

TYPES OF BILINGUALISM

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Abstract: This article examines three types of bilingualism – bilingualism of people, namely simultaneous bilingualism, consistent bilingualism and sequential bilingualism. Simultaneous bilingualism is bilingualism, in which a person studying two languages in the same environment learns one concept using two verbal expressions. That is, a bilingual person masters two languages in different conditions, for example, at home and at school, so the words of the two languages belong to separate and independent systems. Consistent bilingualism is dominated by one language. The successes and problems faced by people in the development of bilingualism are discussed. It is concluded that in addition to motivation and context, bilingual experience plays an important role in bilingual development.

Keywords: bilingualism, simultaneous bilingualism, coordinate bilingualism, sequential bilingualism

Аннотация: В данной статье исследуются три типа билингвизма – двуязычия людей, а именно одновременный билингвизм, координационный билингвизм и последовательный билингвизм. Одновременный билингвизм – это двуязычие, при котором человек, изучающий два языка в одной и той же среде, усваивает одно понятие с помощью двух словесных выражений. То есть человек билингв овладевает двумя языками в разных условиях, например, дома и в школе, поэтому слова двух языков принадлежат к отдельным и независимым системам. В последовательном билингвизме или двуязычии доминирует один язык. Обсуждаются успехи и проблемы, с которыми сталкиваются люди в развитии двуязычия. Делается вывод, что в дополнение к мотивации и контексту важную роль в двуязычном развитии обогащается двуязычный опыт.

Ключевые слова: билингвизм, одновременный билингвизм, координационный билингвизм, последовательный билингвизм

Bilingualism comes from two words from Latin origin: ‘bi’ which means ‘two’ and ‘lingua’ which means language. Therefore, it may be defined as an ability to speak fluently at least in two languages. There are many problems and challenges when trying to define this term precisely. The reason for that is that many children experience learning two languages since birth because their parents want so, or simply because sometimes their parents have two different mother tongues. This type of bilingualism is called Simultaneous Bilingualism.

Furthermore, some people become bilingual later, when they decide to learn the second language, for example, in school. In contrast to the target type where a person learns a new language by their own will, some people need to learn a new language to survive and adapt to the new surrounding and society, for example, Karakalpaks in the United States of America. In some communities, children are raised in a way that they speak one language at home, and the other one in public areas, such as in school. That type of learning a new language is known as Coordinate or circumstantial bilingualism [Baker, 2001].

Sometimes when a native Russian child relocated to Uzbekistan, the child will informally learn Uzbek through interaction with the locals in that area. This is called Sequential bilingualism. The specific objective of this article is to focus on each of them in detail, and clarify some of the misconceptions and confusions of many who don’t comprehend this well. Children who acquire a second language through successive acquisition are usually less fluent and less cohesive [Houwer: 2009].

This is in contrast to simultaneous acquisition because both languages are acquired as first languages. In this case, children are more fluent and cohesive in their communication. They are able to express themselves fluently and without challenges. For example, many children learn their native language at home and another language such as Russian or English at school.

Bilingual language acquisition takes place in two main ways that include

- Simultaneous acquisition and
- Successive acquisition

In each of these ways, language acquisition is largely determined by certain factors such as age and comprehension of another language.

Simultaneous acquisition takes place when a child learns two languages immediately after birth, or when the child learns a second language before attaining the age of three [Houwer:2009].

In contrast, Successive acquisition takes place when a child learns a second language after establishment of a first language. Simultaneous acquisition is more advantageous because children go through the same stages of development similar to stages undergone by children who learn a single language. However, it is different in the case of Successive acquisition. Children usually experience 'nonverbal' periods during which they try to understand the second language. Age is an important factor that determines the length of the nonverbal period in children. Younger children go through shorter periods compared to older children [Houwer: 2009].

Simultaneous bilingualism usually occurs among children who are addressed in two different languages for long periods that allow for acquisition of both languages [Houwer:2009].

In such a case, children acquire both languages as first languages. In contrast, Successive acquisition normally occurs when an individual travels to another country where the language used is unfamiliar. Therefore, the second language is learned as a foreign language. On the other hand, it occurs when a child attends school and receives instructions through a language that is different from the one used at home [Houwer: 2009].

Some therapists argue that Simultaneous language acquisition is harmful to the cognitive development of children. They argue that a child should learn one language first and a second one introduced only after the first one is spoken fluently. According to them, successive acquisition does not affect the cognitive development of children. However, the other group of therapists argues that simultaneous acquisition does not affect the cognitive development of children in any way [Patterson: 2002: 499].

Compound bilinguals, it is thought, do not have an independent grammar for their second language. It is asserted that people can learn a second language in such a way that it will always be dependent on the first language. A putative example would be the case of the student who is taught an English equivalent for every native language word. This student might eventually become a balanced bilingual and his ordinary conversation might become indistinguishable from that of a native language. Yet it would be asserted by some psycholinguists that this compound bilingual, because of the way he originally learned native language, would still be translating into English every time he heard native language and translating out of English every time he spoke native language.

