

Performance of the Phenomenon of Bilingualism in the Paradigms of Linguistic and Linguodidactics Knowledge

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Abstract: *The article is devoted to the study of the phenomenon of bilingualism in the paradigms of linguistic and linguodidactic knowledge. The problems of bilingualism are of undoubted interest to linguists. Scientific research of bilingualism began at the end of the XIX century, but till the middle of the XX century bilingualism was almost not studied. Active research of problems of children's bilingualism begins in the last decade of XX century and continues nowadays. It should be noted that the problem of bilingualism is quite multifaceted and multidimensional. In this article for the phenomenon of bilingualism is applied complex approach considering it as the linguistic, philosophical, psychological, pedagogical and other fields of knowledge.*

Keywords: *Bilingualism, Linguodidactic, Pshycolinguistic, Harmonization Of Bilingual Personality, Limited Language Environment, Linguistic Identity, Mixing Of Languages.*

I. INTRODUCTION

Close attention to the issues of bilingualism was paid to the works of scientists in Russian and foreign literature. It should be noted that the problems of the first research on the study of children's bilingualism differs from the subjects of the works devoted to modern research (late XX century – early XXI century). In the history of creation of the theory of children's bilingualism it is possible to note the following stages:

- The early years of 1913-1939;
- Classical 1939-1975;
- Modern 1975 - to the present day.

The first works on bilingualism were based on the longitudinal method of collecting material using diary records and consisted of describing the speech of one or more children.

Russian linguists of the end of XIX - first half of XX centuries. Baudouin de Courtenay I.A., his student Bogoroditsky V. A., Zhirmunsky V. M., Polivanov E. D., Scherba L. V. paid great attention to the issues of multilingualism in their scientific research. Shuhardt G. turns to the study of languages, where the mixing of languages is most clearly traced. He is the founder of the scientific direction of Creole Studies, which investigates pidgin and creole (mixed languages).

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The problems of bilingualism have become topical in connection with the expansion of interethnic and intercultural contacts. Shuhardt G. wrote that "among all the issues of linguistics, there is not one as important as the problem of language mixing" [Shuhardt, 1950]. At the same time, the theory of the language substratum became widespread. The founder of this theory is the Italian scientist Ascoli G. I., who studied Semitic borrowings in Etruscans. This theory helped to focus the attention of linguists on the person as the object of research.

One of the first known works on multilingualism belongs to Ronje J. His method was based on the principle of "one person, one language", while ensuring the necessary volume of communication in each language. The subject of the study was his son, who became a balanced bilingual. Ronja recorded his son's five years of speech development from 1908 to 1913. The principle of forming a bilingual personality was that the father communicated with the child only in French, and the mother - only in German. A well-formed language environment allowed the child to have a well-balanced volume of communication in each language. Parents always corrected both French and German speech, avoiding mixing of language units. As a result, it turned out that each language system functioned independently [Ronja, 1913].

Also worth mentioning is the experience of Pavlovich M. The principle of "one person, one language" became the basis for the formation of his son's bilingualism. The family language was Serbian, and outside the family, communication was in French. Pavlovic M. notes in his diaries that at the initial stage the French vocabulary was much smaller than the Serbian one.

The article by Houwer G. contains observations concerning the word-writing of their child in a situation where the mother spoke Russian and the father spoke German. The first words were pronounced at the age of eleven months and belonged to different languages [De Houwer, 2005].

In Russia, the interest of phenomenon of simultaneous learning of several languages is evidenced by the article of Vygotsky L. S. «Intellectual development of children in the process of learning» [Vygotsky, 1983]. Vygotsky L.S. studied works published in other countries (books by Epstein and Ronje J.). The scientist proposed to engage in a comprehensive study of the problems of early childhood bilingualism and identified a dynamic approach to the problem. Thus, he outlined the main directions of research, but they were not supported by the scientific community at the time.



