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SOME TERMS OF LANGUAGE ACQUISITION (BILINGUALISM, MULTILINGUALISM AND PLURILINGUALISM)

Abstract

In the modern society majority of people try to become proficient in more languages than their native. Particularly, the population who live in the society where economic, political and cultural connections with other nations and countries are developed. Thereafter it is normal to acquire several languages at the same time. On discussing the acquisition of languages it should be clearly defined linguistic terms related to this part of linguistics. While the term bilingualism is used to describe a person who uses two languages to communicate, other terms like multilingualism and plurilingualism are used to describe a notion of person or community who speak several languages. What is the difference between these two units of linguistics? In this article it is given the exact definition of these and other terms related to acquisition of language.

Key words: monolingualism, bilingualism, multilingualism, plurilingualism, first language, native language, mother tongue, official language, communication, society.

ТИЛ ЭГАЛЛАШНИНГ АЙРИМ ТЕРМИНЛАРИ (БИЛИНГВИЗМ, МУЛЬТИЛИНВИЗМ ВА ПЛЮРИЛИНГВИЗМ)

Аннотация

Тил миллатнинг маданий меъроси ҳисобланади. Хар бир халқ, хар бир миллат ўз она тилини чуқур ўрганиш ва кейинги авлодга меърос қолдириш учун ҳаракат қилади. Шу билан бир қаторда, бошқа халқлар тилларини, яъни, сиёсий, иқтисодий ва маданий бозлиқ бўлган халқлар тилларини ўрганишга ва бир пайтнинг ўзида бир нечта тилни билишга ҳаракат қилади. Мазкур мақолада айнан замонавий тилишуносликда ишлатиладиган баъзи бир терминлар, яъни, билингуализм, мультилингуализм ва плурилингуализм атамалари олимлар фикрлари мисолида таҳлил қилинган. Билингуализм илмий атамаси тилишуносликда бир пайтнинг ўзида иккита тилни билиш даражасини билдирса, мультилингуализм ва плурилингуализм атамалари эса бирон бир шахс ёки миллатнинг бир пайтнинг ўзида бир нечта тилни, яъни уч ва ундан ортиқ тилларни билишини кўрсатади. Замонавий тилишуносликда мультилингуализм ва плурилингуализм атамалари маъно жиҳатдан бир-бирига жуда яқин бўлганлиги сабабли кўп баҳс ва мунозараларга сабаб бўлмоқда. Бу мақолада ушбу терминларнинг бир-биридан фарқи олимлар фикрлари мисолида таҳлил қилинган.

Калит сўзлар: монолингуализм, билингуализм, мультилингуализм, плурилингуализм, она тили, расмий тил, мулоқат, жамият

НЕКОТОРЫЕ ТЕРМИНЫ ОВЛАДЕНИЯ ЯЗЫКОМ (БИЛИНГВИЗМ, МУЛЬТИЛИНВИЗМ И ПЛЮРИЛИНГВИЗМ)

Аннотация

Язык является культурным наследием нации. Каждый народ старается глубоко изучить свой родной язык и оставить в наследство следующему поколению. Вместе с этим старается изучить наряду со своим языком, языки народов близких по культуре, политике, экономике и одновременно языки других народностей. В этой статье был проанализированы термины, такие как билингуализм, мультилингуализм, плурилингуализм, которые используются в современном языковедении. В языковедении термин билингуализм означает знание одновременно двух языков, а мультилингуализм и плурилингуализм показывает знание одним человеком или народом нескольких языков, т.е. трех и более. В современном языковедении возникает много споров и обсуждений по поводу близких по значению терминов мультилингуализм и плурилингуализм. В этой статье проанализированы различие вышеуказанных терминов на основании идей ученых.

Ключевые слова: монолингуализм, билингуализм, мультилингуализм, плурилингуализм, родной язык, официальный язык, общение, общество.

INTRODUCTION. Nowadays in the modern more languages than their native. Notably, the society majority of people try to become proficient in population who live in the society where economic,

political and cultural connections with other nations and countries are developed. Thereafter it is normal to acquire several languages at the same time. On discussing the acquisition of languages it should be clearly defined linguistic terms related to this part of linguistics.

This article is devoted to the analysis of some terms of language acquisition, namely, bilingualism, multilingualism, plurilingualism and etc.

During the last years, interest in multilingualism has increased rapidly in modern society. Cenoz and Genesse emphasized that multilinguals possess "a larger linguistic repertoire than monolinguals but usually the same range of situations in which to use that repertoire" [1], resulting in multilinguals having more "specific distributions of functions and uses for each of their languages" [1].

What is monolingualism? "*Monoglottism* or, more commonly, *monolingualism* is the condition of being able to speak only a single language". [6] *Monolingualism* usually related to first language, monolingual is a person who knows only his first language. "*First language* - this is a term used to describe the first language to which the learner is exposed. This may be different from the home language." [4] *Home language* is most commonly spoken by the members of a family for everyday interactions at home. *Family language* - children's mother tongue, first language home language, ancestral and/or heritage language [3] "*Mother tongue* is a term also used to describe the learner's first language and is often used in referring to the language of the home" describes Ch. Franson. "*Native speaker* is used to describe a person who speaks the designated language as their first language" [4] Also, "*Community language* - all languages used in broader social spheres (e.g. education settings, schools, institutions, community organisations)" [3] encompasses all terms pointed above.

