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Bilingualism and translation in the linguistic and translation aspect

Білінгвізм і переклад у лінгвістично-перекладацькому аспекті

Summary. *The article makes the trial to solve the problem of bilingualism and translation in the linguistic and translation aspects. The essence of bilingualism and its classification are considered. Attention is paid to the classification of methods and strategies of translation in the conditions of bilingualism. In this work, semantic-centric, lexical-semantic, morpheme, syntactic and lexical approaches to the problems of bilingualism and translation are implemented. In the conditions of bilingualism, the comparison of two language systems is becoming more and more relevant, in particular, in the world of comparative typology. That is why the comparative method also becomes the foundation of the study of both languages in the conditions of bilingualism. Some scientists distinguish between essential (domestic) and artificial (educational) bilingualism. The first arises in childhood as a result of being in linguistic environment. The second, artificial, bilingualism – as a result of learning a foreign language for the purpose of its further use in self-realization. It is for this statement we carried out a structural, component, automatic analysis. And also we used a linguistic analysis of the translated text as a graphic representation of a part of reality in the conditions of bilingualism. We carried out general methods of linguistic analysis: analysis, synthesis; deduction, induction; scientific methods: observation, survey and cognitive methods. An analysis of the peculiarities of bilinguals and translators in the linguistic field is given. Difficulties in translating bilinguals are singled out. The potential of bilingualism as the functioning of two linguistic and cultural codes in the consciousness of an individual is determined, and the need to rethink its meaning in teaching foreign languages is indicated. Teachers of foreign languages should attach importance to proven methods of rational use of bilingualism in order to achieve educational goals in a specific audience and its cultural context. The crucial importance of translation in the process of understanding another language is emphasized.*

Key words: *bilingualism, foreign language training, translation, linguistic aspect of translation, translation aspect, students of university.*

Анотація. *У статті зроблено спробу розв'язання проблеми білінгвізму і перекладу у лінгвістично-перекладацькому аспекті. Розглянуто сутність білінгвізму та його класифікації. Приділено увагу класифікації методів і*

стратегії перекладу в умовах білінгвізму. У роботі здійснені семантико-центричний, лексико-семантичний, морфемний, синтаксичний та лексичний підходи до проблеми білінгвізму і перекладу. В умовах білінгвізму все більшої актуальності набуває порівняння двох мовних систем, зокрема, у світлі порівняльної типології. Саме тому порівняльний метод стає основою дослідження обох мов в умовах білінгвізму. Деякі науковці розрізняють поняття істотного (побутового) і штучного (навчального) білінгвізму. Перший виникає в дитинстві внаслідок знаходження в мовному середовищі. Другий, штучний, білінгвізм – унаслідок вивчення іноземної мови з метою її подальшого використання в самореалізації. Саме для цього твердження нами здійснено структурний, компонентний, автоматичний аналізи. А також – лінгвістичний аналіз перекладацького тексту, як графічного зображення частини дійсності в умовах білінгвізму. Нами використані загальні методи лінгвістичного аналізу: аналіз, синтез; дедукція, індукція; наукові методи: спостереження, опитування та когнітивні методи. Дано аналіз особливостей білінгвів та перекладачів у мовній сфері. Виокремлено труднощі при перекладі білінгвістів. Визначено потенціал білінгвізму як функціонування двох мовних та культурних кодів у свідомості індивіда, зазначено на необхідності переосмислення його значення в навчанні іноземних мов. Викладачі іноземних мов повинні приділяти вагому роль перевіреним методам раціонального використання білінгвізму задля досягнення освітньої мети в конкретній аудиторії та її культурному контексті. Підкреслено вирішальне значення перекладу в процесі розуміння іношої мови.

Ключові слова: білінгвізм, іношомовна підготовка, переклад, лінгвістичний аспект перекладу, перекладацький аспект перекладу, студенти університету.

Introduction. People are in a linguistic environment all their lives. Moreover, their linguistic environment includes not one, but two or more languages. Indeed, the majority of the planet's population is bilingual and even multilingual.

