




Social factors of bilingualism as indicators of individual adaptation in a multicultural society

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Suggested Citation:

Salimgerey, Z., Rakisheva, Z., & Utegenova, U. (2023). Social factors of bilingualism as indicators of individual adaptation in a multicultural society. *Global Journal of Sociology: Current Issues*, 13(1), 16–29
<https://doi.org/10.18844/gjs.v13i1.8553>

Received from January 10, 2023; revised from February 03, 2023; accepted from April 28, 2023;

Selection and peer review under the responsibility of Prof. Dr. Carlos Rodrigues, Universidade Fernando Pessoa, Portugal.

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Abstract

Bilingualism is a subject of close attention to many scholars. According to statistics, the English language by popularity is in first place among bilingual speakers. Kazakhstan's education policy also relies more on reforms for the development of a bilingual society on the principle of language constructions – Kazakh – English, Kazakh – Russian. In this article, we consider social factors, contributing to the development of bilingualism in the period of professional formation of Kazakhstan youth. This article provides a review of scientific literature, the results of the experiments carried out earlier in some countries of the world, and the results of a pedagogical experiment carried out by teachers of the English language at Aktobe Regional State University named after K. Zhubanov (Kazakhstan). Based on the findings, the authors of the article discovered that for students, motivational, environmental and academic factors of learning a foreign language as a method for intercultural communication, also as an instrument, allowing to expand opportunities for career development or getting prestigious work are important.

Keywords: Bilingualism, English language, foreign language, pedagogical experiment;

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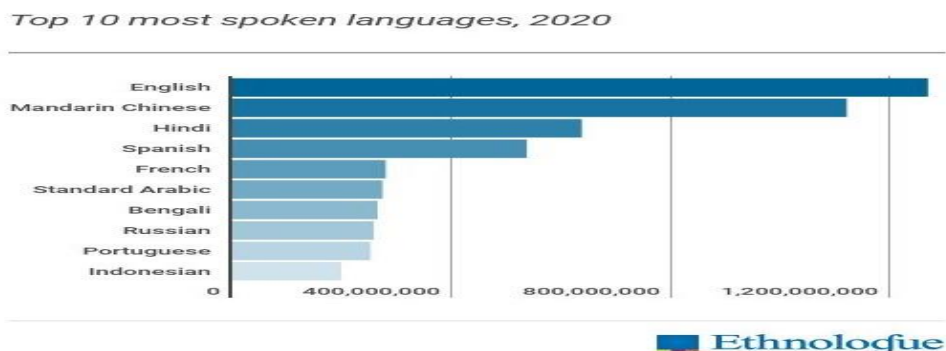
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1. Introduction

In the modern world, being bilingual is a very significant advantage. It influences the perspectives on a career path and personal development. Also, according to labour market requirements, knowledge of one foreign language is considered normal regularity. Considering it, in front of many students, and also working people, the question about proficiency in a second language.

Everyone knows that for a long time, the most popular language in the world is English. The bigger population of the planet chooses it as a second language. It is in this language that people communicate with cooperation at the international level. English is officially recognised as the language of business, and practically all international forums, conferences, meetings and negotiations are carried out with its help. And its importance is only strengthening. According to statistics, the English language by popularity is in first place (about 754 million people). As of 2018, we observed the following statistics spread in the world: 85% of international conferences and similar active forms; 28% of publications; 90% of the information is stored in English; 75% of all written letters and telegrams in the world; 50% of scientific and technical publications; 400 million people consider it as their native; 500,000 words are in the Oxford English Dictionary; and 597,000 online courses from the world's leading universities. According to the website Ethnologue.com, the English language is considered the largest language in the world (Figure 1).

