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Do beliefs about bilingualism depend on language background? - a contrastive survey among Ukrainian and Polish EFL students

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*Czy przekonania dotyczące dwujęzyczności
zależą od kontekstu językowego – badanie
ankietowe w grupie ukraińskich i polskich
studentów filologii angielskiej*

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Introduction

Bilingualism is a difficult and controversial topic. It was written a lot about many reputable and well-respected researchers who have different opinions on defining and assessing bilingualism, but not a lot about studies of people's opinions that are considered as bilinguals. The notion of this study is to check: how people who learned a foreign language in bilingual context and monolingual context define and assess bilingualism by themselves and do they differ in their perception of bilingualism. The work is divided into two parts, a theoretical and a practical section.

The first chapter concentrates on theoretical background. Firstly, it informs about terminological issues of the study. Secondly, it shows beliefs about bilingual people, researches that were conducted over them and attitude to bilinguals in past and present. Thirdly, it highlights the main definitions and points of view of bilingualism made by researches and shows how the definitions changed throughout history. The penultimate paragraph provides the reader with the most important, frequent and relevant to the study types of bilinguals. Final part presents the study made by Hoffman (1991), explains the idea of current study and develops it in following chapter.

The second chapter focuses on practical part. First of all it provides some general information about the study. It presents the aim of the study and research questions. It explains how the questionnaire was designed and describes some questions in detail. It gives gathered information about the participants and explains why particularly these participants were chosen to take a part in the study. It describes the procedure of organizing and conducting the study. Then, in the main paragraph the results of the study are presented and different aspects are analyzed by the author of this thesis. Finally, the limitation of the study and propositions for further research are shown.

The conclusion sums up the results and discussions of the study and comments on further possible researches.

Chapter One – Theoretical part

The first chapter focuses on the theoretical background of the study. In the first sub-chapter 1.1 the problem of differentiating bilingualism from multilingualism is described. In the sub-chapter 1.2 the information about beliefs, attitudes, and studies on bilinguals in 20th - 21th centuries is presented and discussed. In the following sub-chapter 1.3 the author of this thesis provides different and opposite definitions of bilingualism by researches that lived in different centuries and shows how the definition has changed throughout history. Types of bilingualism are presented in sub-chapter 1.4 where different researches proposed their types of bilinguals. The most important popular and relevant to the study types were explained more precisely. The last sub-chapter 1.5 presents Hoffman's study (1991) explains the context of the study of this thesis and develops it in the following chapter.

1.1 Terminological issues

The first problem faced by the author of this thesis was a terminological issue about the difference between bilingualism and multilingualism and which one should be used in reference to participants of the present study. One of the solutions of this problem was proposed by Weinreich who wrote

> "… the practice of alternately using two languages will be called here BILINGUALISM, and the persons involved BILINGUAL. Unless otherwise specified, all remarks about bilingualism apply as well to multilingualism, the practice of using alternately three or more languages." (Weinreich, 1953:5, as cited in Beardsmore, 1982: 2)

Also Appel and Muysken (1987:3) claimed "The terms bilingual and bilinguals also apply to situations where more than two languages are involved." In the more up-to-date book "The Bilingualism Reader", Li Wei writes:

> The word "bilingual" primarily describes someone with the possession of two languages. It can, however, also be taken to include the many people in the world who have varying degrees of proficiency in and interchangeably use three, four or even more languages." (Li Wei, 2000: 7)

However, some researches opt for extending multilingualism to all sorts of bingualism. For example, Aronin & Singleton (2012) criticize not differentiating of bilingualism and multilingualism. They name some qualitative differences, for example, difference between

bilingual and multilingual in experience of learning languages, using different strategies while learning the first foreign language, multilinguals have more chances to fulfill the gap in less known language by native or other already known languages whereas bilinguals have less chances knowing only two languages. Aronin & Singleton were inspired by definition of Franceschini who wrote:

> "The term/concept of multilingualism is to be understood as the capacity of societies, institutions, groups and individuals to engage on a regular basis in space and time with more than one language in everyday life.
> Multilingualism is a product of the fundamental human ability to communicate in a number of languages. Operational distinctions may then be drawn between social, institutional, discursive and individual multilingualism." (Franceschini, 2009:33-34, as cited in Aronin & Singleton, 2012: 7)

On the basis of this definition, Aronin & Singleton (2012) decided to use terms multilingualism and multilingual also when referring to bilingualism and bilingual.

For the needs of this study a bilingual would be called a person who at the moment of beginning learning first foreign language has already known two languages, whereas a person who has known one language would be called monolingual. Such distinction was made on the basis of language background of participants, because the main aim of the study is to check whether beliefs about bilingualism depend on language background. Also this resolution was made in order not to impose anything to participants with intention to get from them their own opinions on deciding who a bilingual is.

1.2 Beliefs about Bilinguals

At the beginning of the 20th century being bilingual meant to be unintelligent. One of the reasons was the big wave of immigration to the United States of America, where Quotient testing was used for immigrants. One of such tests was applied to thirty Jewish immigrants at Ellis Island in 1917 by Goddard who has concluded that 25 of 30 Jews were "feeble minded" (Schmid, 2001: 40). Since the procedure of the test was doubted by Hakuta only in 1986 (Hakuta, 1986: 19), - in the USA "By the early twentieth century, the prevailing scientific community believed there was a close relationship between lack of English and lower intelligence. The only question was that of causality: Did the immigrants' lack of intelligence cause their lack of English ability or vice versa?" (Schmid, 2001: 40). Monolingualism was established as the norm and that is why bilingual education systems were doubted and bilingual children were examined:

"Bilingualism came directly under attack. Beginning in the 1920s, bolstered by new psychometric tests, the majority of psychological studies consistently found evidence that bilingual children suffered from a language handicap. In comparison with monolingual children, bilingual youth were found to be inferior in intelligence test scores and on a range of verbal and nonverbal linguistic abilities. Nature rather than nurture was implemented as the cause of the low IQ among bilingual immigrant schoolchildren" (Portes and Rumbaut, 1996: 197-198, as cited in Schmid, 2001: 40).