According to research of the European Commission (2006), 56% of respondents said that they speak more than one language. In many countries, this percentage is even higher: in Luxemburg – 99%, in Latvia – 95%. Undoubtedly, Ukraine also belongs to such countries [3].

Bilingualism is studied in the field of communicative linguistics, linguistic didactics, intercultural communication, comparative linguistics and translation studies. Recently, many questions have appeared that require more detailed study and analysis. Among them, it is the problem of relationship between bilingualism and the peculiarities of translation.

The demands of modernity provide for the formation of the multicultural consciousness of the new generation. Therefore, it is necessary to optimize the study of foreign languages in the conditions of modern education, which can contribute to the formation of bilingual consciousness of students and the training of specialists of various profiles with proper knowledge of a foreign language [7].

The training of future translators is aimed at the formation of translation bilingualism of students, which involves bilingualism, multilingualism or diglossia [10].

Translation is a special subtype of bilingual communication, but its connection with bilingual communication itself has not been widely studied. The main reason for the differences can be explained in terms of relevance theory: bilingual communication actually represents a descriptive application, and translation – an interpretive one. Questions related to non-professional translation of bilinguals are also touched upon from the point of view of relevance theory.

Nowadays, bilingual education is a means of obtaining bilingual education and the process of forming a personality open to interaction with the surrounding world. Since the process of bilingual education, a foreign language is considered not only as a means of everyday communication, but also as a tool for learning about the world, special knowledge, as a result, a high integrative level of language and subject competence is achieved.

At the current stage of the society development, the need to ensure the effectiveness of inter-lingual communication is becoming more and more urgent, which is connected with the increase in the scientific interest of linguists in the in-depth study of the issue of interaction and mutual influence of connecting languages, the formation and functioning of bilingualism.

The problem of bilingualism became the subject of study by many modern domestic and abroad researchers. In their studies, it was determined that bilingualism has a complex, multifaceted nature, since both the structure and functioning of the language are related to phenomena of a different nature. As a result, bilingualism is studied by sociolinguistics, linguistics, psycholinguistics, ethno-psycholinguistics, ethnography, cultural history, etc. Each of the sciences investigates certain aspects of bilingualism, in connection with which we should talk about different approaches to its study.

The relevance of research is determined by the ability of a person to use two languages in communication, which is defined in science as bilingualism, and the issue of the perception of source texts and translated texts by bilinguals is relevant primarily for these same people, as well as for linguists who study the issue of bilingualism and its features.

The realization of the set goal involves solving *the following tasks*:

- 1) to determine the essence of the phenomenon of bilingualism and to study its classification;
- 2) to analyze the peculiarities of bilinguals and translators in the linguistic field;
- 3) to analyze the perception of source texts and translated texts by bilinguals.

The object of the study is the perception of the source texts and translated texts (in Ukrainian and English).

The subject of the study is bilinguals (representatives of the category of bilingualism).

Methodology and methods. Our research is based on the anthropocentric paradigm, because the human factor comes to the fore front in it: we analyze a person in a language and a language in a person. Also, the basis of the research is the communicative-cognitive paradigm, which is focused on determining the role of bilingualism as a linguistic phenomenon in the process of learning about the world, recording knowledge and experience through understanding environment surrounding a person, in particular, in translation activities. In this work semantic-centric, lexical-semantic, morpheme, syntactic and lexical approaches to the problems of bilingualism and translation are implemented. The comparative method also becomes the foundation of the study of both languages in the conditions of bilingualism. We carried out a linguistic analysis of the translated text as a graphic representation of a part of reality. We used general methods of linguistic analysis: analysis, synthesis; deduction, induction; scientific methods: observation, survey and cognitive methods.