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Baudouin de Courtenay was one of the first scientists in Russian Empire to devote his scientific works to the problem of language mixing. A significant role in the study of the peculiarities of language mixing was played by Baudouin de Courtenay in the analysis of speech of individuals. He believed that it was a close study of direct speech that gave more insight into language peculiarities than in the study of such abstraction as tribal or folk language [Baudouin de Courtenay, 1963].

His followers Bogoroditsky V.A., Polivanov E.D. in their works carefully analyze individual errors of bilinguals at different linguistic levels. Scherba L.V. introduced the concept of "negative language material" into scientific terminology [Scherba, 2004]. In his further scientific activity, Scherba L.V. will pay much attention to the issues of bilingualism and methods of its classification on the basis of sociolinguistic criteria. Articles by Bogoroditsky V.A. are devoted to the analysis of lexical and grammatical errors of Russians in German speech and Germans in Russian [Bogoroditsky, 1997]. Polivanov's scientific works contain researches of various forms of phonetic interference in different languages of the world [Polivanov, 1957].

It is necessary to emphasize that until 1939 the scientific interest of the researchers of simultaneous learning of two languages was chained to the study of the influence of bilingualism on the mental development of children. American linguist Werner Leopold published a truly revolutionary work that was the result of a careful analysis of his daughter's bilingual development. He was the first to talk about the study of children's bilingualism in different aspects: linguistic, psycholinguistic, and sociolinguistic. Fundamental four-volume work by B. Leopold forced scientists to reconsider their views on the process of formation of children's bilingualism. This work aroused justified interest in the problem of studying bilingualism [Leopold, 1949].

II. MATERIALS AND METHODS

The tradition of Leopold W. was continued by linguist Robbins Burling. In 1959, a scientific work describing the scientist's observations of his son's speech activity was published [Burling, 1959]. At the age of one and a half years, the child and his parents moved to India. After moving to India, an English-speaking child from birth finds himself in another language environment. Garo, one of the Tibetan-Burmanian languages, dominates the child's consciousness. In his work, Burling notes that the phonetic system of the Garo is much earlier than the English system. At the age of three, the vowel system was differentiated, but the consonant system remained undifferentiated because the child used phonemes from the Garo language. The morphological system of the English language was very poorly developed, for example, the end of the plural number of nouns the child did not use. But despite the complexity of the morphological system of the Garo, it was fully mastered, which is indicated by the absence of errors in the order of connecting the service morphemes. For this reason, the order of words in his English speech was formed correctly. The child used English lexemes in sentences built according to the rules of the Garo language syntactically and

morphologically and added to English words the endings of the Garo language. Later, he also used word combinations and grammatical structures from English, which included lexical units of the Garo language. The boy's speech was almost free of errors in sentence construction, unlike his sister, who knew only English and made mistakes in the order of use of words. Burling R. believes that the transfer of linguistic experience has a positive impact on the assimilation of some grammatical structures and indicates that in each case it is clear what kind of grammatical system the child uses.

A. Tabure-Kellar [Tabouret-Keller, 2011] researched a bilingual child from a simple working family. The father was a native German and French speaker, and the mother was German but spoke French at a basic level. While communicating with the child, the parents mixed languages, but French prevailed in the family. By the age of two, the vocabulary of French was three times greater than that of German. According to A. Tabure-Kellar, the girl chose the simplest morphological constructions in each of the languages. About 60% of syntactic constructions were the result of mixing of German and French words. The child's environment also influenced the formation of the language picture of the world. The girl's peers spoke German, which is why she had more monolingual dialectal structures in her speech than her parents.

The foundation of the modern theory of language interaction was laid by Einar Haugen, who became the author of the fundamental work in the field of language mixing "Norwegian language in America" [Haugen, 1958]. E. Haugen comprehensively researched the socio-psycholinguistic and psycholinguistic problems of English-Norwegian bilingualism, including children's bilingualism. In his works, the scientist describes observations of a child from a Norwegian family living in the United States. E. Haugen considers any person who understands the second language to be a bilingual.