Figure 1
Top 10 Most Spoken Languages, 2020

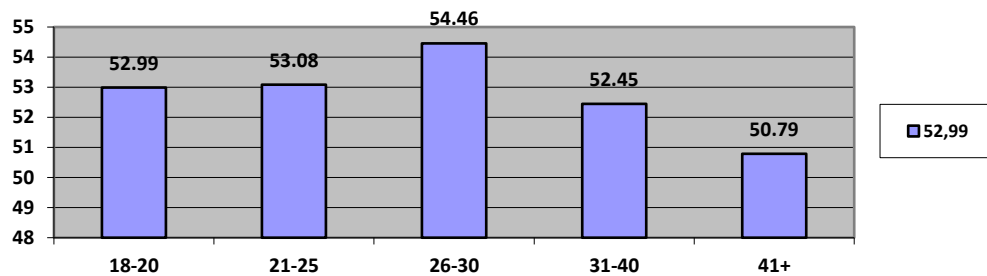


Source: Ethnologue (n.d.).

For the Republic of Kazakhstan, the development of bilingualism is also based on the knowledge of the English language compared to other foreign languages. However, entering the country educational and regulatory reforms provide minimal indicators. So, in 2017, Kazakhstan was ranked 68th in the world in possession of the English language on the EF English Proficiency Index rank, and in 2019, it already dropped to 93rd place, which shows a very low level of English as a language of international communication (EF Education First, n.d.). It is a signal for the necessity to take a fresh look at education, which is obtained by the young generation.

Age advantages of learning in a foreign language testify to sociological data from EF English Proficiency Index (Figure 2).

Figure 2
Age Features in the Learning of the English Language



According to the data, the most successful age for learning the English language is a period from 18 to 30 years. It is a time of professional development, and also the period of study at the university. In our opinion, the state educational standard of higher professional education demands an accounting of professional specifics when studying a foreign language; it is aiming at the realization of the objectives of future professional activities of graduates. The existence of bilingual knowledge allows a graduate of the higher school to be abreast of everything new, what is published in his professional field, arming it with the achievements of world science and promoting their use in its practice. It is implied that any educated person just has to know English because it is the key to the future self-realization of humans and the key to a successful career.

However, we, the teachers of the English language from Kazakh University, so often have to listen to the question: ‘Why do we need English? How does English influence my speciality? After finishing university, I planned to work in Kazakhstan’. These questions stimulated our research, where the key objective is how much more deeply students understand the importance of English in modern professional life. These questions also allowed us to go outside the teaching discipline of ‘the profession-oriented English language’, recommended by the Ministry of Education and Science of the Republic of Kazakhstan.

1.1. Literature review

Simkin (1998, p. 82) considers concepts of general and communicative language competence as components of ‘All-European competence’. It comprises three components: linguistics, sociolinguistics and pragmatics. Suleimenova (2007, p. 289) defines a language situation as ‘the context of the actual use of language/languages in society; a set of languages, forms of existence of language, territorial and social dialects, jargon, functioning in a particular administrative-territorial association in a specific historical period’. Abildayeva (2013) identifies basic terms of sociolinguistics because of a social factor: language policy, language construction, linguistic competence, social language competence, communicative competence, sociolinguistic competence and cultural-social subjective competence. Scherba (1974, p. 313) claims that language is a function of social groupings; to be bilingual means belonging to two such different clusters at the same time.

Uriel Weinreich (1953, as cited in Avrorin, 1975, p. 98) offered a hypothesis according to the classification of bilingualism in three types, based on how languages are absorbed: compound, coordinating and subordinating bilingualism. However, practice shows that in life, the picture of bilingualism is often far from perfect, and knowledge of two languages is the responsibility of many, regardless of education, including the illiterates. Besides, people have uncommon language abilities, and even when creating optimal conditions to learn both languages not always can seize everyone from them

equally well and at the highest level. Others, even with restricted access to communication with native speakers, absorb a unique language very well (Gross, 2023; Shcherba, 1958, p. 56).