One of the most popular and first studies that showed contrary results and gave a lot of important information for further research was conducted by Peal and Lambert(1962) in 1962 in Montreal, Canada. They conducted a study among 110 pupils at the age of ten from middle-class French schools of the same socio-economic class. Children were divided into two groups, the first group consisted of those who were balanced bilinguals of French/English and the second group consisted of monolinguals of French. The verbal and non-verbal IQ tests were used, also authors made some other language tasks. The results of this study showed that balanced bilinguals got higher scores than monolinguals on 15 out of 18 measures and there was not a big difference on the other three measures. Although the study had some weaknesses for example, 10 year children cannot represent the whole population (Baker, 1993) it showed that:

"First, it rectified many of the methodological weaknesses of the period of negative effects. Second, the research found that bilingualism need not have negative not neutral consequences. Rather, that there is a real possibility that bilinguals, or at least a specific group of balanced bilinguals, have cognitive advantages over monolinguals. Third, the findings of Peal & Lambert have been widely quoted to support bilingual polices in different educational policies.[…}Fourth, the research, while using IQ tests moved to a much broader look at the processes and products in cognition. Other areas of mental activity apart from the narrow idea of IQ stimulated continuing decades of research into bilingualism and cognitive functioning."(Baker & Jones, 1998: 65).

Since that year, the bilingualism was studied by a lot of researchers such as**,** Ianco-Worrall (1972), Bain (1974), Ben-Zeev (1977) and others who proved some positive aspects of being bilingual rather than monolingual. One of the most recent studies was held by Bialystok (2000). Her aim was to "determine if bilingualism had a general debilitating or enhancing role in language and cognitive development."(Bialystok, 2000: 223). She made several studies about bilingualism, the first in 1988 showed that there was no difference between monolingual and bilingual children in detecting grammatical violations in meaningful sentences but "when the sentences were semantically anomalous, however successful performance requires the ability to ignore the misleading meaning and focus only on the grammar. Bilingual children were more accurate in these cases" (Bialystok & Craik, 2010: 19). In 1999 the study was conducted among children of 4-5 years old, where children

sorted cards first by color (one dimension) and later by shape (switching dimension). The study showed that "bilinguals were more successful in switching to the second dimension following the rule change, indicating higher levels of executive control" (Bialystok & Craik, 2010: 20). In 2005 Bialystok and Shapero on the basis of Children's Embedded Figures Task claimed that "bilinguals were more able to change their interpretation of an ambiguous figure (e.g., the duck-rabbit) to acknowledge the other image" (Bialystok & Craik, 2010: 20). The study in this field continues nowadays, and provides researches more and more information on both advantages and disadvantages of bilingualism.

Nowadays there are more people who are bilingual than those who are monolingual, for example "According to Crystal (1997), about two-thirds of the world's children grow up in bilingual environments. In fact, as Weir (2000) asserts, one in three of the world's population routinely uses two or more languages for work, family life, and leisure." (Maftoon & Shakibafar, 2011: 79)". Whereas Trask claimed, that about 70% of the earth's population is considered to be bilingual or multilingual (Trask, 1999). At the same time Edwards criticizes monolinguals calling monolingualism as "an aberration, an affliction of the powerful, and a disease to be cured" (Edwards, 2003: 243). The policy of the European Union promotes bi-, multi-, and plurilingualism and there are a lot of countries where two or more than two languages are official, for instance Switzerland has four national languages German, French, Italian and Romansh, at the same time Spain having only one official language (Spanish or Castilian) for the whole country, gave co-official status for four languages in certain territories where people are mostly bilingual using Spanish and their regional co-official language.

1.3 Problems with defining bilingualism

Who is bilingual? Defining bilingualism has always been a trouble for people who tried to do it as Jacobson (1953: 561) said – "Bilingualism is for me the fundamental problem of linguistics". Moreover, every definition was suitable for the time when it was made and later it was changed either slightly or completely by next researcher. At the beginning of the 20th century bilingualism - "was long regarded as the equal mastery of two languages." (Maftoon & Shakibafar, 2011: 79). For example, Bloomfield (1933:56) in his book called "Language", defined bilingualism as "a native-like control of two languages". Also Haugen (1953:7) stated that bilingualism begins "at the point where the speaker of one language can produce

complete, meaningful utterances in the other language". At the same time Weinreich (1953:1), in his book about bilingualism, "Languages in Contact" wrote: "I will define bilingualism the practice of alternately using two languages. The person involved will be called bilingual". In contrast to previous definitions of bilingualism Macnamara (1967) "considers minimal competence in only one of the four second language skills as the minimum requirement of bilingualism" (Macnamara, 1967, as cited in Maftoon & Shakibafar, 2011). This is a very general and vague definition because it means that every person who knows at least one word in another language is bilingual. In 1972, Titone proposed a definition that was neither strict nor general, according to him a bilingual person

