коло питань, які описують специфічний стан суспільного життя, за якого спостерігається факт співіснування і функціонування двох мов у межах однієї держави та розбіжності у сприйнятті цього явища різними державами на основі історичного розвитку.

**Ключові слова:** білінгвізм, двомовність, суржик, інтерференція, плюралізм.

**B**ilingualism is a very widespread phenomenon in modern society. The article explores what bilingualism is, who is a bilingual, as well as which countries recognize bilingualism by law, and in which it is interpreted ambiguously.

The issue of research remains actual for psychologists, linguists, educators, and historians as the concept of bilingualism appeared with the development of languages. Usually, the ethnic heterogeneity of society and the state is the source of bilingualism. For example, the existence of several ethnic groups on one territory, which use different languages for communication. In the modern world bilingualism has become widespread and needs more detailed study. It is believed that bilingualism positively affects the development of a person and society as a whole. On the other hand, it is considered that bilingualism is quite harmful for socialization at the initial stages of its development.

The purpose of the proposed article is to identify the essence of the concept of bilingualism and determine its role in linguistic communication.

Since the phenomenon of bilingualism is multidimensional, the new approaches to its study appear. The following works were dedicated to this issue: T. Bertagaev, L. Scherba, A. P. Zagnitko, N. P. Shumarova V. P. Belianin, S. Zasekin, A. Bohoroditskyi, A. S. Akhmanov, L. K. Daurov, Y. D. Desheriev, V. H. Kostomarov (Bertagaev, 1972).

Bilingualism is a specific state of social life, in which a fact of the functioning and coexistence of two languages within a single state is observed and recognized. The generally accepted definition of bilingualism was given by the American linguist U. Weinreich. Bilingualism is a practice of alternating use of two languages. The term “bilingualism”, as a scientific phenomenon, is regarded as a social phenomenon, that is, a symbiosis of two linguistic cultures in society and an individual characteristic of a personality (Radevich-Vinnitsky, 2011).

A person who speaks only his native language is called monolingual. Those who speak two languages – bilingual, more than two – polylingual, more than six – polyglots.

Depending on the age, bilingualism can be conventionally divided into early one, which is conditioned by staying in a bilingual cultural environment; and late, in which the mastery of the second language takes place at an older age, after mastering the native language, that is, after 10–12 years.

As a social phenomenon, bilingualism is a specific state of social life, which observes and recognizes the fact of functioning, the coexistence of two languages within a single state. State bilingualism is a kind of bilingualism, in which the population of a certain country has two languages that are officially recognized in this country (Radevich-Vinnitsky, 2011).

Bilingualism is quite common, but in order to speak a few languages, first of all, one needs to master a native language perfectly. Every citizen and patriot of his/her country must speak the state language. After all, language is one of the unique features of our nationality, it characterizes the personality and its education in general.

A myth existed in our country that bilingualism in children worsens the process of learning a language, but modern research proves that bilingual and monolingual children have similar cognitive abilities. Moreover, it has been proven that bilingual children have certain advantages.

Bilingualism is useful for brain development. People who own and actively use the two languages have a more flexible thinking, higher concentration of attention, more advanced general language ability, ability to solve problems, and Alzheimer’s disease

is less likely to develop in such people. This is all due to the fact that we constantly receive information of the surrounding world (various noises, signs, smells, visual images, etc., plus our unconscious feelings that we get from muscle receptors, for example), 99% of these signals must be put off by the brain, because they simply cannot be processed, in general it must make a decision based on 1%; the choice of this decisive 1% is constantly changing and does not directly depend on external conditions. Such “selective attention” includes a number of physiological processes that take place in the forehead area of the cerebral cortex, and ends with the action itself. Teaching “selective attention” and its training are particularly intense in the first five years of our lives. People who speak several languages face a more complex task of choice each time. A person who speaks only one language, after hearing a certain set of sounds, compares it with those stored in his/her memory, and identifies a word based on only one available vocabulary “stock”. And for a person who knows several languages, it is necessary to use several different “stocks” to distinguish words. In the modern world, the “rules of the game” change suddenly and the ability to quickly adapt and tune in is very important. Bilingualism does not allow our brain to stagnate, but on the contrary – it is always trained to be on the alert.

In many countries bilingualism is found at the state level. For example, in Europe it is Belgium and Finland, where the official languages are French and Flemish, Finnish and Swedish, respectively. In Asia – India and Indonesia, where in the first people speak Hindi and English, while in the other – Bahala and Indonesian. From bilingual African countries, Cameroon can be singled out where the official languages are French and English. In the Americas, for example, Canada can be used, where the official languages are English and French (Shkorina, 2015).

It is worthwhile to distinguish between regional bilingualism, in which only the population of a certain region has two languages. For example, Ukrainian-Russian bilingualism is common in eastern Ukraine, in the west it is Ukrainian-Polish, Ukrainian-Hungarian, partly Ukrainian-Romanian.

There are two types of bilingualism: official (approved at the state level) and informal (the second language used in everyday life).

