The Role of Bilingualism Incomplete Mastery of Foreign Language (Based on the Speech Behavior of Azerbaijani-Speaking Migrants)

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ABSTRACT

The article is concerned with the role of bilingualism in the modern mastery of foreign language. Basically, the several reasons for the relevance of the study of bilingualism become an edge. The focus is that it has been proven by many linguists that a person is fluent in two languages to a different extent.

It turns out to be possible mainly for the reason that in bilingualism, scholars do not write about rigid criteria for mastering two languages at the standard level. Furthermore, there is nearly always a reasonable disposition observed in this matter.

At the same time, it is evident that the factor of balanced communication becomes very important for the accelerated mastering of two languages. But in both cases, it is claimed in the article that the boundaries of multilingualism and the degree of accelerated mastery of two languages in different countries are very flexible.

It has become common knowledge that the skills of bilingual are laid in childhood, and the attention to two languages shall be distributed relatively evenly. There are instances where the representatives of Azerbaijani immigration in Germany who are bilingual speakers can speak fluently in a language chosen by them.

The need to state that they find themselves in a foreign language environment also becomes unique, and knowledge of the state language in Europe is as immutable a law as any civilized country. It appears to be specific in the case when, ignoring the philosophical concept of the international, we tear a person off from his original roots, and in this case, the person loses his spiritual and moral qualities.

The article makes the conclusion stating that the spiritual and moral wealth of a person is initially the harmonious unity of the national and universal principles.

In all fairness, it should be noted that the interrelation between primary and secondary languages in current linguistics necessitates to formulate and solve another significant problem of distinguishing between impulsive (natural) and conscious-cultural types of mastering them. After all, it is beyond the argument that the very fact of the interrelation between primary and secondary languages in current linguistics necessitates to formulate and solve another significant problem of distinguishing between impulsive (natural) and conscious-cultural types of mastering them.

Keywords: speech errors in bilinguals, communicative and informational space, multilingualism, television, literature, press, huge in volume and video production, economic interests.
Introduction
This article explores the role of bilingualism for the complete mastery of a foreign language, which is basically, studied the verbal behavior of the Azerbaijani-speaking migrants so-called “fourth wave”. It is well known that in many European countries, many people speak English or other languages. In respect of the aspect of the topic of the article we have chosen, the following question is posed point-blank: for which reason does the acuteness and relevance of studying bilingualism arise? For several reasons. Firstly, it can be useful for people in the age of globalization and strengthening dialogue between cultures. Secondly, in order to expand a single general educational, communication and information space. Thirdly, in economic interests, specifically to improve competitiveness in the national labour market. Fourthly, for the perfection of remote and integrative forms of teaching youth. Finally, let's be obvious to the fact that in many European countries, apart from the state language, the vast majority of the local population is fluent in English and some other languages of the Romano-Germanic group. The fact repeatedly ascertained using a smoothly running system of social surveys in individual countries.

Literature Review
It has long been proven by many linguists that a person is fluent in two languages to a different extent; only for a native speaker in a professional respect, there can be no decisive obstacles in mastering certain grammatical, lexical and syntactic norms and rules since the two languages have widely different social aspects. They are associated with a number of features of national culture. (It is rather interesting to note in brackets that, as a rare exception, philologists cite the classic case of the writer V. Nabokov, who was fluent in Russian and English, without dividing them into native and foreign). It should be noted that this problem in the works of many researchers: Chirsheva G.N., Sherba, L.V., Vaynraykh U., Aleksandrova N.Sh., Lambert W. E. and others.
Recent studies by leading linguists show that the scope of speech errors among bilinguals is very wide. Firstly, it is difficult for them to comply with the norms of the second language; moreover, not so much everyday as literary. Secondly, the expected result of cross-language interference affects. These two main and some respective reasons are serious problems for bilinguals.

Method
The following methods are used in the article: linguistic observation and description, linguistic experiment.

Results
Contemporary scientists believe that the factor of balanced communication becomes vitally important for the accelerated mastering of two languages. Obviously, these skills are laid in childhood, and attention to the two languages should be divided relatively evenly. However, this is the thesis in classical language theory. In reality, a different rule applies that is one native language per person.

