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Non-traditional Classification of Bilingualism Notion as a Radial Category Involved into Formation of Multicultural Personality

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Abstract. The article, basing on comparative research attempts to examine various definitions and classifications of bilingualism in different scientific realms. The analysis has shown that there is an enormous number of descriptions involving bilingualism, however no classification presented that would entirely combine all aspects of such a broad notion as bilingualism. Therefore, the article attempts to present such kind of classification, illustrating bilingualism in form of radial category.

Keywords: bilingualism, multilingualism, multicultural education, formation of multicultural personality, radial category.

Introduction. The Republic of Kazakhstan is currently situated on the stage of developing and improving its language policy in the country. Recently, there has been an innovation approved which establishes a new direction in lingual education. Therefore, scholars are trying to elaborate new approaches and methods in teaching foreign languages. However, Kazakhstan has one of the most significant advantages in this field that can certainly accelerate the speed of implementation. Bilingualism – is a key factor which should be attentively analyzed and used in developing new educational prospects. Therefore, the following article deeply investigates the concept of Bilingualism as an essential factor of formation of multicultural identity of a person.

Materials and methods. The article uses comparative method, which presupposes the study by means of comparing two or more events facts, subjects, definitions and classification of specific notions presented by different scholars in particular. The main number of sources are materials of scholars working with Bilingualism in different scientific realms.

Discussion. Contemporary globalizing and integrating into the global community Kazakhstan is currently at the stage of peculiar formation in field of state language policy. This is due to the fact that in 2007 president of our country N.A. Nazarbayev in his message to the nation "New Kazakhstan in the new world" presented ideas of phased introduction of a cultural project "Trinity of languages", which in turn became not only an aspect of the spiritual development of the people of Kazakhstan, but was also defined as distinct direction in the realm of domestic policy. According to the title of the project ideas of leading innovations can be easily perceived: the unity of three languages – official language, language of international communication and language of successful integration into the global and globalizing world community. In other words the idea of Trinity might be expressed in a simple and clear formula: development of Kazakh language, support of Russian language and exploration of English language.

The concept of the Trinity appeared not only as a beautiful idea of introducing a new language policy, it was elaborated as a result of thorough analysis of the country's position in the modern world community and, therefore, meets all the requirements that this global society puts in order to be competitive in a given direction internationally. The Bologna process and the Bologna Declaration, signed by Kazakhstan in 2005, should also be mentioned here due to the fact that this, in turn, qualifies the educational sphere of Kazakhstan as equivalent to the international educational space. Moreover, it presupposes to study world leading languages: English, German,

French, Italian, Spanish, etc., leading to a more extensive development of multilingualism in Kazakhstan, which has already taken a significant place in the language area of the country.

Polylingualism and multilingualism are concepts which have the same meaning and value, apart from having different origin prefixes: "poly-" – Greek, "multi-" – Latin. Various scientific sources interpret the two given above phenomena similarly. For instance, sociolinguistic dictionary defines multilingualism as a use of multiple languages within a particular social community [1]. It also detects two types of multilingualism: individual and national. Linguistic Encyclopedic Dictionary considers this phenomenon as "the use of multiple languages within a specific socio - generality (especially state), individual use (group of people) for several languages, each of which is selected in accordance with a specific communicative situation" i.e. division of "individual" and "national" presented earlier in the sociological dictionary is described in more details [2]. Regarding the notion "multilingualism" we should refer to views of N.S. Sharafutdinova who considers a language to be a part of spiritual culture of the people and it, being a form of national culture, is a reflection of international, national, public and class aspects [3]. Consequently, a language appears to be a reflection of the spiritual culture of the taken society, determines the thinking structure and cognition of the outside world. Language, acquiring the role of the mirror of culture, reflects not only the real world, the real conditions of life, but also the social consciousness of the people, their mentality, national character and way of life, traditions, customs, morals, values, world perception.

Considering the coexistence of several languages, livingfriendly in the same area, we can say that there is a more complex system of interaction of several cultures, based on the different languages, however having at its core objective a tolerant cooperation. Consequently, multi-language environment is the perfect foundation for the development of a multi-cultural personality in view of effective society collaboration through adopted languages of communication.

Kazakhstan in this area has a number of advantages due to the fact that in our country there are two languages that are equal and have the same official status. Furthermore the Minister of Culture and Information Yermukhamet Yertysbayev suggests that the use of the two languages is the intellectual component of the country's modernization. [4] Thus, we should pay close attention to the phenomenon of "bilingualism" as a tool and as the basis of a multi-cultural identity formation.

