

**ДИСКУРС У МІЖКУЛЬТУРНІЙ КОМУНІКАЦІЇ:  
ВЕРБАЛЬНІ ТА НЕВЕРБАЛЬНІ  
ЗАСОБИ КОМУНІКАЦІЇ**

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**DIGLOSSIA AND BILINGUALISM IN THE EUROPEAN  
STUDENTS' SOCIETY**

In a modern higher educational establishment, the foreign language as a discipline is focused mainly on the content of vocational education, which results in the emergence of difficulties in the real situations of professional and personal bilingual communication.

Scientific literature contains the terms “bilingualism” and “diglossia”. Investigating the phenomenon of bilingualism / multilingualism in Europe, S. Romain, the English researcher, counted 25 officially monolingual countries and 11 multilingual ones. In spite of the prevalence of one ethnos (Ukrainians) within Ukraine, for instance, the linguistic situation in the state is not so positive – the society is not monolingual. The peculiarities of the ethno-linguistic development of Ukraine, the uncertainty of language policy, the uncertainty and undeveloped categorical apparatus, the lack of a clear idea of the phenomenon of bilingualism, its peculiarities, qualitative and quantitative characteristics require special analysis of the phenomenon of bilingualism as well as the phenomenon of diglossia [Panasiuk 2009].

Despite the active research of the phenomenon of diglossia and bilingualism by Western scholars (over 40 years after Ferguson's articles, the world has seen more than 3,000 printed works on this subject), domestic researchers are only beginning to work in this area, in particular, L. Panasiuk, E. Borinstein and A. Kavaleroj join the Western understanding diglossia as simultaneous existence in a society of two languages or two forms of one language. There are also numerous surveys by J. Baugh, K. Hall, M. Hejná, W. Labov, W. Wolfram etc. in this field.

**The primary aim** of this paper is to discuss the nature of bilingualism and diglossia as they exist in Europe in the students' society today as a result of language variation and their impact on the educational process.

Since this article is theoretical and qualitative in nature, the author relies primarily on reviewing the already existing body of literature related to diglossia and the linguistic problems associated with it in various speech communities throughout the European countries.

This review article is significant; it will help us to understand the use of language variations in education. It could also inform teachers and other concerned bodies about the impacts of using language variations on the students' learning and achievements. Still the article is significant in that it

can help us to take informed decision on the use and impacts of language variations which result in bilingualism and diglossia in education.

Thus, *bilingualism* is defined as the use of at least two languages either by an individual or by a group of speakers. Bilingualism is the norm in the most of the countries of the world.

Bilingualism refers to the ability to speak two languages fluently. What is important to note about bilingualism is that it is an individual experience - simply existing in a bilingual family or community does not guarantee bilingualism. Likewise, being born in a monolingual family or community does not prevent one from learning another language and becoming bilingual. Furthermore, the two languages spoken by a bilingual person do not necessarily have any relation to each other. They can be from different language families and have different alphabets.

*Diglossia* then a situation in which two languages (or two varieties of the same language) are used under different conditions within a community, often by the same speakers. Diglossia is a community experience. It cannot be experienced by an individual. Diglossia refers to a community where two different languages or dialects are used in different situations by every member of the community. One of these languages/dialects is the formal, and one is the informal. The formal, also known as the High language, is what is used by speakers in writing, and only in the most formal spoken situations. The informal, also known as the Low language, is the most spoken language and is used only in writing designed to communicate informally. Thus it makes sense that diglossia can only be experienced by a community, as an individual would not be understood if switching between two languages/dialects. For example, spoken and literary German. Even some English speaking communities experience diglossia when they use entirely different dialects of English when communicating formally or in writing, and when speaking. Even when diglossia is experienced in terms of two languages, the two languages will be very closely related and generally use the same alphabet (e.g. Ukrainian - Russian).

Both *bilingualism and diglossia* require code-switching: the ability to judge an environment and determine which language/dialect is appropriate. This is something that speakers of any language already do when deciding between formal and informal conversation. When bilingualism is experienced by a whole community, it can be argued that this is diglossia as everyone in that community experiences it. For example, many communities in the United Kingdom speak both Scottish and English, and will use English formally, and Scottish informally, which is very similar to traditional diglossia. *Thus, in some cases, bilingualism (in reference to a whole community) and diglossia are interchangeable terms.* However, in most cases, an individual will be bilingual, while a community may experience diglossia.