Discussion
At the same time, it should be pointed out that the study of two or more languages, of course, leaves its mark on a certain region of the planet. Researchers have noticed that polylingualism (or multilingualism) is characteristic of people compactly living in the same territory. Moreover, surprising as it may seem, its length does not play a significant role. So, in relatively small European countries (Switzerland) or the CIS countries (Moldova, Dagestan), as well as on the vast prairies of South America, the Indian tribes of New Guinea, the several languages function. It is semiotic that Azerbaijan, being a part of the USSR until 1991, was a distinct multinational republic, and the inhabitants spoke several languages. And if in the first case the geographic area of the linguistic environment dominated, then in the second, it was a tolerance as the quality of personality.
It is easy to conclude that the boundaries of multilingualism and the extent of the accelerated mastery of two languages in different countries are very flexible. It is characteristic that this linguistic law retains its force even to the extend that the families, for objective reasons or any subjective reasons, immigrate from one region to another.
So, in the difficult and unstable 1990s, a certain part of the Azerbaijani-speaking clerisy emigrated to the leading Western European countries, typically to Germany, motivating their departure, on the one hand, by real economic difficulties in their republic, on the other, and less important – due to social stabilization. These are those migrants who had an unstable economic situation in their home country; obtaining a permanent and well-paid job in these countries (especially for doctors who can get a good job and stay abroad); providing the future of children (a good school, and then a higher educational institution); getting an education in German or other universities, which are the best in the world; getting good health care; improvement of living conditions.
It was also noticed that in modern Germany, the influence of the English language is very strong. Whether one likes it or not, the Azerbaijani immigrants, almost in whole collectives, are becoming bilingual. Therefore, there is not even such a thing in this country as “non-English monolingualism” since there is no alternative to opposing
the international language in general. And complete freedom of action in the choice of language, not so much in the philosophical or moral sense, but in the linguistic sense. Representatives of Azerbaijani immigration in Germany, bilingual speakers can speak freely in their chosen language; violent bias in any direction threatens the emergence and development of interference.

Improving the social and economic situation, of course, in some way stabilizes the lives of immigrants. Meanwhile, it must be noted that they find themselves in a foreign language environment. The knowledge of the state language in Europe is as immutable law as that of any civilized country. Thus, the situation of bilingualism becomes natural. Moreover, if immigrants can freely use their native (Azerbaijani) language in an ordinary home environment, then in all other cases, they are obliged to use exclusively German. It is the language of communication in new workplaces, as well as the primary means of realizing professional skills and opportunities.

This implies, in our opinion, two important linguistic problems. The first is overcoming (complete or partial) speech errors. Unfortunately, the inquiries show research on the diversity and multiplicity of speech errors of bilingualism. On the one hand, the correctness of speech is violated, the norms of the second language are not observed. On the other hand, errors resulting from interference are detected. Among the latter, grammatical ones are the most frequent. A lot of mistakes are made, for example, in oral monologue and dialogical speech in different situations in communication.

The second is identifying patterns in the use of borrowings in the speech of Azerbaijani immigrants, as well as the reasons for expanding the emotive space of the text. Additionally, national linguists are also interested in the mechanism of speaking (listening) in a foreign language, the internal elements of this process and the strategy for selecting the most acceptable lexical means for perception with the naturally restrictive economy of language components. We can only add that the specificity of this process still remains insufficiently studied in Azerbaijani philological science.

At the Martin Luther University in Halle an der Zale, within the framework of doctoral work under my leadership, a study of the Azerbaijani speech of Azerbaijani-speaking migrants living in Halle (Saxony-Anhalt) was carried out. The materials of this study consist of records read by two well-known teachers, Germanists in the laboratory of the Martin Luther University, as well as at the University of Foreign Languages in Azerbaijan, in Baku city, by natural, prepared oral speech with a total duration of about 30 hours. The material for the recording was the first part of the first chapter of the novel “Ali and Nino”. After recording the voices, the materials were given for experimental phonetic analysis to the laboratory.

At the very beginning of our article, we have mentioned two essential points:

1. The social sphere of the mechanism of learning languages, the imprint of mentality and the individual originality of culture form a different degree of their mastery;

2. In most cases, age qualification is not the main sign of learning a non-native second language since this issue closely intersects with psycholinguistics. This refers to the elements of the motor memory of a second language learner, his individual abilities, and finally, the IQ.

For this reason, in bilingualism, scholars do not write about strict criteria for mastering two languages at the standard level. Moreover, in this matter, there is almost always a reasonable disposition. The essence of balanced bilingualism is that teaching the second language (we are not talking about intensity in our case, since it is beyond the scope of this article) does not constitute any competition for the native one. The maternal, figuratively speaking, is static, and the other is dynamic. Therefore, the studied language in modern bilingualistics is considered dominant. Scientists also argue that priority remains with the second language, even if the ratio is uneven.