Presentation of the main research material. In today's world, mastering two languages is the need of the reality. In recent years, it has been proven that bilingualism not only makes it possible to communicate with a large number of people, but also contributes to the development of cognitive skills that are not related to language learning. Views on the essence of bilingualism changed during the 20th century. Researchers believed that a second language is an interference that delays a person's mental development. But in fact, it has been proven that the bilingual brain works more actively, because it tries to resolve the internal conflict, while strengthening the "cognitive muscles". Bilinguals, compared to monolinguals, solve cognitive tasks faster and more effectively, because bilingual experience allows them to improve the executive function of the brain, that is, the command system that directs processes related to attention. They are used for planning, solving tasks, ignoring distracting factors.

Both speech systems of bilinguals are always active and competing, so the person uses these control mechanisms when he speaks or listens. Such constant practice strengthens the control mechanisms and changes the work of the responsible areas of the brain [5].

Bilingualism affects the structure of the brain. A high level of mastery of a second language, as well as the process of mastering it, is associated with an increase in gray matter in the left hemisphere [5]. From this, we can assume that the situation of bilingualism is quite effective in learning a foreign language and, in particular, in translation activities.

The term “bilingual communication” is a term that covers the following aspects: 1) the communicative activity of bilingual people who use two languages in everyday interaction; 2) the communicative activity of translators who are mediators between monolingual and people who speak or write in different languages [8, p. 8].

Bilingual and translation communication are similar in that, both involve the use of two languages; both are performed by bilinguals whose mental representations and control of their two language systems are similar; the product shows signs of influence from another language (contact effects, interference), which leads to the development of new language varieties (bilingual language varieties, translation language), and the communication process can demonstrate similar universal tendencies [8, p. 9]. In addition to these similarities, there are also important differences, mostly due to the difference between descriptive and interpretive usage.

The most significant signs of bilingual communication include code switching, interference: direct and indirect, borrowing, repetition in the other language, the development of a bilingual language variety [1, p. 455].

The comparative method during translation encourages active and creative thinking of students, forms the skills of using isomorphs and allomorphs in grammatical constructions, helps to overcome interlanguage interference during translation.

Modern linguistic studies are focused on comparing the features of both languages in conditions of bilingualism. When reproducing the structure of one language into another, translation elements are always present. For an adequate translation, the translator must not only know and understand languages in general, but also have a thorough understanding of their systems. An important task of the translator is to establish functional and semantic equivalents, which is achieved through understanding the common and distinctive features of both languages. The translator looks for according structures, parallel forms and makes grammatical transformations.

Thus, when translating a sentence into English, the order of words causes certain difficulties (here the interference of another language is felt significantly). Other grammatical difficulties include the ambiguity of morphemes, the syntactic functions of nouns, the use of gerund, verb categories, the use of the passive voice in wider usage, various syntactic inflections.

Differences and commonalities also exist in morphology. So, it can be noted that, in Ukrainian the noun has 3 categories (categories of case, number and gender) and in English – 2 categories (number and definiteness / indefiniteness). There are 7 categories of verbs in the Ukrainian language (kind, tense, state, manner, person, number and gender). There are also 7 categories in the English verb system, but they are slightly different

(tense, manner, state, temporal relation, person and number). Analyzing the transference of relations between words, we can admit that, the preposition in the English language has a lexical and grammatical meaning due to the absence of case endings.

The phonological system also has its distinctive and common features. Thus, the phonetic composition of the Ukrainian language is characterized by the method of creation, labialization, openness / closeness. The acoustic aspect is characterized by the categories of compactness / diffusivity, flatness / non-flatness, expressiveness / indistinctness. The phonological system of the English language is characterized by stability of pronunciation (monophthongs, diphthongs, diphthongoids), length, brevity, roundness, openness / closure. Both languages have certain vowels and consonants that have no analogues [6, p. 126–127].

Taking into account the common features and differences in the vocabulary of two languages is an important condition for the formation of communicative competence. Full equivalents include proper names, internationalisms and language clichés. Partial lexical units that partially coincide, but differ in conjugation, spelling and morphological structure [9].

Comparing bilingual and translation communication, we understand that, in formulating their message, bilinguals start with non-verbal mental representations, and the process of verbalization is subject to cross-linguistic influences, which mainly arise from the discourse situation and previous influences of another language in general. This is done, when translators begin by literally reproducing the source language text and enhancing it through intensive and often conscious, use of the monitor [2, p. 59].