Coordinate bilinguals, on the other hand, would be those people who learned two languages in separate contexts; therefore, the grammars of their two languages would be completely independent. It is even thought that coordinate bilinguals would have great difficulty in translating because of this separateness of their two languages. 'I argue that it is an error to think that there are two kinds of bilingualism that fit the labels compound and coordinate. First, compound and coordinate' [Diller: 2010: 26].

Traditionally, the starting point of bilingual research is considered to be two major works published in 1953 'Language Contacts' by Uriel Weinreich and 'Norwegian Language in America' by Einar Ingvald Haugen [Weinreich: 1953: 212]; [Haugen: 1953: 699].

With the translation of these works into Russian and the subsequent development of the concepts reflected in them, Russian linguistics adopted new terms – 'bilingualism', as the term 'bilingualism' was originally translated in the Russian translation of the work of Uriel Weinreich in 1979, 'diglossia', 'bilingualism', 'trilingualism', 'multilingualism' [Weinreich: 1979: 263].

At different times, bilingualism was studied from the standpoint of linguistics in the context of cognitive and functional approaches – from the point of view of language skills and their functions, as well as from the standpoint of a sociolinguistic approach, if the social interaction of linguistic communities was studied.

Uriel Weinreich's 'Language Contacts', published in 1953 was a new important step in the study of problems of interaction between languages. It was he who laid the solid foundations of language conflicts and marked the beginning of the choice of options, combined with the interaction of languages both in diachronic and synchronous plans. The difference between the theory of Uriel Weinreich and all previous theories was that the central place in it was taken by the study of human speech behavior in terms of language contact, that is, the behavior of a bilingual speaker. In every language part should be harmoniously combined with neighboring ones, therefore we cannot replace a part of any system with a piece of another one without exposing it to the danger of complete destruction. A mixture of homogeneous systems of two languages is impossible; they can only exclude each other.

Sequential bilingualism: Sequential bilinguals outperformed monolinguals in the task of attentional control, while no differences were found in the meta-linguistic awareness and meta-representation tasks. These findings suggest that attentional control is the first cognitive component

advantaged by early sequential bilingualism and further highlight the benefits of second language exposure in the context of early formal education [Kalashnikova: 2014: 111].

In conclusion, the article has listed out the three main types of Bilingualism as well as disparities and clarities on what type Bilingualism people belong to. It has been proven that each these types mentioned above occur in the different dynamic setting and supported by factual information.

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DIPHTHONGS AND THEIR USE IN ENGLISH LANGUAGE

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Abstract: A diphthong [ˈdɪfθŋ], from Ancient Greek δίφθογγος – díphthongos, ‘two sounds’, from δῖς – dís – ‘twice’, and φθόγγος – phthóngos – ‘sound’, also known as a gliding vowel, is a combination of two adjacent vowel sounds within the same syllable. Technically, a diphthong is a vowel with two different targets: that is, the tongue and other parts of the speech apparatus, moves during the pronunciation of the vowel. In most varieties of English, the phrase ‘no highway cowboy’ – [noʊ ˈhaɪweɪ ˈkaʊbɔɪ] has five distinct diphthongs, one in every syllable

Key words: closing, opening, and centering, falling and rising, narrow and wide, length

Diphthongs contrast with monophthongs, where the tongue or other speech organs do not move and the syllable contains only a single vowel sound. For instance, in English, the word /ah/ is spoken as a monophthong [ɑ:], while the word /ow/ is spoken as a diphthong in most varieties [aʊ]. Where two adjacent vowel sounds occur in different syllables, for example, in the English word /re-elect/ – [riˈilekt] the result is described as hiatus, not as a diphthong. The English word /hiatus/ – [ˌhaɪˈeɪtəs] is itself an example of both hiatus and diphthongs.

Diphthongs often form when separate vowels are run together in rapid speech during a conversation. However, there are also unitary diphthongs, as in the English examples above, which are heard by listeners as single-vowel sounds – phonemes.[Borg:1997]

In the International Phonetic Alphabet – IPA, monophthongs are transcribed with one symbol, as in English *sun* – [sʌn], in which [ʌ] represents a monophthong. Diphthongs are transcribed with two symbols, as in English *high* – [haɪ] or *cow* – [kaʊ], in which [aɪ] and [aʊ] represent diphthongs.

Diphthongs may be transcribed with two vowel symbols or with a vowel symbol and a semivowel symbol. In the words above, the less prominent member of the diphthong can be represented with the symbols for the palatal approximant [j] and the labiovelar approximant [w], with the symbols for the close vowels [i] and [u], or the symbols for the near-close vowels [ɪ] and [ʊ]. Some transcriptions are broader