For instance, in some cases, the unfavorable conditions of somebody's social environment of communication contribute to the partial degradation of one language. Some lexemes simply fall out of everyday use. The phenomenon of “language death”, the so-called attrition, arises. Obviously, this negatively affects bilingualism, as it slows down the learning of a second language. (Curiously, some Russian postmodern writers compare this phenomenon with the “death of the author” in contemporary works of this direction). But there is also the opposite effect when under favorable social conditions; on the contrary, most of the words or phrases that are hard for audio perception are still preserved in the vocabulary of immigrants. The language is reviving, lexemes are preserved, and sometimes they undergo a certain modernization. Moreover, this rule is applicable to all people in different communication situations.

The development of a foreign language in the course of schooling would repeat the path of language development done a long time ago in completely different conditions. It is common knowledge that even from school, students, due to their tenacious childhood memory, as a rule, learn foreign languages better. Still, this process, which is directly based on test tasks, has not been studied enough.

Since, over the last years, not only linguists themselves but also psycho-linguists are increasingly engaged in this problem, at the junction of two allied sciences, the difference between various forms of bilingualism becomes clearer. Tests show that the attitude towards them from bilingual speakers also differs from each other. Specifically, some see them as closely related parts of a single semiotic system; others isolate individual components from this
system, essentially not noticing that these are links of one chain.

It is revealing that at the level of the horizontal section, the collision of two polar points of view does not exacerbate the indicated contradiction since the research orbit includes only the question of the nature of semantic indicators in two languages. As we manage to find out, the most pronounced difference in views on this subject lies in the fact that supporters of the systematization of individual sign elements analyze the forms or types of bilingualism very broadly, considering their multifaceted features. Other scholars focus on the other side of this issue; they are not particularly interested in the expansion functions of the individual system components. Exploring mainly the spectral spheres of bilingualism, they are more inclined not to classification and typing, establishing common meanings for them, but differentiation.

At the same time, at the level of the vertical section, we have sought to identify the conditions under which each type of bilingualism to develop independently. In this case, the scientists faced a more responsible task: to distinguish the degree of perception of foreign language speech depending on the individual abilities of a person. We have already noted in one line in the article the fact that linguists, if necessary, got professional psychologists involved in such tasks. However, it turns out that the problem is difficult to solve also without the help of modern neurophysiologists, who put forward a version of a special part of the brain responsible for the flash-like reaction of switching from one language to another.

E. Cassirer generalized that on this path, the difficulties warn theoretical scientists not so much in matters of studying a foreign language, as with the natural desire of a person with the help of intuition to get rid of monotonous connections between things and words, that is, their material and immaterial essence.

From our point of view, the stated theoretical provisions do not release people of any nationality from the patriotic mood. In the subject of our article, we emphasize that Azerbaijanis who speak the state language learn others who may be quite useful for them in work and communication outside their homeland. So, therefore, there are very large and real opportunities in our century: television, literature, print, huge in volume and video production, etc. Moreover, there is a wide lobby in Erfurt, where a rather large Azerbaijanispeaking community communicates with the Turks.

It is also important to stress that nowadays, there is “on-line” training of bilingualists in some EU programs. The most popular are Erasmus Mundus, Socrates, Leonardo da Vinci and Tempus. In these programs, by the way, the idea is often heard that bilinguals are more correct to call those who not only speak (to a greater or lesser extent) two languages but are also relatively easy to switch from one to another. On the one hand, it would seem that there are no special barriers in this regard for those who are fluent in two languages. After all, the contamination of certain sections of linguistics is quite acceptable due to the similarity, for instance, of root morphemes in the languages of related groups.

However, much depends on the communication situation. It can be different. Thus, modern bilingual studies include not only verbal language but also sign language – for the deaf. We believe that this aspect should be discussed in more detail. Scientists specializing in this issue notice that there are about 360 million deaf or hard of hearing people in the world. In Azerbaijan, therefore, there are about 13 million people. Within the framework of bilingualism, the only salvation for such people with disabilities is sign language. They master it from childhood, later – oral speech, finally, the skills of reading and perceiving language by lips. However, in modern linguistic literature, the opposite process is also noted. Therefore, bilingualism for the deaf is, in any case, sign language, the skills of which are acquired over time.

Is bilingualism a myth? Yes, if only because in Germany children who speak two or more languages from childhood are still considered “special”, “different” who are familiar not only with two languages but also with two cultures. How many times have I had to answer the same question in our German schools: “Do you always speak Azerbaijani with your children? In our family, we mainly speak Azerbaijani because my mother spends more time with my children and she is Azerbaijani-speaking, she loves to communicate with my children in Azerbaijani.”