The concept of "bilingualism" consists of two functionally important parts: «bi» (from the Latin) - double and «lingua» - language. In other words, bilingualism – is a notion which describes the ability of speaking two languages. Scientific literature tends to distinguish individual and mass bilingualism. Initially, the knowledge of two languages is a feature referring only to individual members of society, while the concept of "mass bilingualism" is a phenomenon that covers the population of one or more regions. In fact, bilingualism is tend to be considered as a much more complex phenomenon, because it appears to be the subject of investigation of various sciences, such as linguistics, psychology, sociology, teaching methods, and depending on the research area, the following notion has a more detailed and comprehensive definition formulation and classification.

Despite the sociolinguistic and psycholinguistic aspects, bilingualism traditionally has been the subject of a purely linguistic science. In this direction, the greatest interest has always been the concept of U. Weinreich, offering the classification of bilingualism in three types based on how languages are mastered: compound bilingualism – there are two ways for being implemented for each concept (presumably mostly typical for bilingual families); coordinative bilingualism - when each of its implementations is a subject to a separate system of concepts usually developed under immigration conditions); and subordinate bilingualism- when the second language system is completely constructed on a system of the first language (as in the type of school learning a foreign language). However, these ideal cases donot occur in life, in addition they show a naive view of linguists of earlier times on the structure of languages and human abilities that well-educated native speaker fully understands, speaks, reads, and writes in each language. However, in fact, bilingualism is an ability of many, regardless the level of education. In this case, the picture of bilingualism is often far from harmonious. Still, a common requirement is regular usage of each of the languages – comparatively high quantity of practicing reading, writing, speaking, listening skills, getting acquainted with the culture presented by the given language. Yet, high level of competence in the language does not guarantee that each of the acquired languages will be familiar

to a person in every realm of his life: for instance, in one language the person might understand humor, dialectal differences, know folklore, in the other he can understand slang, jargon, explore contemporary literature; it might be easier to discuss political and religious topics in one language but to be better at daily routine and emotional topics in the second one. Finally, it might be easier for a person to read and write in one language, while listen and speak in the second language. Furthermore, people have different lingual abilities, so even creating optimal conditions for acquisition of both languages, not everyone will be able to learn each of them equally well and on the maximum high level. Others, however, even under very limited access to communication with native speakers are able to acquire knowledge of language much better.

Overall, bilingualism – is a phenomenon which is situated in the center of interest of various scientific fields related to linguistics. Typology issues of contemporary bilingualism are being rigorously analyzed by various local and foreign scholars with different conceptual positions.

Psycholinguistics suggests bilingualism in terms of perception of space and time, the ratio of space-time and verbal memory. The process of knowledge acquisition is being investigated here in more details in realm of contact between two studied languages. One of the brightest representatives of the national scientific focus is A.E.Karlinsky who distinguishes artificial and natural bilingualism [5]. He considers them in the framework of the theory of learning foreign languages and suggests that former type appears in simulated conditions of mastering a foreign language, while the latter one is a result of direct immersion in the language, foreign language environment. It should also be mentioned that the first type of bilingualism presents fairly high level and quality expectations towards mastering of language material, that is, the teacher requires almost ideal level of mastery of linguistic phenomena. While in natural bilingualism, the goal is in understanding conversation and adequate response to it, in this case grammatical part does not play enormously significant role, because the whole attention is paid to the meaning of the statement. There are also receptive bilingualism (perceived), reproductive (reproducing) and productive (producing), the latter of which is the purpose of learning a foreign language. Speech when moving from one language to another one is not free from interference [6].

Sociolinguistics studies the use of language in communicative purposes and particularly verbal behavior as the process of choosing the best option for the construction of socially correct utterance. Meanwhile the selection mechanism of socially important options is revealed and selection basic criteria are specified. The ultimate goal of the analysis is to identify the social norms that determine verbal behavior. A special place among the problems of sociolinguistics is the problem of language policy – a set of measures undertaken by the state, party, class, and social group to change or maintain the existing functional distribution of languages or language subsystems, to introduce new or maintain old language rules, language behavior.

Sociolinguistics considering bilingualism relates it with certain social correlates. At the same time, they are accounted as social indexes (social class, age, gender, etc.), and certain social processes taking place in society.