In postcolonial Africa, students may be educated in English or French. A language is spoken in the home, and yet another (e.g., Swahili in eastern Africa) may be used in public encounters and institutional settings, such as the courts (Fishman, 1978, p. 42). In officially bilingual countries, such as Switzerland, children use one language at home and for most of their schooling. However, the middle class is expected to gain competence in at least one other official language, French and German are of equivalent social status and importance to success. Yet another set of conditions is created in bilingual households, where parents who are native speakers of two distinct languages use both in the home. Finally, bilingualism is often the product of migration. The children of such families, for whom the school is the primary social context, may end up fully bilingual, bilingual with the new language dominant or have little knowledge of the parental language (Gollan et al., 2005; Malysheva et al., 2022; Thierry & Wu, 2007).

Fishman et al. (1966, p.31) distinguish between ‘folk’ and ‘elite’ bilingualism, referring to the social status of the bilingual group. The ‘folk’ are immigrants and linguistic minorities who exist within the milieu of a dominant language and they do not hold their language in high esteem within the society. The ‘elite’ are those who speak the dominant language and whose societal status is enhanced through the mastery of additional languages. In additive bilingualism, the native language is secure, and the second language serves as enrichment (Singleton & Ryan, 2004).

The consequence of bilingualism, a commonly expressed fear about childhood bilingualism, is that it could confuse the child, both linguistically and cognitively. They root this fear in an extensive literature on intelligence testing from the early 1900s, when psychometricians compared the performance of bilingual immigrant children and U.S.-born children on various measures of intelligence and found that the monolinguals outperformed the bilinguals. They offered two explanations for this discrepancy: that the bilinguals (who were predominantly from southern and eastern European countries) were genetically inferior to the Western European monolinguals, or that the attempt to learn two languages caused mental confusion. This narrowly construed set of negative interpretations was well captured by a noted psychologist. Observing a highly negative correlation between the extent to which different language groups used their native language in the home and the mean IQ scores for these groups, the psychologist concluded: ‘This might be considered evidence that the use of a foreign language in the home is one of the chief factors producing mental retardation as measured by intelligence tests. A more probable explanation is that those nationality groups whose average intellectual ability is inferior do not readily learn the unfamiliar language’ (Abutalebi et al., 2008).

The above literature has been largely discredited because it failed to control for important variables, such as socioeconomic status, and the criteria used to select the bilingual samples (some studies, for example, used the students' last names as the basis for deciding whether they were bilingual). When such factors were controlled for, the results were reversed in favour of bilinguals. A bilingual child is a youngster whose wider experiences in two cultures have given the advantages that a monolingual does not enjoy. Intellectually the youngster’s experience with two language systems seems to have left him with mental flexibility, a superiority in concept formation and a more diversified set of mental abilities. Peal and Lambert's study gave rise to numerous studies that selected bilinguals on a more considered basis. The results showed the bilingual groups to be superior on a variety of measures of cognitive skills (Chamorro & Janke, 2023), in particular, metalinguistic abilities. Much research in this tradition uses between-group comparisons. To control for confounding factors in such comparisons, other studies have used within-group variation in bilingualism and looked at the predictive value of this

variation for cognitive outcomes. Such studies continue to show positive relationships between bilingualism and outcome measures (Abutalebi et al., 2012, p. 476).

Another tradition of research comes from case studies of individual children exposed to two languages at home. Ronjat was the pioneer in this area. Still, the seminal work even to this date is by Werner Leopold, who published a four-volume study of his German-English bilingual daughter Hildegard. Ronjat's and Leopold's detailed studies of their children gave rise to a rich tradition of linguists following their children around with notebooks (and later, tape recorders and video recorders). Generally, the studies suggest that children can become productive bilinguals in a variety of language-use settings. However, exposure to a language for less than 20 hours a week does not seem sufficient for a child to produce words in that language, at least up to age 3 (Pearson et al., in press). Very few cases of what might be considered language confusion are reported (Ding & Chee, 2021; Green, 2011, p. 229; Prior & MacWhinney, 2010, p. 253). A study from Spain's University of Pompeu Fabra revealed that multilingual people are better at observing their surroundings. They are more adept at focusing on relevant information and editing out the irrelevant. They are also better at spotting misleading information (Luk et al., 2011).