> "is endowed with the clear consciousness of possessing and using two or more languages, and occasionally of living in, or being identified with, two or more cultures. He/she is, as a rule, capable of thinking in two or more different languages, of controlling and programming messages related to different codes and varying situations. He/she is capable of producing messages in two or more codes with acceptable pronunciation, understanding messages in different codes without serious difficulty, or, in optimal cases, of speaking, writing and reading with effectiveness and mastery". (Titone, 1972:15)

All these definitions were criticized by Harmers and Blank (2004: 7) who pointed to a number of both theoretical and methodological problems : "On the one hand, they lack precision and operationalism […] On the other hand, these definitions refer to a single dimension of bilinguality, namely the level of proficiency in both languages, thus ignoring non-linguistic dimensions." In their turn Harmers and Blank (2004: 7) provide the reader with more recent definitions, for instance "Grosjean (1985) defines a bilingual speaker as more than the sum of two monolinguals in the sense that the bilingual has also developed some unique language behavior. Equally for Lüdi (1986) bilinguality is more than an addition of two monolingual competences, but an extreme form of polylectality." To sum up, the definitions vary one from another, there is no one perfect definition for bilingualism and the phrase "to be bilingual means different things to different people" continues to be actual.

1.4 Types of bilingualism

There are many diverse typologies of bilingualism, some scientists have done their own divisions, and for example Skutnabb-Kangas (1981: 75) distinguished 4 groups of bilinguals: élite bilinguals, children from linguistic majorities, children from bilingual families, and children from linguistic minorities. Also Li Wei's table (2000: 6-7) that illustrates thirty-seven short definitions. (cf. Table 1)

Type of Bilingual	Definition
Achieved bilingual	same as late bilingual.
Aditive bilingual	someone whose two languages combine in a complementary and enriching fashion.
Ambilingual bilingual	same as balanced bilingual.
Ascendant bilingual	someone whose ability to function in a second language is developing due to increased use.
Ascribed bilingual	same as early bilingual.
Asymmetrical bilingual	same as receptive bilingual.
Balanced bilingual	someone whose mastery of two languages is roughly equivalent.
Compound bilingual	someone whose two languages are learned at the same time, often in the same context.
Consecutive bilingual	successive bilingual.
Coordinate bilingual	someone whose two languages are learned in distinctively separate contexts
Covert bilingual	someone who conceals his or her knowledge of a given language due to an attitudinal disposition.
Diagonal bilingual	someone who is bilingual in a nonstandard language or a dialect and an unrelated standard language.
Dominant bilingual	someone with greater proficiency in one of his or her languages and used it significantly more than the other languages.
Dormant bilingual	someone who has emigrated to a foreign country for a considerable period of time and has little opportunity to keep the first language actively in use.
Early bilingual	someone who has acquired two languages early in childhood.
Equilingual bilingual	same as balanced bilingual.
Functional bilingual	someone who can operate in two languages without full fluency for the task in hand.
Horizontal bilingual	someone who is bilingual in two distinct languages which have a similar or equal status.
Incipient bilingual	someone at the early states of bilingualism where one language is

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	not fully developed.
Late bilingual	someone who has become bilingual later than childhood.
Maximal bilingual	someone with near-native control of two or more languages.
Minimal bilingual	someone with only a few words and phrases in a second language.
Natural bilingual	someone who has not undergone any specific training and who is often not in a position to translate or interpret with facility between two languages.
Passive bilingual	same as receptive bilingual.
Primary bilingual	same as natural bilingual.
Productive bilingual	someone who not only understands but also speaks and possibly writes in two or more languages.
Receptive bilingual	someone who understands a second language, in either its spoken or written form, or both, but does not necessarily speak or write it.
Recessive bilingual	someone who begins to feel some difficulty in either understanding or expressing him or herself with ease, due to lack of use.
Secondary bilingual	someone whose second language has been added to a first language via instruction.
Semibilingual bilingual	same as receptive bilingual.
Semilingual bilingual	someone with insufficient knowledge of either language.
Simultaneous bilingual	someone whose two languages are present from the onset of speech.
Subordinate bilingual	someone who exhibits interference in his or her language usage by reducing the patterns of the second language to those of the first.
Subtractive bilingual	someone whose second language is acquired at the expense of the aptitudes already acquired in the first language.
Successive bilingual	someone whose second language is added at some stage after the first has begun to develop.
Symmetrical bilingual	same as balanced bilingual.
Vertical bilingual	someone who is bilingual in a standard language and a distinct but related language or dialect.

Table 1 Types of Bilingualism (Li Wei 2000: 6-7)

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The following paragraphs take a closer look at some of most common, important and relevant to this study types such as compound vs coordinate vs subordinate, early vs late, formal vs natural and dominant vs parallel.

1.4.1 Compound vs Coordinate vs Subordinate

First distinction between compound, coordinate and subordinate bilingualism was made by Uriel Weinreich (cf. Figure 1) in 1953. He created a diagram with example of English word "book" and Russian equivalent "kniga". Type A where individual treats two words as two separate signs was called "coordinate". Type B where individual treats two words as a compound sign was called "compound". In last subordinate type C individual learns a new word on the basis of previously acquired word in other language.