Three types of bilingualism are also distinguished:

1. By way of acquisition: natural (domestic) and artificial (educational);
2. By age periods – early, due to stay and livelihoods in a bilingual cultural environment; and late, in which the mastery of the second language takes place at an older age, after mastering the mother tongue.

By the degree of language proficiency: receptive (perceptual), reproductive and productive (generative) types of bilingualism.

For example, one of the goals of learning a foreign language may be receptive bilingualism. (Some people have enough to read books in other languages, but there is no need to speak. This is typical of dead languages.) But the purpose of studying and teaching a foreign language is productive bilingualism.

In psycholinguistic literature there are such symbols as L1 – the first language and L2 – the second language. It should be noted that the chronology of the development of languages has an impact on the formation of the native language of an individual. In most cases, the second language displaces the first one. Therefore, it is sometimes said that one of the languages of the bilingual individual is dominant, that is, the main (Zasiekina, Zasiekin, 2002).

People who speak two languages are called bilingual. They usually show a mix of languages during communication, such as switching from one language to another and borrowings. This is a fairly common practice in communication of bilingual people with each other. In bilingual communication dictionaries of two languages are available and their use is arbitrary. Many of the expressions and words are expressed in one or another language; mixing allows you to use the necessary one, without referring

to the translation, which can simply fail to render what needs to be said. Moreover, in other situations bilingual people know that they cannot mix their languages for example, when communicating with monolingual interlocutors), and then they use one language.

Bilingual speakers can also have an accent. It all depends on when they started to learn the language. The presence of accent does not make people less bilingual.

Nowadays many young people are creating families with representatives of another nationality, and since parents often speak different languages, children have everyday opportunity to learn both of them. However, bilingualism, as a phenomenon, can develop also under the influence of social factors. For example, when a child grows only in the Ukrainian-speaking environment, but at a school he/she learns a foreign language and subsequently can use both of the languages. Another major factor is migration, when people leave their homeland and for some time live in a foreign environment, this also contributes to the emergence of bilingualism.

The University of Haifa's research is based on the phenomenon of bilingualism, proving that people who speak two languages are easier to learn the third one. One of the co-authors of the study, Professor Abu Rabia, makes the following conclusions: "Mastering several languages increases the quality of the native language proficiency. This is due to the fact that languages enhance each other and provide tools for improving phonological, morphological and syntactic skills. These skills provide the necessary foundation for learning to read. Our research has also shown that the use of language skills from one language to another is an important cognitive function that facilitates learning. Therefore, it is clear that long term learning will be most successful if it starts at an early age and when it is reinforced by well-structured and essential practice". (Hrozhan, 2010).

Bilingual people can be both bicultural (that is, representatives of two cultures that harmoniously combine them in their lives) and monocultural. Similarly, there are people who are representatives of two cultures but speak only one language.

There are two main types of bilingual people – pure and mixed. Pure are people who use languages in isolation. For example, while working, they speak one language, and at home another. The second type is mixed bilingual. These are people who speak two languages, but do not consciously divide them. In conversation, they do not even notice how they are switching from one language to another. A rather vivid example of such bilingualism is mixing the Russian and Ukrainian languages in the speech. The so-called surzhyk (mixed sociolect). In case if bilingual cannot find the right word in Russian, instead he uses the Ukrainian equivalent and vice versa.

The notions "surzhyk" and "bilingualism" should not be confused. The mixing of languages as a phenomenon is negatively evaluated by modern linguists, which is quite right. However, the phenomenon of mixing languages is quite common in the world. It is obvious that in regions where bilingual situation exists, there is always a mutual influence of languages, which, in turn, can cause their mixing.

The acute problem of linguists, psychologists, and educators in accordance with the dynamics of cognitive approaches to the description of linguistic phenomena and speech processes is bilingualism. That is why a large number of terms is interpreted differently in the light of cognitive concepts.

Bilinguals are said to express their emotions in the first language. Some bilinguals learn both languages simultaneously, so they do not have the first language to express their emotions. Even for those who have mastered the language in turn, not everything is so clear. Emotions and bilingualism create a very complicated and very personal reality that has no established laws.

Some researchers believe that absolutely equivalent use of two languages is impossible. Although bilingual can translate simple things from one language to another, they often encounter difficulties translating terms. In fact, bilingual people use

their languages in different situations, with different people, in different spheres of life. If they did not learn these languages formally or did not receive a diploma of an interpreter, they often do not have the translation equivalents from the second language.

The concept of bilingualism is closely related to the phenomenon of interference (from lat. inter – between and ferens (frentis) (the bearer, one, who brings) as a process and result of linguistic contacts. W. Weinreich proposed to distinguish interference in speech and interference in the language, and use the term to call cases of deviation from the norms of any of the languages resulting from the possession of two or more languages, that is, as a result of linguistic contact. Interference is the interaction of language systems in bilingualism, which arises in case of linguistic contacts or in the case of individual learning of non-native language. There is a deviation from the norm and system of the second language under the influence of the native (Shumarova, 2000).