1.2. Purpose of study

In this article, we consider social factors, contributing to the development of bilingualism in the period of professional formation of Kazakhstan youth.

2. Materials and Methods

2.1. Data collection instrument

The methodological basis was the theoretical basis of the development of bilingualism in society through the prism of the world's scientific experiments. Data from those experiments make it possible to define factors, influencing the development of bilingualism in a society on the example of experiments conducted in other countries around the world.

Experimental research on the question of the development of bilingualism among Kazakh students was conducted by teachers of the Department of Russian Philology and Intercultural Communication, Aktobe Regional State University, named after K. Zhubanov. The diagnostic basis was a sociological questionnaire to identify students' attitudes towards English as a second language, also created by educational and methodical complex by the discipline 'The profession-oriented English language' for economic specialities.

2.2. Participants

Test participants were students of the 3rd course of specialities '6B04106 Marketing', '6B04107-World Economy', '6B04101-Economy' and '6B04108-Business Administration'. The total number of participants was 252 students: 2016–2017 – 87; 2017–2018 – 84; 2018–2019 – 81. The created educational and methodical complex is designed with a focus on social factors, revealed in the process of diagnosis, influencing the development of professional-oriented language competence of students.

2.3. Ethics

The study observed ethical standards related to carrying out experiments among humans. The study and its findings do not harm the participants, the environment or the school of affiliation. Participants voluntarily participated in the study after the experiment was explained to them and their consent was acquired.

3. Results

Bilingualism is the centre of the study of a separate direction and is both a social and an individual psychological category. Let us reveal the nature of the phenomenon of bilingualism. First, bilingualism is not a linear process. It is connected to individual-psychological aspects (including the difficulty of learning another language, and language loyalty). Also, socio-political characteristics (delimitation of areas of use in the framework of language planning and language policy).

Second, the difficulty of determining the boundaries of one language in a pair of languages. Difficulty in determining where the sphere of influence of one language ends, yielding it to another or others. One can only describe those communicative situations in which one or another language is used, identify cases of interference, to explain in detail the mechanism of code-switching in the mind of a bilingual, but it is impossible to clearly define the boundaries between languages.

Third, the attitude towards bilingualism, both on the part of society and on the part of a single individual, is very ambiguous. At the individual level, the attitude within a certain pair of languages is associated with different individual preferences for one of the languages, the use of one of the languages in given communicative situations, spheres of communication, and the complexity of the concept of 'native language'. At the social level, this is due to pragmatic characteristics, and attitudes towards bilingualism as such.

Speaking about the complexity of bilingualism as a phenomenon, we mean the multidimensionality and nonlinearity of this phenomenon. Traditional linguistics is the consideration of bilingualism in the social aspect. This includes the functioning of two languages in a certain territory, and an analysis of their status, degree of distribution, and scope. In psycholinguistics, studying the mental mechanisms of the use of two languages, language interference. The attempt to combine these two aspects is by no means new.

The concept of Haugen (1950) has gained sufficient popularity in linguistics but has not become generally recognised. The key reason for this is, perhaps, the focus on social language planning. To the general collective recognition of the need to preserve a particular language, this is accepted in some way 'by default'. However, the need to preserve and promote a particular language does not always coincide with individual choice, with the linguistic loyalty of a bilingual.

In contrast to this socially and collectively oriented concept of Haugen (1950), the concept of Verch was put forward. This concept, on the contrary, puts the individual choice of a person about language at the forefront. According to the concept of Verch, the individual acts with the help of mediators, and acts as an agent of mediated action, the final unit of analysis. Language as an environment serves not only as a conductor of human actions but forms this action, more precisely, it is a direct expression of action. In some way, these concepts complement each other – Haugen's concept offers a methodological basis in the case of a collective choice of language, while the concept of Verch – is in the case of an individual.