At the individual level, bilingualism could be a result of a person's parents speaking different languages. For instance, a child having a French mother and an English father, may speak both languages. In this type of

bilingualism, one language tends eventually to become the dominant one, with the other in a subordinate role. However, according to “A Dictionary of Linguistics and Phonetics” by David Crystal, “A balanced bilingual is someone whose command of both languages is equivalent.” Individual bilingualism may also be the result of being a member of a minority group, that is, being a part of one linguistic community speaking one language, and learning another language to be a part of a larger dominant linguistic community [Panasiuk 2009]. For example, the Ukrainian population in Ukraine may speak Russian at home and Ukrainian at their work places.

By identifying the negative aspects of mass bilingualism (the possibility of denationalization, the threat of destruction of the mentality of the nation and the weakening of the identity of every individual), we consider it possible to characterize bilingualism as a predominantly positive phenomenon and to define it as a psychological mechanism of protection and adaptation of the individual to new, changing conditions of interaction in the world cultural informational and communicative space [Venetseva 2015: 30].

In the educational process bilingual communication is considered as a direction for improving the students’ professional training, which provides for the exchange and accumulation of knowledge about the foreign language peculiarities; a complex of personal characteristics; a system of morally directed qualities (tolerance, respect for people, tact and courtesy, lability, self-esteem, which depend on parenting and general culture of the individual), communicative skills (knowledge of the foreign language peculiarities, bilingual communicative skills and abilities, understanding of foreign language subject code and speech pictures of the world of two peoples, the culture of speech, etiquette, the ability to correlate their behavior with specific conditions, the presence of a sense of measure in relationships) and volitional properties (communicative control and reflection) necessary for successful professional communication and personal development of both participants in the pedagogical process – a teacher and a student [Habibulina 2011: 166].

What is important for us as English teachers, to realize the problem of variation in English. Variation in English presents considerable challenge to educational establishments, grounded as they are in standard English norms. The fairly uniform written standard English of tests is generally more accessible to students from middle class backgrounds who have been socialized into oral standard English and baptized in literacy than it is to students from other dialect backgrounds. Because written language plays a central role in determining students' success or failure, dialect mismatch has important implications. Dialect differences in oral English are also likely to disadvantage students from vernacular backgrounds because talk conveys messages about social identity, along with other meanings. A student's accurate, insightful contribution to classroom discourse may be devalued when she or he uses vernacular dialect features in speaking. Moreover, such evaluation may be formally backed by local or state standards that call for

students to use standard English in academic discourse (compare British and American English) [Reaser & Adger 2008: 169].

W. Wolfram and his colleagues have been experimenting with an approach to language awareness that does not link to teaching standard English necessarily, although it provides linguistic knowledge that is useful for learning a second dialect. Language awareness curricula address the following goals:

- Scientific: Students discover the rule-governed nature of English dialects by examining sets of phonological and syntactic data, developing hypotheses, and testing them against more data. They also gather and analyze data in their own speech communities.

- Sociohistorical: Students learn about historical and social bases for dialect development with particular focus on the dialect of their community.

- Humanistic: Students confront the social attitudes surrounding language variation through a variety of video and audio exercises involving language differences [Adger & Christian 2007: 251].

To Adger's point of view, distinguishing standard English speakers on the one hand and vernacular speakers on the other considerably simplifies the sociolinguistic facts. Most students have at least been exposed to more than one dialect, and many have a linguistic repertoire that includes a range of variable features of one language.

Different arguments have been forwarded for the use of the language varieties in education. Those in favour of the standards variety argued that its use helps to keep the unity of a nation, enables students to have adequate educational resources and provides different social and professional benefits to the learners [Yiakoumetti 2007: 59].

On the other hand, Papapavlou and Pavlos [2007: 22] claimed that the use of the non-standard variations in education facilitates the elevation of the status of the variations in a society and prevents their possible extinction. The use of the non-standard variety is also argued to provide educational advantages to learners as the variety is intimate to the student. In addition, students from different schools speaking the varieties spoken in their locality. In such cases, dialects, like languages, are considered as heritage of peoples and instruments for expression of cultures as well as markers of self-image and group identity. For this reason, it is argued that students need to be educated through their own variety. However, the social evaluation of and belief about language varieties has been affecting the selection of the language varieties for instructional purposes [Tegegne 2015: 165].

Speaking about bilingualism and diglossia in the European students' society, we can highlight that bilingual students have a dual linguistic competence. This, however, is not always equally precise, i.e. it is more complex and comprehensive in the case of the first language than in the other one. Bilingual students' technical knowledge and qualifications are often incomplete in terms of language standard and technical languages. Namely,

linguistic competence is simply necessary but not sufficient to communicate professionally and accurately. To our mind, bilingual students may be at outstanding levels of writing, reading and speaking competences with regard to both languages, but this is still not sufficient for the accurate usage of the language in different spheres. Almost every third student chose two languages to be used on the radio and television, as well as non-verbal forms of communication. This tendency is observed through Europe, which suggests that the language selection can be corrected through the state policy.