After the markets moved from industry to the information age, there were tremendous opportunities for those who can analyze, collaborate and communicate with people around the world by providing local language services to the client. Such workers can compete for work both in their home markets and in markets where their language skills prevail over those who have only one language skills – like most employees. People who speak only their native language lose their chances of getting a better job or being able to work abroad. Bilingual workers are not limited to the local labor market. As Micheal Schulzler rightly pointed out in Forbes, “the use of English is spreading throughout the world and is becoming less an advantage or a sign that makes a difference. In fact, this makes the new necessary condition for bilingualism”.

The development of international contacts affects the spread of bilingualism. In European countries, the progress of bilingual education is related not so much to internal processes, but to the general trend towards integration, the desire for dialogue and intercultural communication. This experience is definitely valuable for Ukraine, as bilingual education opens up new opportunities that extend to education, research, more opportunities for the spreading various inventions, the improvement of medicine, the spread of new technologies and much more.

Foreign languages and the practice of teaching them today are at the center of attention, given the multilingual nature of modern society. Bilingual education is one of the most promising methods of effective education. In many countries with large, multi-lingual communities in the education system, bilingual, long-term and longer learning is set up: Ukraine, Australia, Belgium, Canada, Russia, USA, Finland, Switzerland, and others.

In the course of bilingual education there is an interaction, interpenetration, awareness of the general and specific carriers of different languages and cultures. The imaginative thinking of a child is shaped in close connection with the language, and bilingualism, built on comparative terms, allows us to more adequately understand this and another culture, and therefore, to remove interethnic contradictions.

Belgium is one of the few states in Europe where two languages, Flemish and French, officially co-exist at the state level. After analyzing the situation in this country, we can say that the bilingualism, which was enshrined in the law, has benefited both citizens and the authorities. Finland has two official languages – Finnish and Swedish. The first is 92.2% of the population, the second – 5.6%. Southern Finland is mainly bilingual, but it is difficult to get Swedish services. Knowledge of its officials in bilingual municipalities is weak, so the Finnish Swedes prefer to use Finnish. At the same time, the civil servants in the Aland Islands do not know much Finnish. Although citizens who speak second language regard this as a necessity, as facilitated by economic integration between Sweden and Finland, there is a perception that bilingualism will eventually lead to the erosion of the Swedish minority. In India,

the largest ethnic community – Hindustan, whose language – Hindi is proclaimed as a state, but another language of state communication is English. Cameroon is a former colony of England and France. Officially, the country is bilingual, but few Cameroonians speak either or at least one of the official languages. Canada fully implements the ideas of pluralism and multicultural education. The Constitution of this country guarantees training in two languages. The specifics of the geographical position of Luxembourg have given rise to multilingualism in this rather small area. German and French are recognized as official languages of the country. In everyday life, communicating is, as the locals are joking, in the Luxembourg language, which is based on an amazing cocktail of lower Germanic dialects with the addition of French words and expressions.

Summarizing all of the above, we want to note that in today's world language plays an important role and its differentiation leads to the emergence of a new concept of bilingualism, which has a dual significance for the development of an individual and society. Bilingualism is two languages proficiency at the level of their understanding and free communication.

The question of bilingualism is still debatable, so it must be comprehensively considered.

Language is a way of transmitting information, and bilingualism has become a common phenomenon in the modern world, since knowledge of several languages extends our capabilities. Often, the causes of bilingualism are: the multiethnicity of the country and close proximity to national-like states. At this stage of society's development, language proficiency is the key to success.

By exploring bilingualism it can be said that this phenomenon on the one hand opens up more opportunities for people, but in some cases it can lead to conflict situations. There are such types of bilingualism: state, regional, natural and artificial, early and late, receptive, reproductive and productive.

Bilinguals are people who have the same skills in two languages, they can be both professionals and children from mixed, interethnic marriages or brought up in another country. One can become a bilingual in childhood, but also in adolescence and adulthood. Moreover, many adults become bilingual because they move from one country (or region) to another and are forced to learn a second language. Over time, they can become as bilingual as children who learn languages in the early years (with the exception of the pronunciation of the native speaker). In general, people become bilingual because life requires the use of two or more languages.

Bilingual education provides greater opportunities for establishing direct links with English-language educational institutions on a professional basis, namely, to form a common approach to the study and study of basic school disciplines.

In many countries, the equality of several languages is acknowledged at the state level, which has a predominantly positive effect on society. Today, bilingual education is recognized by many European scholars as one of the most effective means of mastering foreign languages and at the same time is an essential component of the field of cultural education. Among the typical examples of countries with official bilingualism are Canada, Belgium, Finland, India and others. Unofficial bilingualism corresponds to a situation where the official recognition (again because of laws) is only one of the two languages most used by the population of this state. At the same time, unrecognized at the official level, the second language continues to be used by a significant portion of the population fairly broadly.

Language makes the nation immortal, when the language disappears, then the nation disappears. It is worth noting that the study of a new language, stimulates the memory, growth and survival of brain cells.

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