Naturalness and genuineness of communication are characteristics of bilingualists, and this is actively promoted, as noted above, by the ability to switch from the native language to another quickly. For the Azerbaijani-speaking, this is, by the way, one of the acceptable options for creating the illusion of standard Russian speech. It, therefore, for the speakers of the Azerbaijani language is in some lexical and stylistic limitations. First of all, this refers to the greater frequency of the conversational and everyday style of communication. At the same time, it is much more difficult for them to master the Russian written language.

There is such a term as additive bilingualism (also referred to as “enriching”). It was proposed by W. Lambert, who in one of his works pointed out both positive and negative features of bilingualism. The so-called “additive bilingualism” revealed by the scientist is formed when, for example, children of the main culture learn a second language at school. They learn in their own language, and the second language only adds new knowledge and skills. In this case, they experience all the advantages of bilingualism. However, it is obvious that perfect mastery of a second language requires a daily foreign language environment, which, of course, is usually associated with great difficulties [1].
For instance, linguists divide bilingualism into two periods: early and late. The first is closely related to the bilingual cultural environment of early childhood. The second occurs at that conditionally extreme time when the child has already fully mastered the native language. The essence of the matter lies in the fact that from childhood, a child hears one language, communicates on the street with children who speak, for example, Azerbaijani or German. The main thing here is the creation of a situation that causes a person to use two language systems alternately. This is a broad understanding of bilingualism. Whereas in a more restricted sense, we call those who are fluent in two languages. Linguist E. Protasova, in one of her works, writes about the onset of a certain “borderline moment” when children begin to speak two languages, using a relatively simple set of lexemes. However, the level of bilingualism at an early age is still very unstable. Specifically, it depends on the knowledge of the primary, that is, the native language.

Furthermore, bilingualism of a receptive (perceiving), reproductive (reproducing) and productive (producing) character is also distinguished. The last-named especially draws the attention of modern scientists because this type of bilingualism is closely related to psycholinguistics and sociolinguistics. This, in particular, was recorded by G.N. Chirsheva. She writes that bilingualism is such an urgent problem today, which is of vital interest to people of different professions: teachers, sociologists, psychologists, linguists, philologists, etc. It is noteworthy that a vast, informative material in the monograph by G. Chirsheva is devoted to the language teaching methodology in schools and universities as a foreign one and go beyond the scope of our article. Therefore, we will quote only that excerpt we need, which is directly related to the linguistic side of the question of interest to us. Namely: “The presence of two languages simultaneously or sequentially acquired by a child requires special methods of researchers used in the study of language contacts, individual and mass bilingualism in sociology, psychology, bilingualology, linguistics” [2, p. 3]

The interrelation of primary and secondary languages in modern linguistics leads to the need for formulation and solving another important problem, such as distinguishing between spontaneous (natural) and consciously cultural types of mastering them. In accordance with these two types, the initial passive understanding of individual words and expressions is distinguished, and subsequently, their active use.

Since ancient times, scientists have identified three main levels of second language acquisition:

1. The initial level – informative and communicative function of the second language;
2. Transitional level – expansion of the emotive space due to the enhancement of the expressive function;
3. Adequate level – the emergence of the mental process (the clearest and precise understanding of the second language).

L. V. Shcherba had a theory that these levels help bilingualists; mixed bilingualism arises, which as a general matter favours the study of two languages at the same time. Moreover, the academician argued that such an involuntary confusion of languages facilitates comparison. “Comparing different languages in detail, we destroy the illusion to which knowledge of only one language teaches us – the illusion that there are incommutable concepts that are the same for all times and all nations. The result is the liberation of thought from the captivity of the word, from the captivity of language and giving it a true dialectical scientific character. This, from my point of view, is the colossal educational significance of bilingualism, and it seems to me that one can only envy those nations who are condemned to bilingualism by the force of things. Other nations have to create it artificially by teaching their students foreign languages” [3, p. 174].

At the conclusion of our article, it is worth pointing out that the spiritual and moral wealth of an individual is, first of all, a harmonious unity of national and universal principles. One concept is closely associated with another, and under certain conditions, the first can pass into the second. For instance, if we ignore the national, then we relativize the spiritual principle of the individual. As an extreme option, it is destroyed. On the other hand, ignoring the philosophical concept of the international, we tear a person off from his original roots. In this case, the person loses his spiritual and moral qualities.

In order to prove my point, we will quote an instance from world literature. There is a colossal number of critical works devoted to such a literary concept as the conditions for the transition of the moral and philosophical category of the national into the international (universal) in the work of L. Tolstoy. These concepts were sacred for the Russian writer. However, there are examples of the opposite perspective. A famous contemporary French writer, Nobel Prize winner Patrick Modiano is the author of a voluminous cycle of stories and novels “Lost World”. Therein, the heroes completely lost touch with their native language, people, and roots, consigned to oblivion the concept of national and international. In his books, we read what dramatic consequences this has led to.