We choose some well-known experiments in bilingual education, and all publications are available on the Internet.

3.1. Experiment 1

In 1960, one pioneer of psycholinguistics Suzan Ervin-Tripp experimented with the participation of Japanese-English bilingual women. During the study, participants were asked to continue the sentence in one language. It turned out that women differently finished a phrase depending on what language they spoke. Many bilinguals say that they feel different when they speak another language. For example, the sentence 'When my desires come into conflict with family interests...' in the Japanese language had an

ending of 'this is a time of great trouble', but in English – could end like 'I do what I want'. Or the phrase 'Actual friends must ...' in the Japanese language continued 'to help each other', in English – 'to be frank'.

The experiments allowed Ervin-Tripp to conclude that opinion develops within linguistic mentality, and bilinguals have unique ways of thinking depending on what language they used. Many bilinguals confirmed this idea, noting that they feel different when they speak another language. However, these unique ways of thinking are in constant conflict when the brain of bilingual tries to define which word to use (Birgit, 1997, p. 126).

3.2. Experiment 2

American scientists Vaid and Menon in 2000 surveyed to find out how strong a person at the perception of numbers depends on his first language. They tried to figure out what language respondents prefer to use when they memorise phone numbers and request a discount in the store. It turned out that among 522 Spanish-English bilinguals, whose native language was Spanish, 84% prefer to make arithmetic operations in English. The point is that the difficult process of learning in the account and constant reproduction from the memory of the multiplication table – that is what they were taught at school already in a second language – their brain remembered as a sequence of words, therefore switch on account in native language would mean to complicate these almost automatic processes. Research on bilinguals, which was held in the 2000s, also showed that different memoirs pop up in memory depending on the language: the first language speaks more about events, left in the homeland, and the second – about living in a new country (Vaid & Meno, 2000, p. 325).

3.3. Experiment 3

Psychologist Boaz Kizar from Boston University conducted research, using the so-called 'The problem of the trolley'. He asked 317 students to present a fast-moving railway carriage on rails, on which way five people stand. The question was: would one person push others on rails to save the others? Among the participants of the experiment also were bilinguals with unique combinations of languages – English/Spanish, Korean/English, English/French and English/Hebrew. When participants read the conditions of a mathematical task in their native language, only 20% agreed to the victim. If they had to decide on a second language, this number increased to 33%. It turns out that even with excellent knowledge of the second language, it causes a much smaller emotional response than a native. However, it influences our ability to empathise and disposition for moral decisions (Hirosuke, 2018, p. 72).

3.4. Experiment 4

Agnes Kovac, a neuropsychologist at the SISSA Institute (Italy), researched about 30 Romanian-Hungarian bilinguals and 32 monolinguals at the age of about 3 years. She was playing in front of the children a story about two doll puppets: one of which 'understood' only one language, and the second – two were buying ice cream. When the characters went to the counter with ice cream, the seller exclaimed in the language that one doll 'didn't know' that the ice cream is over, but at the sandwich merchant, it remains. Kovac translated this phrase for monolinguals and then asked a question to everyone: Where will this doll (monolingual) go to buy ice cream? A bilingual child was more comfortable figuring out that the doll did not understand the ice cream seller and would go buy ice cream from him. Thanks to daily exercise in switching from one language to another, they gained sufficient experience in understanding others' consciousness and breaking control (Vasic et al., 2019, p. 43).