Mono-, bi-, multilingualism are being currently considered in Sociolinguistics in terms of relation to the whole language community and to the single individuals who are able to speak one, two or several languages. The first type is often called “national”, while the second one “individual”. National monolingualism can be combined with individual bilingualism or even multilingualism in the scope of common territory. Relationship between languages and their statuses in multinational countries might be various: one language can be dominant, while another one subordinate, also they might be formally equal in rights. There are several factors that determine correlation of languages in multicultural society:

- the official status of languages,
- the prevalence of each of them,
- the nature and degree of individual bilingualism,
- social prestige languages,
- genetic affinity of languages,
- level of acculturation process influence.

Sociolinguistics suggests following types of bilingualism:

- Subordinate – type of bilingualism that has dominant language (language of thinking);

• Coordinative – bilingualism without dominant language, it presupposes that bilingual person think in language that is being used at the moment.

The mechanism of bilingualism is the ability to move easily from one language to another. It is based on formed skill of shifting. Shifting is an ability to perform transactions with the transition from one language to another for the conversion of speech units. Its function depends on the skills of speech such as hearing, probabilistic forecasting and self-control both in the original language and in translation.

L. Scerba considers the phenomenon of bilingualism as any study of a second language, leading to bilingualism, which is of two types – pure and mixed [7]. The former one occurs when the languages do not set out any comparisons or parallels. In fact, translating from one language to another is almost impossible for different language speakers.

Bilingualism will be mixed in cases where a second language is learnt through the first one. In mixed bilingualism the target language always sustains influence of the first language in terms of categorizing phenomena of reality.

Y. Desheriev and I. Protchenko in their works exemplify two psychological types of bilingualism - combined and correlated, which actually correspond to the pure and mixed bilingualism of Scherba.

Another scholar E. Vereshchagin identifies three levels of bilingualism: receptive (understanding of speech products referred to the secondary language system), reproductive (ability to reproduce the read and heard) and productive (the ability not only to understand and reproduce, but also to "build solid meaningful statements") [8]. He also distinguishes two criteria for psychological classification of bilingualism: the correlation of two speech mechanisms between each other and a contact of speech in both languages with thinking process. According to the first criterion pure and mixed bilingualism is distinguished. In pure bilingualism usage of first language system or the second language system depends on situation, speech mechanisms are not connected to each other. In mixed one - bilingual uses two languages for achieving communicative goals in the same situation, in this case correlation between speeches mechanisms occur. According to the second criterion direct and indirect bilingualism is allocated. In the first case, primary and secondary speaking abilities may be connected with thinking process ingenuously, independently from each other. In the second case the secondary speaking abilities are associated with thinking indirectly (through the primary ones) and there is no straight connection with the idea.

Bertagaev T. offers distal (distant) and proximal (direct), active and passive, normative, one-sided, regulatory and non-regulatory; target and consumer, individual and group, mass and absolute bilingualism [9].

Mikhailov M. proposes to base the allocation of types of bilingualism onto nine grounds: the nature of the components of bilingualism, the level of mastery, the nature of its connection to mentality, the prevalence, the nature of occurrence, distribution method, the time of acquisition, the method of acquisition, the shape bilingualism's function [10]. According to these, scholars have identified nine characteristics: homogeneous and inhomogeneous bilingualism, productive, reproductive and receptive types of bilingualism, direct and indirect, a massive, group and individual bilingualism, voluntarily and forcibly imposed studied types of bilingualism, bilingual children and adults; spontaneously internalized and special study types of bilingualism such as reading, writing, and a dual type of bilingualism.

Fairly complete classification of types of bilingualism is presented by J. Hamers and M. Blanca, which are: 1. complex and coordinative bilingualism (following the criterion of relationship between language and thought) 2. balanced and dominant (based on the achieved competence in two languages), 3. early (synchronous (when both languages are their native languages), sequential (second language learned under the age of 10), juvenile and adult.