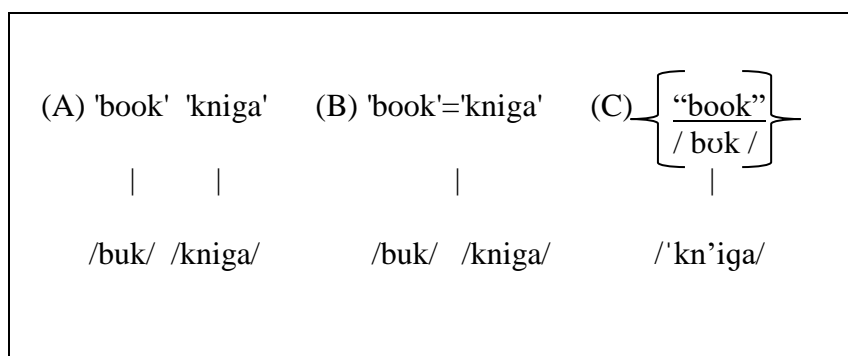Types of bilingualism by Weinreich:

Figure 1. Types of bilinguals by Weinreich (1953:9-10)

1.4.2 Early Bilingualism vs Late Bilingualism

The majority of scientists agreed on the fact that acquisition that occurred in childhood is considered as early bilingualism, and the acquisition that occurred in adulthood is treated as late bilingualism, (Haugen, 1956, McLaughlin, 1984 in Hoffmann, 1991). Hoffmann (1991) also suggested that early bilingual is a person who acquired the second language whereas late bilingual is a person learned a second language. The problems arise when it comes to specifying the age when "early" becomes "late". One of possible solutions may be one by Hofmann (1991:18) "The cut-off point is not firmly established, but it can be set arbitrarily at the age of 3 – and between the child bilingual and the case of "adult bilingualism" at the age of puberty"

1.4.3 Dominant vs Balanced

According to Karbalaei (2010: 279) a dominant bilingual "is a person who is more proficient in one of the two languages (in most cases native-like)" and a balanced bilingual "is someone who is more or less equally proficient in both languages, but will not necessarily pass for a native speaker in both languages". The other definition comes from Hoffman (1991: 22) who proposes that balanced bilingual "is likely to be of an ideal" meaning that person should know both languages perfectly. Whereas dominant is someone who prefers one language to another "Since most bilinguals tend to be more fluent or generally proficient in one language, or at any rate of some uses of it, i.e. the will have a stronger or "dominant" language and a weaker one".

1.5 Research on beliefs about bilinguals

A lot of various researches about bilingualism were conducted in past and are conducted now. In most cases they concerned beliefs of researches. Whereas Hoffmann (1991: 17), suggested to check not only beliefs of researches but also public opinion. She presented 15 examples of different bilingual situations and commented on them:

> "So what is bilingualism? Many specialists would say that all the above individuals could be classified as bilinguals; but public opinion and at least some of these people themselves would disagree. It is possible to think of a number of explanations for the difficulties involved in arriving at precise decision" Hoffmann (1991: 17)

Although Hoffmann (1991) did not go deep in details further, the author of this thesis decided to create his research on the basis of Hoffmann's examples with intention to check public opinion on problem of bilingualism.

Chapter Two - The study

The second chapter focuses on the practical part of the study. The first sub-chapter 2.1 presents research questions of the study. The second sub-chapter 2.2 explains the structure of questioner and describes some problematic questions in details. In the sub-chapter 2.3 the gathered information about the participants can be found. The sub-chapter 2.4 explains how the study was organized and conducted. The sub-chapter 2.5 provides the reader with the results of the study and answers to research questions. Limitations of the study are discussed in the sub-chapter 2.6. The last sub-chapter proposes the ideas for further research.

2.1 Rationale

The aim of the study is to explore the problem of defining bilingualism, to show the opinions of Philology students on the problem of bilingualism. This study focuses on the following research questions:

RQ1: How do students that learned a foreign language in bilingual and monolingual context define bilinguals?

RQ2: Do they differ in their perception of bilingualism? And how?

RQ3: Does the linguistic background influence students' perception of bilingualism? And how?

2.2 Research Method

The research was composed of two parts of a questionnaire. Answering should not have taken more than 15 minutes in order to maintain the respondent's focus on the questions. Both parts were anonymous with the intention of not stressing the respondents.

The first parts were written in Polish (see Appendix 1) for Polish students and in Ukrainian (see Appendix 2) or Russian (see Appendix 3) depending on the main language for Ukrainian students with aim of making students express themselves in a freer and comfortable way. The aim of the first part of the research was to get an opinion of Polish respondents on question whether they consider themselves as bilinguals (Polish+English), and opinion of

Ukrainian respondents on question whether they are multilingual (Ukrainian and Russian + English) and answers of both groups on question who is a person that can be considered as bilingual. Therefore, there were four preceding questions about the level of English language, whether a person was raised in English, whether the person lived for long time in English-speaking countries and whether context of learning language was formal(in class). These questions were designed with the assumption that majority of Polish students were raised as monolinguals and Ukrainians as bilingual and the purpose was to check whether there are any exceptions. (If there are any, for example Polish student who was raised in two languages, because his father is English and speaks to him English whereas mother speaks Polish, should be excluded because the study is conducted on part of Polish students who were learning English in formal context.)

The second part of the study was written in English (see Appendix 4), it consisted of Hoffman's (1991: 16-17) questions which were examples of different types of people that could be treated as bilingual. Students assessed the presented people in the questionnaire, answering the question of who should be considered as bilinguals with the help of Likert scale ranging from 1 to 5 (strongly disagree to strongly agree respectively).

