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Тұынын
Аннотация
В условиях нашей действительности высшая цель развития билингвизма - всеремно способствовать тесному сближению народов, взаимообогащению их культур, овладению всеми народами высшими достижениями культуры, науки и техники. Наиболее рельефно выделяется три аспекта изучения билингвизма: лингвистический (социолингвистический), психологический, и педагогический.
Методологической основой исследования двуязычия во всех названных аспектах должно быть учение о нациях, о национально-языковой политике, о языковом строительстве в условиях многонационального и многоязычного государства.

Bilingualism as a component of multilingual competence

The question of how to define bilingualism or multilingualism has engaged researchers for a very long time. Some researchers have favored a narrow definition of bilingualism and argued that only those individuals who are very close to two monolinguals in one should be considered bilingual. More recently, however, researchers who study bilingual and multilingual communities around the world have argued for a broad definition that views bilingualism as a common human condition that makes it possible for an individual to function, at some level, in more than one language. The key to this very broad and inclusive definition of bilingualism is more than one [1;69].
From the perspective of this framework, a bilingual individual is not necessarily a bilingual (an individual with native competency in two languages) but a bilingual of a specific type who, along with other bilinguals of many different types, can be classified along a continuum. Some bilinguals possess very high levels of proficiency in both languages in the written and the oral modes. Others display varying proficiencies in comprehension and/or speaking skills depending
on the immediate area of experience in which they are called upon to use their two languages.

According to this perspective, one admits into the company of bilinguals’ individuals who can, to whatever degree, comprehend or produce written or spoken utterances in more than one language. Thus, persons able to read in a second language (e.g. Russian) but unable to function in the spoken language are considered to be bilinguals of a certain type and placed at one end of the continuum. Such persons are said to have receptive competence in a second language and to be 'more bilingual' than monolinguals who have neither receptive nor productive abilities in a language other than their first one.

A multilingual person, in a broad definition, is one who can communicate in more than one language, actively (through speaking, writing, and signing) or passively (through listening, reading, and perceiving). More specifically, the terms bilingual and trilingual are used to describe comparable situations in which two or three languages are involved. A generic term for multilingual persons is polyglot. Multilingual speakers have acquired and maintained at least one language during childhood, the so-called first language (L1). The first language (sometimes also referred to as the mother tongue) is acquired without formal education, by mechanisms heavily disputed. Children acquiring two languages in this way are called simultaneous bilinguals. Even in the case of simultaneous bilinguals one language usually dominates over the other. This kind of bilingualism is most likely to occur when a child is raised by bilingual parents in a predominantly monolingual environment. It can also occur when the parents are monolingual but have raised their child or children in two different countries. However, problems may arise with these definitions as they do not specify how much knowledge of a language is required to be classified as bilingual. As a result, since most speakers do not achieve the maximal ideal, language learners may come to be seen as deficient and by extension; language teaching may come to be seen as a failure. Even if someone is highly proficient in two or more languages, his or her so-called communicative competence or ability may not be as balanced. Linguists have distinguished various types of multilingual competence, which can roughly be put into two categories [2; 350]:

- For compound bilinguals, words and phrases in different languages are the same concepts. That means that 'ит' and 'собака' are two words for the same concept for a Kazakh - Russian speaker of this type. These speakers are usually fluent in both languages.
- For coordinate bilinguals, words and phrases in the speaker's mind are all related to their own unique concepts. Thus a bilingual speaker of this type has different associations for 'ит' and for 'собака'. In these individuals, one language,
usually the first language is more dominant than the other, and the first language may be used to think through the second language. These speakers are known to use very different intonation and pronunciation features, and sometimes to assert the feeling of having different personalities attached to each of their languages.

- A sub-group of the latter is the subordinate bilingual, which is typical of beginning second language learners.

The distinction between compound and coordinate bilingualism has come under scrutiny. When studies are done of multilingualism, most are found to show behavior intermediate between compounds and coordinate bilingualism. Some authors have suggested that the distinction should only be made at the level of grammar rather than vocabulary, others use "coordinate bilingual" as a synonym for one who has learned two languages from birth, and others have proposed dropping the distinction altogether. Many theorists are now beginning to view bilingualism as a "spectrum or continuum of bilingualism" that runs from the relatively monolingual language learner to highly proficient bilingual speakers who function at high levels in both languages. Those bilinguals who are highly proficient in two or more languages, such as compound and coordinate bilinguals, are reported to have a higher cognitive proficiency, and are found to be better second language learners at a later age, than monolinguals. The early discovery that concepts of the world can be labeled in more than one fashion puts those bilinguals in the lead. There is, however, also a phenomenon known as distractive bilingualism or semilingualism. When acquisition of the first language is interrupted and insufficient or unstructured language input follows from the second language, as sometimes happens with immigrant children, the speaker can end up with two languages both mastered below the monolingual standard. The vast majority of immigrant children, however, acquire both languages normally [3; 53].