R. Bell examines the phenomenon of bilingualism from a position of switching codes (i.e., "switching" from one language to another). He uses the terminology offered by U. Weinreich and Charles Osgood dividing bilingualism into mixed and coordinative, presenting the first one as "unified semantic base for two mechanisms of entry and two mechanisms of exit", the second – as "two semantic frameworks, each associated with specific language systems of entry and exit. "It is also rather interesting to look at the so-called "inter-language" of bilingual which is characterized by the presence of elements of the interference from the first language in the second language:

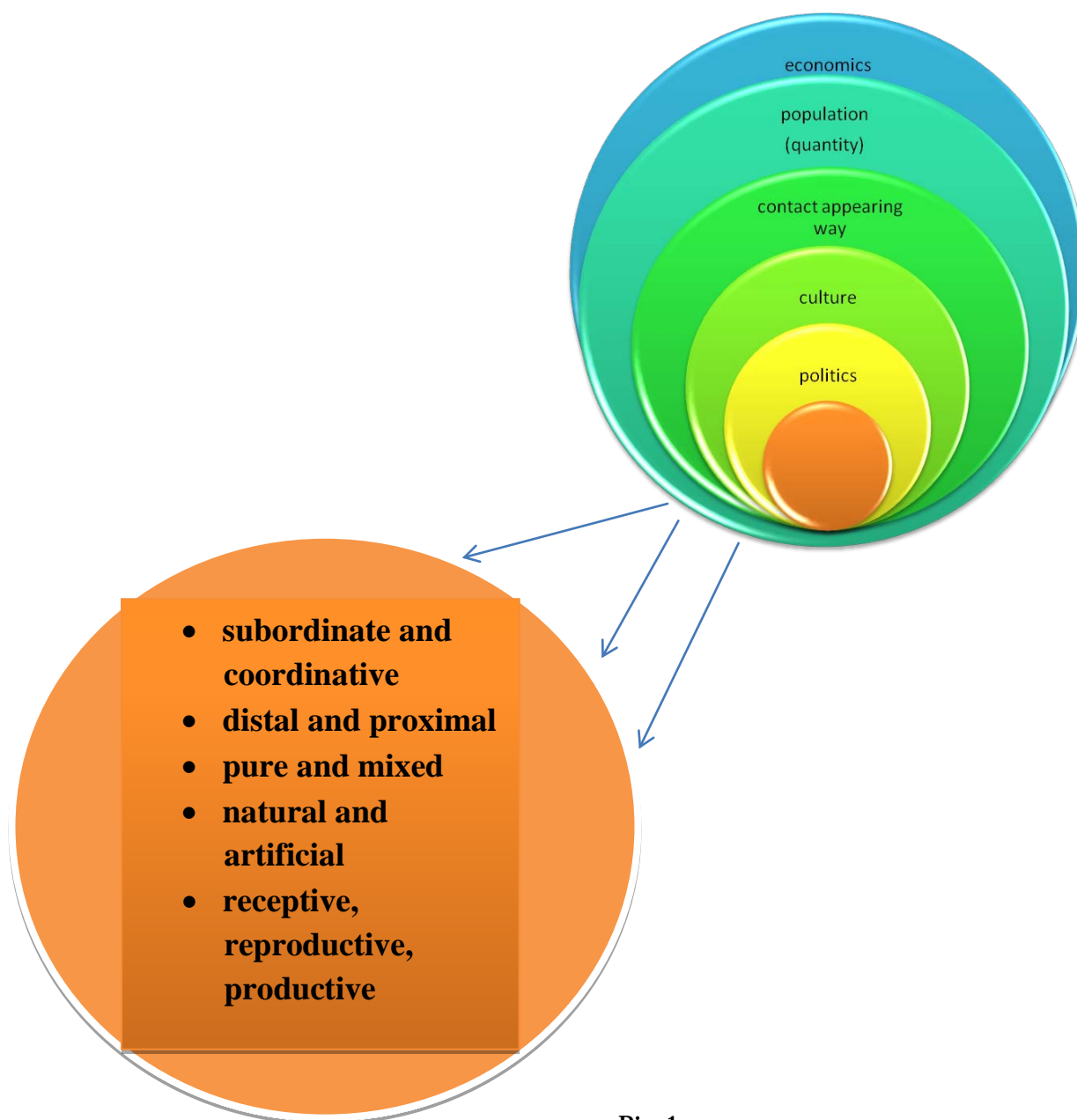
«individual statements speaking some L2 are neither statements on L2 nor speech in L1, but are surface manifestation of "inter-language" - the language system whose formal characteristics place it at some point between L1 and L2 ».Continuing this thought the author notes the failure determining bilingual as a person fluent in more than one language, except when the individual reaches the highest point on the scale of equal usage of two or more languages. He recognizes that bilingualism makes a scope of skills extending from initial knowledge of a second language at one pole through subordinative and coordinative types of bilingualism to mixed ones.