Wilhelm Theodore Evert studied a child who had been learning three languages since childhood. The language of the environment was Italian, and the family languages were German by the father and the British version of English by the mother. Work of Elvert was one of the first studies of children's bilingualism.

Murrell M. [Murrell, 1966] studied the linguistic development of his daughter. During the first two years of the family's life, the language of the family was Swedish, the language of the environment was Finnish, and then, when the family moved to England for several months, English. Later, the family moved to the UK and English became the dominant language, despite the fact that the parents spoke Swedish with the child. Murrell concluded that the child's speech is strongly interfering, the morphological and syntactic systems are slowly being assimilated, mixed statements prevail, and even phonemes of different languages are mixed.

Ruke-Dravinja describes phonetic interference in the speech of its Swedish-Latvian children bilinguals. In his opinion, the replacement of sounds occurs only in similar words.



Ruke-Dravinja considers that interference is most often present at phonetic and morphological levels [Ruke-Dravinja, 1967].

Engel B. [Engel, 2012] believes that her child, who has heard Italian and English speech from birth, rarely mixed the phonemes of these languages. The dominant language for the boy was Italian, although the parents spoke English to each other and the child spoke English to the father. The combination of sounds and intonation became a means of differentiating the two languages. The child's speech was marked by semantic mixtures and hybrid formations, such as English lexemes with Italian flexions.

Metro P. [Metro,1965] summarized the observations of English-French bilingual children's speech and came to the conclusion that children refuse to speak to those who use another language, and even to their parents, if they changed their language code. A. Oxaar [Oxaar,1970] also observes the strict language division in his son's speeches. At the age of three, the boy spoke Estonian at home and Swedish to his peers, but when both friends and parents were present, the boy used only Swedish. A. Oskar recorded her son's speech and, having analyzed the language material, concluded that there was no mixing of sounds in the child's speech. Thus, Oskar, as well as Engel, agree on the early separation of phonetic systems by multilingual children. After Engel W. and Totten J. O., she noted the phenomenon of interference at the morphological and syntactic levels. The roots of one language were joined by endings from another: Swedish endings were joined by Estonian verbs in Swedish sentences.

During this period, scientific works on the simultaneous study of native and non-native languages appeared. The first researcher in this field was Esperantists Stefenson, who used only Esperanto when communicating with his son, and his mother talked to the boy in English. This may have been the first time that a child had experienced an artificially created language. The scientist claims that his son mastered both languages and English was at the level of monolingual children of his age.

Dmitrievich N.D. investigated how his son had been learning two languages at the same time since childhood. Dmitrievich, who was not a native English speaker, communicated with his son only in English, the boy's mother spoke to him in Serbian. Despite the fact that it is difficult to consider communication in two languages equal in saturation, as the boy was in the Serbian language environment, the child learned English quite well. His speech was dominated by the Serbian language, and English was used less and less frequently during the period of active socialization, but it is worth noting that the boy spoke to his father in English.

III. FINDINGS

The term "bilingualism" was first offered by Weinreich U. in his work "Language contacts", by which he understood the alternating use of two languages [Weinreich, 1979]. At that time, the study of individual multilingualism in the works of linguists more often than not had only a secondary role.

Gavranek B. in his paper "Towards the Problem of Mixing Languages" [Gavranek, 2002], notes that the influence of one language on the other, whether it is one-sided or mutual, can be facilitated by individual mastery of another language. And the result of language contact is common language features.

During this period, Scherba L. V. deals with multilingualism and the problem of language mixing. In his paper "On the concept of language mixing" he proposes to use the concept of "mutual influence of languages" instead of the concept of "language mixing", as the term "mixing" implies that languages in contact can contribute to the creation of a new language. Scherba L.V. also describes interesting observations in his paper "On the issue of bilingualism. Language system and speech activity" [Scherba, 2004]. The scientist thinks that first of all it is necessary to be aware of what "bilingualism" is and what its main types are. Bilingualism refers to an individual's ability to communicate in two languages. Being a bilingual means being a representative of several societies. For example, many representatives of old St. Petersburg had German as their family language, but Russian remained the language of society.