3.5. Experiment 5

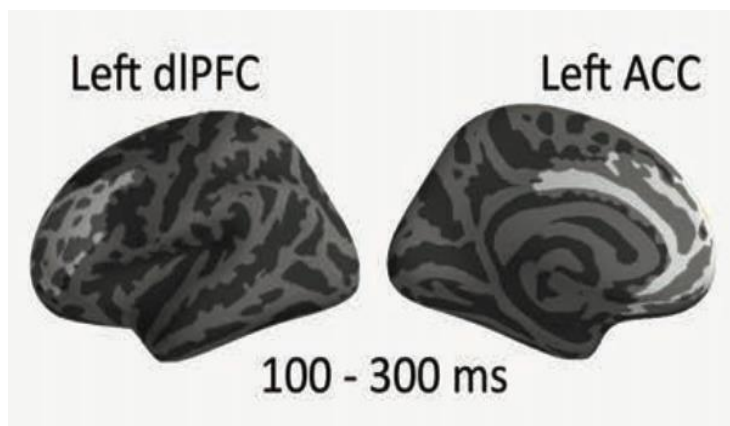
In 2011, American linguists Pavlenko and Molt conducted a study called ‘Russian Kitchen’, which offered 20 Russian-English bilinguals, 20 Russian linguals and 20 English linguals to tell how they are in normal life, would call objects and were represented in photos (different water tanks). It turned out that for the English linguals, these items were divided into three categories – ‘cups’, ‘mugs’ and ‘glasses’, and for Russian linguals – for 10. Besides the three mentioned categories, the examinees used the words ‘glass’, ‘wine glass’, ‘fujera’, ‘bowl’, ‘jug’, ‘vase’ and even ‘spoon’. All bilinguals noted divergences in perception in comparison with monolinguals. In the category ‘cup’, they (like English speakers) included a subject, which Russian-speaking usually call the word ‘glass’, and all ranked ‘glasses’, which is made of glass like a shot glass (Pavlenko & Mullen, 2015, p. 114).

3.6. Experiment 6

American linguists studied the activity of the brain of speakers of two unique languages in the understanding and production of speech in original conditions: from purely experimental to processing an actual conversation. Scientists conclude that bilinguals spend more effort when switching codes for processing unusual language stimuli for everyday life (*The Journal of Neuroscience*). The bilingual mind is useful in everyday speech, depending on the situation. It is considered that in the switching of codes, the departments of a brain responsible for cognitive control – the prefrontal cortex and frontal cortex – also engage in control over other executive functions. Most of these studies were held in experimental conditions with artificial variations of actual speech. However, to understand how switching of codes occurs in natural speech and which brain departments participate in this process, we studied bilingualism within speech processing in conditions as close as possible to reality.

The behavioural data analysis showed that the participants were slower at an average of 100 m/s when calling the object in the picture if the language prompt was a colour card, designating a particular language. Data analysis magnetoencephalography (MEG) in Figure 3 showed that the prefrontal and front cortexes displayed significant ($p < 0.001$) activity in all experimental conditions for the production and understanding of speech based on images and compared to natural speech processing and listening to audio.

Figure 3
Data Analysis MEG



This experiment shows that switching codes in actual conditions of natural speech was much easier than in the laboratory using artificial incentives and strange conversational situations. This finding lets us conclude that the experimental laboratory study has its limitations; we do not know how kids will behave in real-life situations (Ivtushok, 2017).

3.7. Experiment 7

Let us review the results of the pedagogical experiment conducted by the teachers of the Department of Russian Philology and Intercultural Communication, Aktobe Regional State University, named after K. Zhubanov, with students of the third course of specialities ‘6B04106 Marketing’, ‘6B04107-World Economy’, ‘6B04101-Economy’ and ‘6B04108-Business Administration’. They represent the diagnostic part of the experiment through the questionnaire ‘The attitude of learning English as a second language’. They composed 10 questions. They conducted the questionnaire with 87 students of a third course in 2016–2017 at the beginning of the experimental study (Table 1).