In conclusion, it can be inferred that the phenomenon of "bilingualism" is rather peculiar phenomenon that cannot be referred to any single scientific field. Because bilingualism is a concept, which presents by itself a facet where Sociology, Psychology and Linguistics intersect and interact, despite all various prisms that it is being examined through. Exactly this facet is a primary and an indispensable basis for the formation of multicultural language identity, as it is the only sphere of reciprocal influence. Bilingual person has a greater ability to learn new languages. Formation of inter-language leads to empathy and tolerance towards the society, culture and lifestyle of the studied languages. Consideration of bilingualism in any of fields separately will lead to an incomplete understanding and erroneous perception of the phenomenon, as well as to major errors in the methods of teaching foreign languages with an aim of creating a multi-cultural linguistic personality. Therefore, after fulfilled analysis of existing classifications of examining phenomenon, we have come to conclusion that there is no scheme described which would entirely reflect all aspects of such multifarious notion as bilingualism.

Multidimensionality of bilingualism leads to a necessity of considering not only one relevant aspect peculiar for usage of two languages only while defining its linguistic status, but taking into account other facets which would separate bilingualism from non-bilingualism (mono- and polylingualism). Another word a new paradigm has become urgent appear.

In practice classification of bilingualism and criteria of dividing it into separate classes are closely connected to specific objectives that are being pursued in scope of particular conception. In contemporary structure of lingual disciplines such definition is not considered to be full, as far as it is not entirely profiled in framework of goals and methods. In this case, "abnormal" and irregular functions should be considered as basis for bilingual phenomena and serve as a reasonable example for cognitive linguistics, thus oriented to intuition and approach towards our concern in the following issue.

The idea of "class-forming" feature has become doubtful due to the fact that ordinary native speaker does not know corresponding concept and cannot know which of the criteria he might use to identify his personality in variety of linguistic realm. Obviously, intuitive solution of the speaker is based not only on single class-forming feature, but it takes into account enormous number of aspects backed up with interaction of its relevant categories in different positions. Therefore, it makes sense to follow a fundamentally different strategy, namely, to exclude all possible attributes responsible for the irregularity properties of bilingualism to then define bilingualism as a radial category, which focusses purely on linguistic properties of bilingualism. In other words nucleus, as the center, the most significant part embodies purely linguistic phenomenon where bilingualism is seen in the extent and method of learning a language. Thus, bilingualism is situated in the core, and it is identified by the way of perception and communication. Linguistic properties of bilingualism lie in the fact that the central category members exhibit different cognitive performance than non-central: quickly identified, quickly absorbed, often used, and are potentially the purposes of learning a foreign language.



Pic. 1.

Consequently, the category of bilingualism can be presented in form of radial category (pic. 1) the center of which are subordinate and coordinative features, distal and proximal features, pure and mixed features, natural and artificial features, receptive, reproductive, productive features, as well as objective and quantity of actions directed on two languages acquisition process. While such aspects of bilingualism as means of contact (contact and non-contact), quantity / coverage, territory, economy, politics, culture are situated on the periphery, and, depending on the context and purpose of use of the two languages, it will be closer or farther to the nucleus, in other words taking a more prominent position, then moving away from it.

This organization of all aspects relevant to such notion as bilingualism complies with the concept of cognitive linguistics in principle organization of linguistic categories that have prototypical or peripheral members. All essential structural components are presented and present the whole picture of examined phenomenon, which plays rather important role in teaching foreign language area, while the educator has an opportunity to get acquainted with all components of bilingualism that have a significant influence on knowledge acquisition process.

Thus, this unconventional representation of bilingualism as a radial category plays a key role in embedding the innovation in language policy of a country, being a foundation for a better

acquisition of linguistic knowledge. International experience in research of bilingualism should not be neglected; on the contrary it should be identified and used as an advantage in realm of foreign language pedagogy.

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Нетрадиционная классификация явления билингвизма как радиальной категории вовлеченной в процесс формирования поликультурной личности.

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Аннотация. В статье на основе сравнительного метода сделана попытка рассмотреть и проанализировать различные классификации и дефиниции данного явления как билингвизм в различных научных направлениях. Приведённый анализ показал, что существует огромное количество классификаций билингвизма во абсолютно различных сферах научной деятельности. Поэтому, в данной статье принята попытка изобразить билингвизм как радиальную категорию, в которой будут соединяться и пересекаться имеющиеся определения.

Ключевые слова: билингвизм (двуязычие); полилингвизм; поликультурное образование; формирование поликультурной личности; радиальная категория.