2.3 Participants

For the purpose of this research, the author of this thesis needed two groups of participants. One group of students learned their first foreign language in a monolingual context and the other group of students who learned their first foreign language in a bilingual context. Participants of both groups were supposed to be studying at the university, which excludes any differences at the level of education.

The author of this thesis has chosen students of University of Lodz, Faculty of English Philology and students who are somehow connected to University of Lodz (for example Erasmus+ students) . Students are either on their second or third year of English studies. Students were divided into two groups by the criterion of language background. Polish students represented monolingual group learning English in formal context and Ukrainian students represented bilingual group (Ukrainian & Russian or vice versa). The total number of participants was 40, 20 of whom where Poles and 20 where Ukrainians. Although Polish students also could be referred as dominant, late, formal bilinguals, they represented a group

of monolinguals as they learned their first foreign language in a monolingual context whereas Ukrainians, who can be referred as multilinguals, represented a group of bilinguals as they learned their first foreign language as bilinguals and the aim of this study was to check whether beliefs about bilingualism depend on language background. Also such decision were made in order not to impose students anything that can change their primary opinion, the students should define by themselves whether they are bilingual/multilingual and who is a person that can be called bilingual.

The first part of research as it was explained above was created in order to gather some relevant information about the respondents, their language skills and whether they are suitable for the test. The last question of this part is discussed in the sub-chapter 2.5 where students were asked to answer an open question about bilingualism.

Since the research was conducted on the students of English philology, there was no surprise that the majority of respondents in both groups would be of a female gender. (cf. Figure 2.1)
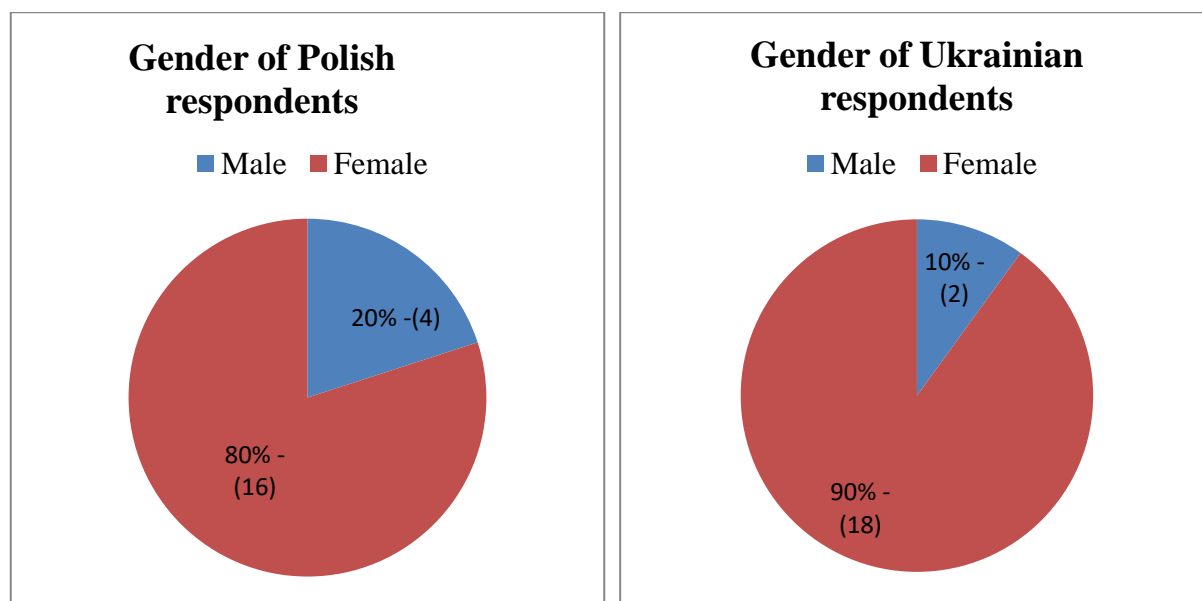

Figure 2.1 Respondents by gender

When it comes to the age of respondents (cf. Figure 2.2), there was a difference, because students from Ukraine usually graduate from high school at the age of 16-17 years old whereas Polish students are more likely to graduate at the age of 19-20 years old and this difference in 2-5 years continues in their further studying, as it is showed below.
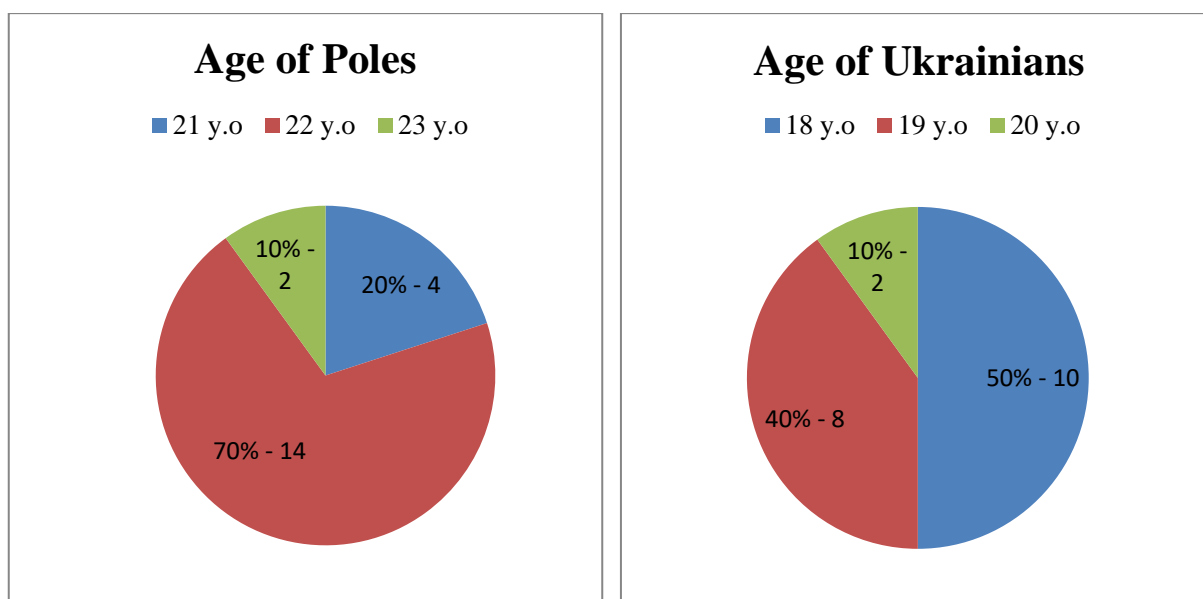
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Figure 2.2 Respondents by age