Thus, we came to the conclusion that bilingualism and diglossia in Europe imply and ensure unlimited advantages for students in addition to the threats inherent in communication. The ability of choosing any particular language in a particular communication situation and to identify causes of language acquisition of non-state language should be an important position of every student.

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**Биндас О.М. Диглосія та білінгвізм у європейському студентському суспільстві.**

У статті висвітлюється характер двомовності та диглосії, так як вони існують в Європі в сучасному студентському суспільстві внаслідок варіації мови. Проблема двомовності та диглосії серед студентів по всій Європі, окреслена в роботі, допоможе нам зрозуміти використання мовних варіацій в освіті. Стаття може також проінформувати вчителів та інших зацікавлених органів про наслідки використання мовних варіацій у навчанні та досягнень студентів. Дана стаття є значущою, оскільки вона може допомогти нам приймати обґрунтовані рішення щодо використання та впливу варіацій мов, які призводять до двомовності та диглосії у сфері освіти. Автор стверджує, що в деяких випадках білінгвізм (по відношенню до цілої спільноти) та диглосія є взаємозамінними термінами. Однак у більшості випадків незважаючи на те, що особа двомовна, суспільство все рівно може зазнати диглосії. Також зазначається, що двомовні студенти мають подвійну лінгвістичну компетентність. Проте цей факт не завжди однаково точний, тобто є більш складним і всебічним у випадку першої мови, ніж у випадку другої. Двомовність та диглосія в Європі передбачають і надають студентам безмежні переваги. Можливість вибору будь-якої конкретної мови в конкретній ситуації спілкування та визначення причин оволодіння недержавною мовою має бути важливою позицією кожного студента.

*Ключові слова:* двомовність, диглосія, варіація мови, вищий навчальний заклад, студенти, Європа.

**Биндас Е.Н. Диглосия и билингвизм в европейском студенческом обществе.**

В статье подчеркивается характер двуязычия и диглосии, так как они существуют сегодня в Европе в обществе студентов в результате изменения языка. Проблема двуязычия и диглосии среди студентов по всей Европе, описанная в статье, поможет нам понять, как использовать языковые вариации в образовании. Данная работа также может проинформировать преподавателей и другие заинтересованные органы о воздействии использования языковых вариаций на обучение и достижения студентов. Также статья важна тем, что может помочь нам принять обоснованное решение об использовании и воздействии

вариаций языка, которые приводят к двуязычию и диглоссии в образовании. Автор утверждает, что в некоторых случаях двуязычие (в отношении целого сообщества) и диглоссия – взаимозаменяемые термины. Однако в большинстве случаев человек двуязычный, а общество может испытывать диглоссию. Также отмечается, что двуязычные студенты обладают двойной лингвистической компетенцией. Этот факт, однако, не всегда одинаково точный, т.е. является более сложным и всеобъемлющим в случае первого языка, нежели второго. Двуязычие и диглоссия в Европе подразумевают и обеспечивают неограниченные преимущества для студентов. Способность выбирать какой-либо конкретный язык в конкретной ситуации общения и определять причины овладения негосударственным языком должна быть важной позицией каждого студента.

*Ключевые слова:* двуязычие, диглоссия, языковые вариации, высшее учебное заведение, студенты, Европа.

**Byndas O.M. Diglossia and Bilingualism in the European Students' Society.**

The article highlights the nature of bilingualism and diglossia as they exist in Europe in the students' society today as a result of language variation. The problem of bilingualism and diglossia among students within Europe, depicted in the paper, will help us to understand the use of language variations in education. It could also inform teachers and other concerned bodies about the impacts of using language variations on the students' learning and achievements. Still the article is significant in that it can help us to take informed decision on the use and impacts of language variations which result in bilingualism and diglossia in education. The author claims that, in some cases, bilingualism (in reference to a whole community) and diglossia are interchangeable terms. However, in most cases, an individual will be bilingual, while a community may experience diglossia. It is also stated that bilingual students have a dual linguistic competence. This, however, is not always equally precise, i.e. it is more complex and comprehensive in the case of the first language than in the other one. Bilingualism and diglossia in Europe imply and ensure unlimited advantages for students. The ability of choosing any particular language in a particular communication situation and to identify causes of language acquisition of non-state language should be an important position of every student.

*Keywords:* bilingualism, diglossia, language variation, higher educational establishment, students, Europe.

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