Scherba L.V. notes that the situation is more complicated in mixed marriages. In such families there are two family languages, and each of the parents uses his or her own language when communicating with the child. It also happens that parents communicate with each other in the same language, but when communicating with their surroundings they are forced to communicate with their wife's relatives in one language and with their husband's relatives in another.

Scherba described the linguistic differences between the coordinating (pure) and mixed bilingualism; Osgood and Erwin justified this phenomenon from the psychological field. In the first case, two language systems exist in the individual's consciousness "separately", in the second case – a plan of the content of the language system one, but he corresponds to two or more plans of expression, belonging to different languages. One can suppose that individual polylingualism can exist without a collective one (the case of a person's presence in a foreign language environment), while individual monolingualism in a polylingual environment is impossible. Bilingualism is classified on the basis of sociolinguistic assessments, e.g., whether bilingualism applies to the entire linguistic collective; whether languages have equal prestige; what is the functional distribution of languages, etc. [Scherba, 2004].

Bilingualism as a sociolinguistic phenomenon is considered by Bell R. T., Vakhtin N. B., Golovko E. V., Nikolsky V. B., Schweitzer A. D., and many others [Bell, 1980; Vakhtin, Golovko, 2004; Schweitzer, Nikolsky, 1978].

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Vereshchagin E. M. in the study of bilingualism singles out three areas: "Psychology – in terms of mechanisms of speech production – the psychology of bilingualism. Linguistics – theory of language contacts. Sociology – behavior and place of a bilingual person or group of people in society – sociology of bilingualism" [Vereshchagin, 1989]. The scientist defines bilingualism (based on psychological processes) as a psychological mechanism that includes knowledge, skills, and abilities that enables a person to "reproduce and generate speech works that consistently belong to the two language systems" [Vereshchagin, 1989].

The terminological apparatus describing the phenomenon of multilingualism includes such synonymous names as multilingualism, polylinguism, on the one hand, and bilingualism and bilingualism, on the other hand. Bilingualism is a private form of multilingualism (polilingualism).

Many Russian scholars study multilingualism from different positions. Some researchers consider multilingualism to be only a psychological phenomenon, while others define it as a linguistic or sociological phenomenon. This approach to the study of multilingualism largely explains the absence of a comprehensive method of studying the phenomenon.

Desheriev Y.D. and Protchenko I.F. distinguish two aspects of bilingualism: linguistic and sociolinguistic [Desheriev, Protchenko, 1968]. Blyagoz Z. U. [Blyagoz, 1991] does not separate the sociological and linguistic aspects because of their confluence. Within the framework of homogeneous bilingualism there is a division by the degree of closeness, which is manifested at all language levels. Homogeneity/heterogeneity of the graphic system is also essential for the formation of written bilingualism. Hazanov K. H. in describing bilingualism relies on the principle of communicative sufficiency [Hazanov, 1972].

In the last quarter of the XX century and at the beginning of the XXI century, the study of previously planned issues in the study of children's bilingualism continues. New hypotheses and theories are being proposed, and the interdisciplinary approach is being expanded to include related disciplines. New approaches are emerging.

Since 1975, scientists from more than 50 countries have been studying the problem of bilingualism among children. Linguists of multinational Great Britain, Germany, USA, Australia, Switzerland, Israel, Hungary, Sweden, France and Spain are the most interested in children's bilingualism.

Since then, the number of bilingual combinations has increased significantly, for example, with Russian, Italian and Swedish. Various groups of languages are included in the combinations studied. More than 350 families use Esperanto, an innovation is also the spread of combinations with Creole languages.

IV. DISCUSSION

Nowadays, many language combinations are beginning to repeat themselves, which makes it possible to study more closely their interaction within the framework of simultaneous assimilation of two languages (see Table 1). There has also been an increase in the number of

combinations with English in children's bilingualism. During this period, studies of four-language combinations also began. In such cases, two languages are usually learned from parents, a third language is acquired in society, and a fourth language is acquired if the family moves to another country.