The question "Were you brought up in two languages" (cf. Figure 2.3) was included in order to exclude possible Polish students who were brought up in two languages and can consider themselves as bilinguals (early bilinguals) or Ukrainians who were brought up in one language. Fortunately, there were no exceptions, all Poles considered Polish language as the mother tongue whereas all Ukrainians admitted to be brought up in two languages (Ukrainian and Russian).
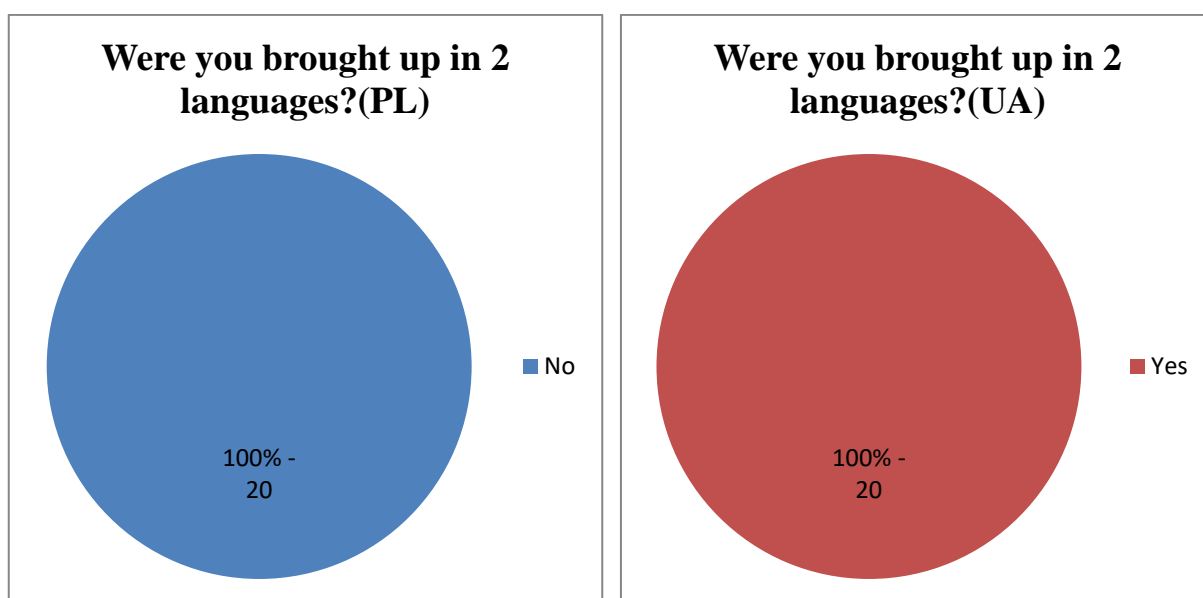

Figure 2.3 Respondents language background

Next set of questions was aimed at English skills and background of learning language that may have influenced on person's opinion about bilingualism. Students were asked to

mark their actual level of English. (cf. Figure 2.4) The majority of students assessed their level of English as C1, a few marked B2 and also it turned out that some students believed that they were even C2.
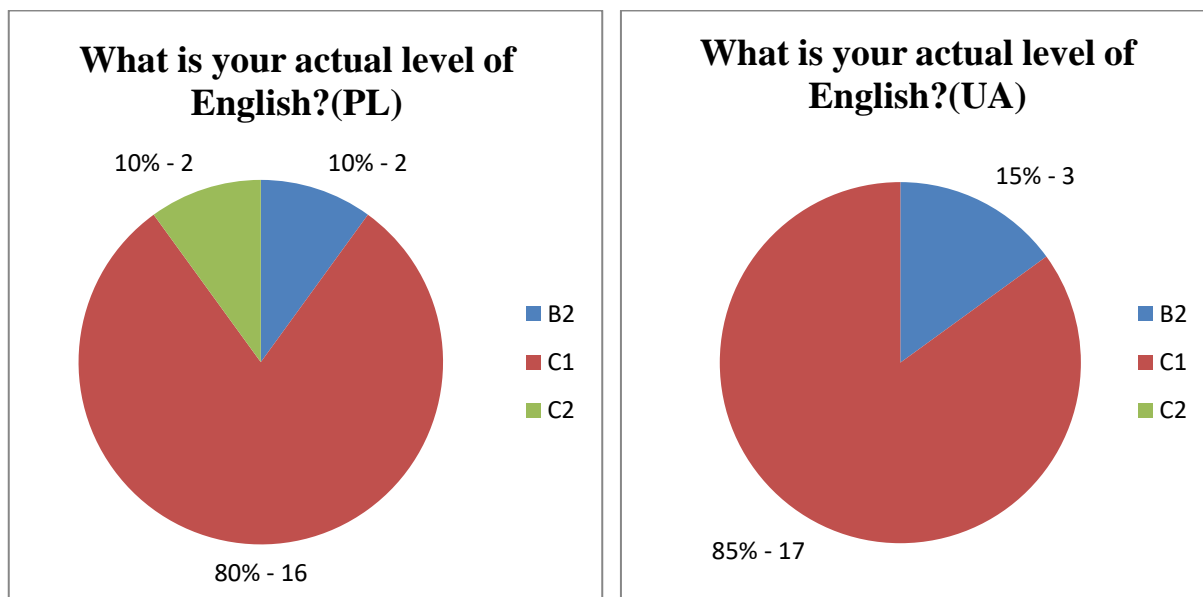