Just as a bilingual may have varying degrees of competence in two (or more) languages, he or she may also display different degrees of biculturalism. Normally, we can expect less fluent bilinguals to be less bicultural as well, in the same way as one would predict that a fluent bilingual will be more familiar with both cultures. But it also depends on the way the bilinguals have acquired their languages. The further one progresses in bilingual ability, the more important the bicultural element becomes, since higher proficiency increases the expectancy rate of sensitivity towards the cultural implications of language use.

To speak another language is to lead a parallel life, the better you speak any language, the more fully you live in other countries.

The definition of bilingualism is complex and is influenced by multiple factors such as the age of acquisition of the second language, continued exposure to the first language (L1), relative skills in each language and the circumstances
under which each language is learned. Popular definitions of bilingualism conceptualize language knowledge as being a binary category—whether one is classified as having acquired two languages or not. However, bilingualism should be thought of as being on a continuum, where one can have varying levels of proficiency in two languages, regardless of how and when they were acquired. In addition, language and literacy skills are comprised of multiple sub skills. In any given language, bilinguals might be highly proficient in one domain of skills but not the other.

A bilingual person is, in its broadest definition, anyone with communicative skills in two languages, active or passive. In a narrow definition, the term bilingual is often reserved for those speakers with native or native-like proficiency in two languages. For a start, we need to recognize that bilingualism is a complex cognitive and linguistic phenomenon, which may vary widely among individuals, and even within individuals with respect to their competence in the languages concerned (C. Baker, 2001, Bruck & Genessee, 1995, J. Cummins 1984).

A bilingual person may be able to:

- speak, read, and write fluently in two languages – that is, they are biliterate;
- speak, read, and write in one language, but only speak another one;
- speak, read, and write in one language, but understand to some extent what is said in another language – that is, they can understand what a speaker of their second language is saying, even though they may not be confident about speaking that language.

However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. Definitions of bilingualism range from a minimal proficiency in two languages, to an advanced level of proficiency which allows the speaker to function and appear as a native-like speaker of two languages. A person may describe themselves as bilingual but may mean only the ability to converse and communicate orally. Others may be proficient in reading in two or more languages (or bi-literate). A person may be bilingual by virtue of having grown up learning and using two languages simultaneously (simultaneous bilingualism). Or they may become bilingual by learning a second language sometime after their first language. This is known as sequential bilingualism. To be bilingual means different things to different people.

Bilingualism encompasses a range of proficiencies and contexts. A young child entering school may be called bilingual but it may be that she uses her first or home language for domestic and familiar purposes and that English is his/her preferred language for communication outside the home. Or he/she may be largely monolingual in his/her first language only when she starts school. A child who has recently arrived in England from overseas may have a good level of literacy in
English but may be unable to converse or use spoken English in the classroom context. On the other hand, many pupils described as bilingual routinely use three languages or more and thus 'plurilingual' would be a better description. In terms of competence, a bilingual limited proficiency in one and be far more proficient in the other. Let’s have a look at what bilingualism is in the academic world.

Bilingualism - is native-like control of two languages ... Of course, one cannot define a degree of perfection at which a good foreign speaker becomes bilingual: the distinction is relative [4; 56].

The bilingual - is not the sum of two complete or incomplete monolinguals, rather he or she has a unique and specific linguistic configuration [5; 465].

Bilingualism - is being able to speak two languages equally well [6; 136].

Bilingualism describes people who have access to two language communities and develop a genuine facility with both languages from a young age. People who learn second languages later essentially can't become bilingual, no matter how much they work at it [7; 260].

From our point of view bilingualism is a gift. Probably one of the best gifts you can give your child. It will stay with your child for the rest of his or her life and will be of great use. Analyzing all definitions of bilingualism, I have chosen the most interesting and true to life. Bilinguals are those, who use more than one language in their daily life, not only those who do so in perfect equivalent levels. What is interesting that most people when you ask them what bilingualism is, they say, someone who speaks two languages perfectly. But it is not at all what bilingualism is. It's actually about using the languages daily - two languages or more than that (which makes you multilingual). It's about using languages, because another language is not something that you can put in a museum, it is something that you are meant to use to communicate. And if you do that daily, that makes you bilingual.

References:
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