A number of studies on child trilingualism had also been conducted: French-Irish/English [Helot, 1988], Spanish-German-English [Hoffman and Widdicombe, 1999], Esperanto-English-Italian [Corquetti and Taeschner, 1986], Basque-English-Spanish [Barnes, 1999, 2001; Catalan-Spanish-English [Perez, Vidal, 1995; Juan-Garau, 1997, 1999], French-English-German [Barron-Nauwaert, 2000, 2004], Croatian-German-English [Ivir-Ashworth, 2007], Russian-English-Deutsch [Madden, 2008], etc.

Table. 1 Study of children's bilingualism was conducted on the basis of language combinations

COMBINATION OF LANGUAGES	RESEARCHERS
French-English	Swain, Wesche 1975; Celce-Murcia, 1978
Spanish-English	Bergman, 1976
English-Spanish	Past, 1978
Czech-English	Vuienik, 1978
English -French	Celse, 1978
German-English	Redlinger, Park, 1980
Italian-German	Taeschner, 1983
Russian-Hungarian	Varosinski, Fabricius, 1987
English -German	Saunders, 1982
English -Estonian	Vihman, 1982, 1985
German-English	Porshe, 1983, Clyne, 1987
German-French	Kielhofer, Jonekeit, 1983
Danish-Finnish	Sondergaard, 1981
Welsh-English	Evans 1987; Ball, Miller, Munro, 2001
Basque-Spanish	Idiazabal, Gorroshategui, 1995
Spanish-English	Deuchar, Clark 1992
Russian-English	Aidman, 1994; 1999; Chirsheva, 1996-2010, Moshnikova, 2007
Hungarian-English	Veothu, John-Steiner, 1995
Estonian-Finnish	Hasinen, 1996
French-Dutch	Hulk, Linden, 1996; 1997, 1998
Icelandic-English	Boston, 1997, 2000
Swedish-English	Harding, Riley, 1997
English-German	Lanvers, 1997
Estonian-English	Galasoo, 1997
Slovak-English	Stefanik 1997; 1999; 2000
Macedonian-Russian	Terzioska, 1998
Arabic-English	Test 1999; Badr, Minnis, 2000
Chinese-English	Holm, Dodd, Ozanne, 1997; Yip, Matthews, 1997
Dutch-Turkish Backus	Heijden, 1998

Among these works is the parental allowance "The Bilingual Experience. A Book for Parents" [De Jong, 1986].



Bilingual children: Guidance for the family" [Saunders, 1982] and "Bilingual children: From birth to teens" [Saunders, 1988] are handbooks for parents of bilinguals. The uniqueness of the author's method was that he spoke to his children in a language other than German, and his mother spoke to them in English. In his work, Saunders argues that learning a non-native language can be quite natural: it is learned by children as a native language.

The book "The bilingual family: A handbook for parents" by E. Harding and F. Riley is also very popular among parents of bilingual children. Since 1986, the book has been reprinted more than twenty times.

Colin Baker's "A parent's & Teacher's guide to bilingualism" [Baker,1995] and "The saga and education of young bilinguals: An introduction for professionals" [Baker,2003] are intended for scientists, parents and teachers and are successful in many countries.

Tracy Tokuhama-Espinoza educates three children in four languages and shares her experience in «Raising Multilingual Children: Foreign Language Acquisition and Children» [Tokuhama-Espinoza, 2001].

Pamela Fitzpatrick from the United States, author of «Parent's guide to bilingualism» [Fitzpatrick,2001], raised her children in Germany, but she has made a great deal of effort to ensure that they learn English as a mother language. P. Fitzpatrick has been studying mixed families for more than 30 years, analyzing the formation of bilingualism and polylingualism, testing and helping with advice.

American Cary Miles, an English teacher, in her book "Raising bilingual children: Parent's Guide series" [Miles, 2003] shares her experience in solving everyday problems of bilinguals.