Figure 2.4 Respondents level of English

Also students were asked about their experience of learning the English language in formal and informal contexts. For example, 4 Polish and 2 Ukrainian students lived in the English-speaking country more than a year, meaning they had an opportunity to learn English in informal context. But all students marked formal context, as the main way of learning English. (cf. Figure 2.5)
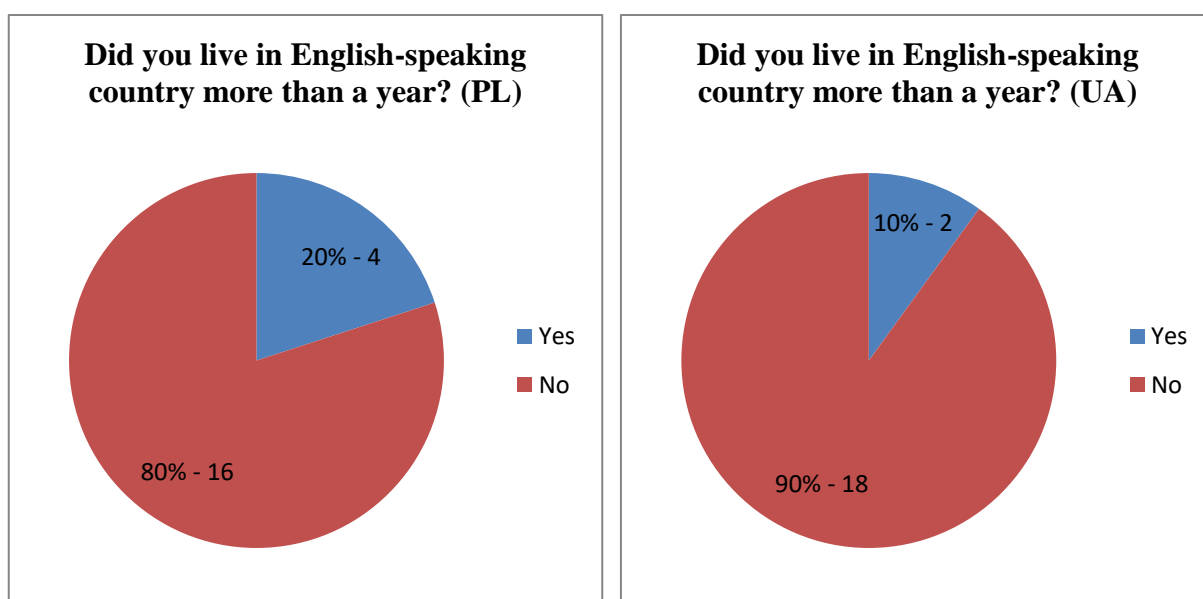
Figure 2.5 Respondents living experience in in English-speaking countries.

But all students marked formal context, as the main way of learning English throughout their lives. (cf. Figure 2.6)
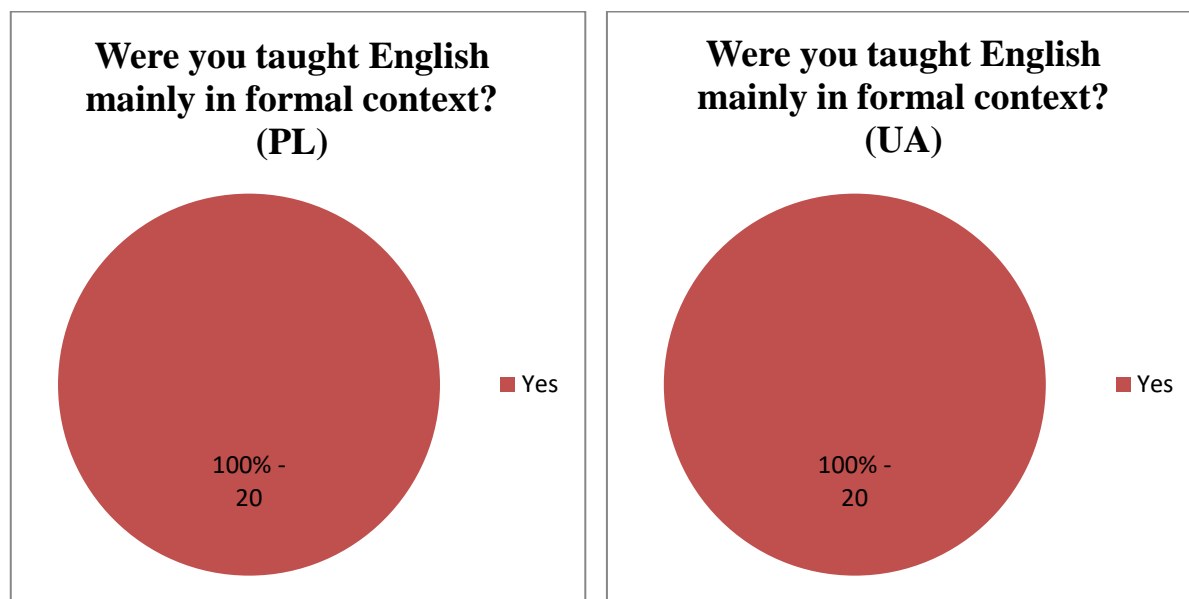