Table 1

The Attitude to Learning English as a Second Language

Question	Yes	No	Another Answer
1. Do you want to learn professionally oriented disciplines in English?	21%	39%	40%
2. Do you think it is necessary to study English at university in parallel with professional disciplines?	36%	48%	16%
3. Do you see the connection between English training and your personal goals, and plans?	21%	45%	29%
4. Do you see the connection between English training and your future profession?	33%	17%	50%
5. Does help knowledge, received at school in learning the English language?	44%	27%	29%
6. Did you participate in language competitions during your study at school?	4%	96%	0%
7. Do you think that necessary to increase the number of teaching disciplines in the English language at the university?	17%	21%	62%
8. Did you have to apply your English skills in life?	9%	91%	0%
9. Do your family members have English skills to a greater or lesser extent?	7%	93%	0%
10. Do your close friends have English skills to a greater or lesser extent?	88%	10%	2%

According to the received results, 28% of students in principle agree to learn professional-oriented the English language deeply and planned to apply language skills in their personal and professional life. Only 44% of students use school knowledge, 7% of family members have English skills to a greater or lesser extent and only 9% of respondents put their knowledge into practice. It is to be noted that under ‘Other answers’, students noted the factors important to them. So, for example, the answer to the question ‘Do you think it necessary to increase the number of teaching disciplines in the English language at the university was: there are language centres that can help you learn a faster and deeper language as needed; not all teachers can teach discipline in the English language or there are centres that help with translation’. The presented data allow us to highlight three categories of social factors that influence learning a second language:

- Psychological: Motivational, strong-willed, narrow-personal, communicative.
- Environmental: Professional – expanding career opportunities; close and medium circle of socialisation.
- Academic: The knowledge needed throughout life.

The results made possible the identification of the content of the pedagogical experiment. We implemented the results of the study in a specially designed educational and methodical complex by the discipline ‘The profession-oriented English language’ for economic specialities. Each educational module comprised exercises, reflective of the results of linguistic, special competencies (work with technical texts), imitation of actual activities or communicative competence (dialogue, communication) and written competence (Table 2).

Table 2

The Results of the Conducted Experiment

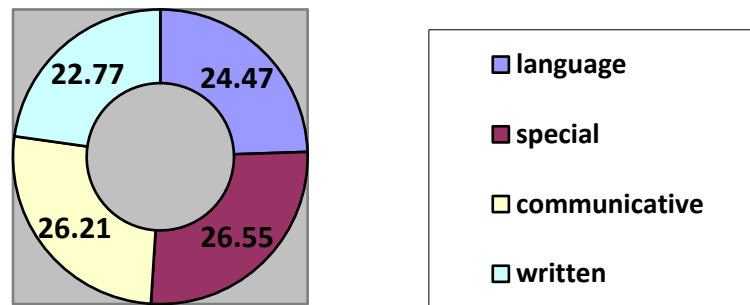
Criteria	– 2016–2017	2016–2017	2016–2017	Average Index
Competencies	87 Students	84 Students	81 Students	
Language	72.34%	74.30%	82.10%	76.24%
Special	79.42%	80.80%	87.89%	82.70%
Communicative	78.09%	80.10%	86.75%	81.64%
Written	69.33%	70.60%	72.75%	70.89%

The received results allowed allocating criteria, where students have difficulty and criteria with the best results. As the table shows, to a greater extent, students have difficulties in developing their language skills (69, 33%) and written competence (70, 89%). These indicators show poorly developed willpower, gaps in the theoretical basis during school periods and personal social factors. The criteria with the best indicators were special (81.64%) and communicative (82.70%) because of included social and pedagogical methods in the practical part of the educational module. Teamwork, theatrical performance, imitation of actual activities – didactic units, directed on the development of professional and personal socialisation of the bilingual personality of the future professional.

Let us consider the correlation of each criterion in the diagram (Figure 4).

Figure 4

Graphic Presentation of the Average Score of Each Criterion Contribution



The results suggest that we can use the created educational and methodical complex as a universal guide for the development of bilingualism based on acquiring professional knowledge and skills in working with students of specialities ‘6B04106-Marketing’, ‘6B04107-World Economy’, ‘6B04101-Economy’ and ‘6B04108-Business’ Administration’.