Ordinary bilinguals often do translation work without any formal training: they can translate what they have said themselves and can act as translators for other people. They also rarely translate in writing. This natural bilingual activity is called “natural translation” by Harris [4, p. 109] and his colleagues.

Harris hypothesized that translation is an innate competence, and that translation competence derives from bilingual competence. This view has been contested, but the fact remains that bilingual people can satisfactorily mediate between languages in a variety of situations without any training [4, p. 110].

Discussing the issue of *natural translation* and the closely related issue of translation competence or various forms of non-professional translation is beyond the scope of this work, so, we will limit our attention to three main issue related to natural translation, namely *inter-lingual repetition*, *approximate translation* and *literal translation*.

Translation involves reproduction or repetition of the existing text. However, not all repetitions are translations. Simple repetition, not

intended to interpret a previous statement, is used in monolingual communication for many purposes: emphasis, poetic or stylistic effect, self-correction, emotional reasons, time gain, etc. [2, p. 60].

In situations of bilingual communication, it is often difficult or even impossible to decide whether an utterance that at first glance has the same meaning as an utterance previously made in another language, is descriptive or interpretive [4, p. 110].

According to age periods, bilingualism is divided into early, caused by staying and living in a bilingual cultural environment; and late, in which mastering a second language occurs at an older age, after mastering the native language. From the point of view of the degree of language proficiency and the number of speech acts, *receptive*, *reproductive* and *productive* types of bilingualism are distinguished [4, p. 111].

Receptive bilingualism exists when a person is satisfied with an approximate understanding of a foreign language. At the same time, the person himself almost does not speak or write.

Reproductive bilingualism allows a bilingual not only to perceive (retell) texts of a foreign language, but also to reproduce what has been read and heard.

Productive (generative) bilingualism allows a bilingual not only to understand and produce foreign texts, but also to generate them. In other words, with productive bilingualism, a person can speak and write more or less freely and generate independent creative messages in a foreign language.

If we consider the degree of language equivalence, then the Ukrainian “scholarship” corresponds to a greater extent to the English “monthly allowance”, which, on the one hand, indicates the regularity of the paid sum of money, and, on the other hand, the fact that it is a sum of money in England, which is listed in “tuition fees” [2, p. 81].

Bilingual people are so fluent in both their first and second languages that they can also be considered native speakers of their second language. Translators, on the other hand, must read, understand and retain the ideas of another person, and then convey them accurately and completely in a way that properly conveys the original connotation of the content and without any distortion in the other language.

Conclusion. From the above-mentioned information, we make the conclusion that bilingualism provides an individual personality with indisputable advantages, expanding his opportunities, giving him a choice, because being bilingual means – being able to carry out language activities, using, depending on the nearest social environment, the purpose of communication, information about the interlocutor, having a more or less free choice of language for communication.

At the same time, the phenomenon of bilingualism and multilingualism in the modern socio-cultural situation is a certain challenge to society, the

system of education and science. Without creating social conditions and encouraging the formation of individual motivation, multilingualism in itself does not guarantee either the expected benefit for society or advantages for individual cognitive functioning and personality development.

Speaking about the linguistic and translation aspect, we can conclude that bilingual people who read and write well, still do not have the necessary skills to accurately translate different types of texts or documents. Professional translators must have specialized linguistic training to provide proper translations. If translations are entrusted to inexperienced bilinguals, they will not be able to convey the exact meaning and nuances of the original texts and documents, and their translations will contain misunderstood parts.

It has been established that the use of two languages improves attention, which is used for planning, solving tasks, ignoring distractions, and switching from one type of information to another, which is an important factor in learning a foreign language. The content and characteristics of different types of bilingualism are revealed. The comparative method is highlighted as a linguistic basis for learning a foreign language.

Further research will be aimed at creating and finding ways to use the possibilities of bilingualism in the process of mastering a foreign language.

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