Now let’s project the indicated on bilingualism. In this aspect, a developing personality in the highest sense of the word is understood as a perfect mastery of not only native languages but also the languages of the peoples of the world. This is an important condition for the growth of interfaith and interethnic relations. Communicating in several languages, a person spiritually enriches himself, significantly expands the scope of his knowledge in many professional areas. Certainly, his own experience of communicating with people is also replenished with new knowledge.
It is common knowledge that people who speak several languages are called polyglots. A certain number of polyglots is noted in our time also among Azerbaijani immigrants. I. Y. Yakovlev said that “a knowledge of several languages adds wisdom to a person.” (you can give a footnote to I.Y. Yakovlev in paraphrased form).

Definitely, this wise thought of a teacher-educator of the Chuvash people, writer, translator, author of Chuvash-Russian primers reflects, of course, a positive view of the nature of bilingualism (bilingualism) and multilingualism (polylinguism). It should, however, be noted that there are both optimistic and pessimistic points of view of domestic and foreign researchers regarding the positive influence of one language on another during its development and use. Therefore, there is an objective need for a purposeful search for answers to the following questions: 1) Does bilingualism (early bilingualism) promote better mastery of the native language and the development of a child’s thinking, or, on the contrary, slows down these processes? 2) What is the impact of bilingualism (late bilingualism) on the psyche of an adult? 3) Whether or not a person needs to move from bilingualism to multilingualism (from bilingualism to polylinguism).

Finally, let us emphasize the important role bilingualism plays for the development of memory, speed of reactions, an ability to build all kinds of logical chains in a specific context. Compared to people who speak only their native language, it is certainly easier for bilinguals to master other sciences, moreover, not only exact ones (linguistics, history) but also abstract ones. For instance, literature, philosophy, etc.

It should be noted that learning several languages is a time-consuming process. For some people, interference becomes a serious barrier. In addition, the same person behaves differently in various situations. This affects the development of speech skills primarily. As a result of various metamorphoses occurring with bilingualism, prominent scientists – psychologists and linguists Vygotsky, Epstein and some others called “associative inhibition”. This inhibition (memory, ability, intelligence, etc.) most often leads to noticeable speech errors.

In some cases, there is a severe speech pathology caused by the effect of the so-called “disinhibition of speech”. In such cases, as a rule, the development of bilingual abilities is pathologically difficult at all. And if we are talking about early childhood, then parents and teachers are prescribed a temporary termination of learning a second language.

However, this is a relatively rare phenomenon, mainly associated with impaired brain function or a nervous breakdown. Such metamorphosis of bilingualism is not observed in people of any age with a normal psyche. Still, since this phenomenon is no longer a field of linguistics but neurophysiology, we will not settle upon this issue deeper.

Most the scientists, on the contrary, are convinced of the positive consequences of knowing two or more languages. Many researchers also claim that this is a long journey that can be graphically represented as a chain: from learning the basics of a second language to mastering it perfectly. Logically, this chain should include an intermediate link, the essence of which is the flash-like switching of thinking from one language code to another.

In this regard, U. Weinreich wrote that “bilingualism primarily involves not only mastering two languages but also at the same time the parallel use of their alternating values, directly related to the conditions of speech communication” [4, p. 27-85].

In our article, we focused on a large stratum of the Azerbaijani-speaking population who immigrated to Europe (mainly to Germany) and had to learn German or other languages. But on a global scale, this problem is, of course, posed much wider. For example, N. Sh. Aleksandrova [5] indicated that it could be successfully studied on a large applied material of several unrelated languages. In particular, the scientist pays attention to the simultaneous study of French, Korean, Russian, German, Italian and other languages. A huge amount of material about the study of these languages testify to their contacts, although we repeat, they belong to different groups.

Conclusions
On the other end of the spectrum, these contacts have individual peculiarities. So, most linguists today are convinced that there is no absolute equivalent between them and cannot be. Identities in any categorical form fundamentally contradict the process of simultaneously learning two or more languages. Supposedly, if it were possible to introduce the term “absolute bilingualism” into scientific circulation, then it would potentially imply the identification of the process of language acquisition in any communication situations. Although such identification is practically impossible to achieve, it is impossible. After all, the acquired linguistic experience of one person will always differ from another. And even a profession can make an impact. It is noted that in those situations that are associated, for instance, with technical training, they seem to automatically stimulate a person to use the appropriate words and expressions. On the contrary, when talking about humanitarian specialities.
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