4. Discussion

Numerous studies in recent years have discussed the massive advantages of bilingual children in school. Children who use two languages in their life, on average, show higher results when performing cognitive tests, better concentrate attention and resist distractions, and make decisions faster and easier than their monolingual peers. The social factors of bilingualism are the environment (natural and artificial), geographical location, the ideology of society and psychological characteristics of the perception of the world of personality.

The attitude of society towards bilingualism was also not always positive after the 1960s. Before that, it was considered a sign of stupidity. In this regard, there have been individual cases of rejection of one of the languages in favour of another as a more prestigious one. In our time, bilingualism is becoming a universal culture; it is important for the exchange of information and is a way to resolve national and cultural contradictions (Bennani et al., 2023). In addition, bilinguals, learning languages in early childhood, are in better relations with relatives, thereby establishing the transmission of cultural values. The bilinguals also have more developed language abilities, better understanding and appreciation of both cultures.

Thus, we are confronted with a contradiction: on the one hand, bilingualism as a social phenomenon is already perceived positively, and is a marker of a person's education, his identity, but, on the other hand, at the individual level, a bilingual always has to make a choice and decide on the concept of 'mother tongue'. As already noted above, this is necessary to avoid insufficient self-realisation, the formation of some other personality, called the methodology of teaching a language a 'secondary language personality'. From our point of view, this term itself a priori implies the existence of 'primacy' in the structure of a linguistic personality, i.e., knowledge of the native ('primary') language.

The solution to the dilemma of individual choice and social acceptance of bilingualism can be facilitated by combining the methods of sociolinguistics and psycholinguistics about the description of a single case of bilingualism or numerous cases of bilingualism in a situation of residence in a certain territory of an ethnic community (Leung et al., 2023; Li, 2022; Moreno-Fernández & Lamas, 2023).

Social linguistics can and is called upon to describe the status of each of the languages in a situation of bilingualism, the extent to which is spread and taken into account in language planning and language policy, while psycholinguistic methodology makes it possible to determine the degree of proficiency in a particular language, consider cases of interference and describe the primary or secondary nature of a linguistic personality, i.e., choosing one of the languages as the dominant and native.

5. Conclusion

These experiments give us a reason to draw the following conclusions.

Bilinguals have different ways of thinking, depending on which language is used more frequently; we should note emotional aspects when using another language. They may have a constant internal conflict when choosing the language of communication. In the social aspect of bilingualism, various memories come to mind depending on the language: the first language speaks more about the events left in the homeland, and the second is about life in an unfamiliar country.

The neuropsychological basis of bilingualism: activity of the functions of the nervous system – switching from language to language and a braking control, and also discrepancies in perception. The bilingual brain activity for understanding and speaking involves two unfamiliar processes: speech code-switching when we speak mostly about the Broca area, and understanding of speech requests has high activity in the prefrontal cortex and neocortex.

Studies of bilingual children in an international family showed that the child's psyche can adopt two languages, and quickly switch from one language to another, at the same time keeping integrity of the accepted concept. The social factors of bilingualism are the environment (natural and artificial), geographical location, Ideology of society and psychological features of perception of the world of personality.

Experiment 7 highlighted the social factors of bilingualism based on the teaching discipline 'The profession-oriented English language'. The diagnostic basis was a sociological questionnaire, directed at

identifying the basic social factors that influence the learning of the English language more profoundly. During the period of study of this discipline from the student side, they gave preference to English-language cases, role-playing, micro situations and incidents, which, based on authentic information from real sources, allow for developing foreign-language communicative competence.

Based on the findings, the authors of the article discovered that for students first important are motivational, environmental and academic factors of learning a foreign language as a method for intercultural communication, also as an instrument, allowing to expand opportunities for career development or getting prestigious work. The obtained results may have value for the optimisation of the educational process towards the development of bilingual foundations in acquiring professional skills.

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