Bilingualism researcher Susan Baron-Hovort shares his vast experience of studying the principle of "one person, one language" in the formation of bilingualism. The author has studied more than 100 bilingual children from around the world. The result of her research was Language Strategies for bilingual family: The one-parent-one-language approach [Baron-Hovort, 2011].

Linguists Kendall King and Alison Mackie, parents of multilingual children, in their work "The Bilingual edge: Why, when, and how to teach a child a second language" [King, Mackie, 2007] give sound and competent advice on the formation of children's bilingualism.

In 2008, several other works were published on children's bilingualism. All stages of bilingual education are described by Naomi Steiner and Susan Haige's "Seven steps to Raising a Bilingual Child" [Steiner, Haige, 2008]. The same year, native Chinese speaker Wang K. published a work entitled «Growing up with three languages: Birth to Eleven» [Wang, 2008]. In this book, the author shares her unique experience of raising a trilingual child (Chinese for mother language, French for father's language, and they speak English inside the family). Barbara Pearson from the United States, in her work "Raising a bilingual child" [Pearson, 2008], describes her 20 years of experience in research on children's bilingualism, presenting her methodological model of raising a bilingual child.

The author of «Bilingual by Choice: Raising Kids in Two (or more) Languages» [Raguenaud, 2009] Virginie Raguenaud provides practical advice on how to make the

best use of strategies and methods for engaging and challenging bilingual communication.

In 2010, Silke Reiman published manual "Make your child multilingual! The 10 steps success plan to raising bilingual" [Reiman, 2010]. The author's work does not seek a theoretical description of the phenomenon of bilingualism but gives practical advice on raising a multilingual child. Reiman argues that bilingualism in a mixed family is the way that parents should choose to grow their children harmoniously and form a non-conflictual bilingual personality

Elena Madden in her work "Our trilingual children" [Madden, 2015] shares her personal experience of education in Russian, English and German.

Russian scientists also study the phenomenon of bilingualism. Protasova E. and Rodina N. in their book "Multilingualism in childhood"[Protasova, Rodina, 2013] describe its theoretical foundations and practical methods of forming multilingualism in preschool children.

Manual by Volkova E. and Protasova E. "Russian language - from the cradle. Bilingual child from birth to one year" [Protasova, Volkova, 2016] will be useful both for specialists dealing with the problems of children's bilingualism and for parents raising a bilingual child. The book describes the speech ontogenesis of children from birth to one year old. The book presents didactic material for work with this age group, based on game methods.

No less interesting is textbook of Hamraeva E.A. "Russian language for children of bilinguals. Theory and practice. Textbook" [Hamraeva, 2015] and a series of textbooks "RITM" which can be useful for teachers of primary classes of the Russian school, working with children-in phones, and for experts of Russian schools abroad.

Problems of natural and artificial bilingualism in childhood describe Bazhenova O.V. in her book «Bilingualism. Features of bilingual education, or How to raise a successful child» [Bazhenova, 2016]. The author analyzes methods of formation of natural motivation to study several languages; methods of increasing vocabulary, memory development, as well as improvement of other cognitive processes necessary for the full functioning of linguistic competences of a bilingual child. The author offers exercises and pedagogical methods based on the principles of linguodidactics and psycholinguistics. The book is aimed at the readership represented by specialists and teachers working with preschool children.

V. CONCLUSION

Summing up, it is necessary to tell that the close attention to questions of multilingualism is marked by works of scientists in the domestic and foreign literature. The problems of the first researches on the issues of studying children's bilingualism differ from the subjects of the works devoted to the modern researches (the end of the XX century - the beginning of the XXI century).



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Specialists in the field of children's bilingualism used the longitudinal method of collecting material for the study of speech ontogenesis of their children. It should be noted that all modern theories are based on the experience of their predecessors. The representatives of the scientific school of bilingualism were direct participants of the scientific experiment, being not external observers, but persons interested in the development of new methods and the formation of a successful linguistic personality of their bilingual children.

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