In community language we can add other units of linguistics like bilingualism, multilingualism and plurilingualism. These terms also related to the language of community.

Leonard Bloomfield in his book "Language" describes *bilingualism* as "native-like control of two languages" [9] Carolina Cabezas-Benalcazar in her article named "Enacting bilingualism, multilingualism and language learning in the early years" states that "*Bilingualism* - an individual's ability to use two or more languages." [3] This term is widely defined by the words of Charlotte Franson: "This term is used to describe a learner who uses two or more languages to communicate. There are various interpretations with regard to attitude, proficiency and use" states Ch. Franson. She describes the term widely: "*Bilingualism* is the ability to use two languages. 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." [4] In the society where live various bilinguals may easily cause to turn to multilingual one.

Many societies today are discussing the place that different languages should have in their system. A multilingual system wants every language to have its place in society, regardless of whether these are regional, national, heritage or foreign languages [7] "In a true multilingual system, all languages can have their legitimate place: mother tongues, languages of regional, national and wider communication. English and all other world languages can play their role; they can be healer languages and not 'killer languages'" [9]

Multilingualism - a societal practice of multiple languages within a group, community, region or country. [3;9] emphasizes Carolina Cabezas-Benalcazar.

Multilingual - this term is used to describe contexts, such as urban schools, where there are speakers of many different languages. It is sometimes used to describe a person who speaks several languages but is increasingly being replaced with plurilingual. *Plurilingual* - this term is increasingly being used to describe speakers of more than two languages. Multilingual is still used to refer to entities such as society, cities or schools. [4]

The political history of the 19th and 20th centuries and the ideology of 'one state - one nation - one language' have given rise to the idea that monolingualism has always been the default or normal case in Europe and more or less a precondition for political loyalty. Facing this situation, it has been overlooked that the vast majority of the world's population - in whatever form or conditions - is multilingual. [10] Definitions of what *multilingualism* and *plurilingualism* denote are not clear-cut; discussions about these definitions are still going on. Therefore readers may find very different ideas about the term "multilingualism". The Council of Europe and the ECML have decided to use the following distinction between the terms "plurilingualism" and "multilingualism". While plurilingualism is the competence of an individual being able to use different languages, multilingualism is a feature of societies with members speaking different languages. "This leads to the distinction between plurilingualism as a speaker's competence (being able to use more than one language) and multilingualism as the presence of languages in a given geographical area: there is a shift, therefore, from a perspective focusing on languages (a state may be referred to as monolingual or multilingual) to one that focuses on speakers" [5].

Plurilingualism as a competence of speakers focuses on a slightly different aspect than

multilingualism. It is possible to have a multilingual society without having plurilingual inhabitants, as a society can incorporate a co-existence of different languages. The Council of Europe and hence the ECML seeks to increase the plurilingualism of citizens in countries with varying degrees of multilingualism. In recent years, the concept of plurilingualism has grown in importance in the Council of Europe's approach to language learning. *Plurilingualism* differs from multilingualism, which is the knowledge of a number of languages, or the co-existence of different languages in a given society. *Multilingualism* may be attained by simply diversifying the languages on offer in a particular school or educational system, or by encouraging pupils to learn more than one foreign language, or reducing the dominant position of English in international communication [11]

It is not only migration that leads to linguistic diversification in many countries. Countries may have linguistic minorities who have been living in a particular region for many, many years, and who form a regional majority. Plurilingualism wants to offer educational opportunities to manage different languages and linguistic varieties and give them a place to further develop. The plurilingual perspective may provide some answers to such problems: it recognises and accepts the diversity of all speakers; a principle of plurilingual education is that the management of plurilingual repertoires and their development should be differentiated. Techniques are available for establishing ways of teaching linguistic varieties which are not a matter of exclusive choices, but can be modulated (over time, for example) and are therefore negotiable. From this point of view, plurilingualism can enable both majorities and minorities to have a better understanding of the nature of their relationships and of their own aspirations [12]. As stated by the Council of Europe's Language Policy Division, all speakers' language skills should be developed, regardless of whether they are speakers of a majority or a minority language.

An official language is a linguistic variety which has the role, sanctioned by the Constitution or other legal instruments, of language of communication between state and citizens (government departments, the judicial system, schools, etc.). In national states the official language may become a factor of identity, i.e. of belonging to a national community. The term *national language* is, therefore, far more emotionally charged than official language [5]. The term *national languages* conveys national emotions that are rooted in the history of the country. If this national background is not to be focused on, the term *official languages* can be used [7] This supposes that in private communication citizens may use any linguistic varieties.

Normally, the existence of one or more national or official languages does not prevent people from using any other language in private contexts, although it can happen that the state wants to enforce the use of the national language. "National language does not coincide with citizenship, even if some knowledge of the official variety is expected or required of those applying for citizenship" [5;52]. The connection between citizenship and national language is widely discussed in many European countries. Some countries now actively require the applicants for citizenship to prove that they have reached a certain language level in the national language.

CONCLUSION. Baker states that "a language divorced from a culture is like a body without a soul" and suggests the importance of learning about the cultures associated with different languages [2]. However, society is monolingual, bi- or multilingual its language(s) and culture should be learned by others.

Having based on the literatures on language acquisition, the terms like bi-, multi-, plurilingualism and etc. have been analyzed and given varieties of definitions by researchers. There distinguished the term plurilingualism out of multilingualism as the word plurilingual is basically related to an identity and multilingual is mostly describes a society.

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