Figure 2.6 Respondents context of learning English

The last minor question which is quite directly connected with the RQ2 was about bilinguality or multilinguality of respondents. Polish students were asked to mark whether they considered themselves as bilinguals (Polish+English) and Ukrainians whether they considered themselves as multilinguals (Ukrainian, Russian +English). The results showed that half of Polish students are more critical or careful to call themselves bilinguals when the other half considered themselves as bilinguals, whereas the majority, 75% of Ukrainian students claimed that they are multilingual. (cf. Figure 2.7)
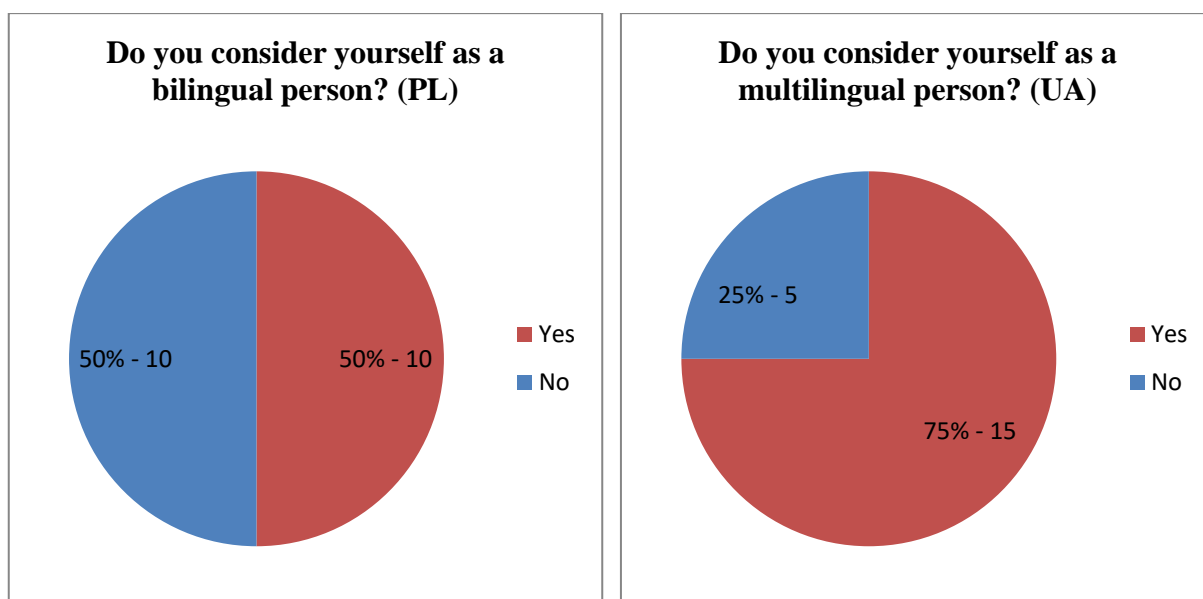
Do you consider yourself as a bilingual person? (PL)

Do you consider yourself as a multilingual person? (UA)

Figure 2.7 Respondents self-estimation

2.4 Procedure

Both parts were printed and brought to the class or place where fulfilling of a questionnaire took place or sent to students who were not able to come via internet.

First of all, the author of this thesis introduced himself and explained students that the reason of taking their precious time is writing thesis about problem of bilingualism. Therefore, the participants were given the first part of the questionnaire marked with a number in order to pair two questionnaires of one person. The participants received the second part, only after completing and returning the first part (the point was that students should not see the second part while defining a bilingual person, because it might have caused changing of their opinion). Having finished the second part, students were free to go. The test has taken about 10 minutes on the average, in a way that students did not lose their attention and focus. The questionnaires were collected and put in the pairs for further evaluation and comparison. In case of students who were reached via Internet, the main procedure was the same, but took place online. The participants got connected with Skype in order to avoid cheating, they were sent the first part and then the second. The received questionnaires were printed and put to the other questionnaires.

2.5 Results and discussion

The main aim of the first part of research as it was explained above was to get the opinions of monolingual and bilingual students on the question "Who is a bilingual person?" compare them and decide whether they differ or not.

The most important question was open. Students were asked to define a bilingual person without any hints. The answers were different, but they can be divided into two types, radical answers like: *"A bilingual person is a person who uses two languages on a daily basis from childhood", "A bilingual person is a person who can master two languages equally well", "A bilingual person is a person who learned both languages in informal context", "A bilingual person is someone whose parents speak different languages"* are referred later as Type A. Type B includes less radical answers like: *"A bilingual person is someone who is fluent in both languages", A bilingual person is someone who can communicate in both languages", "A bilingual person - can be a someone who learned the second language in formal context"*. The results of the first part showed that 65% of monolingual students went for more loyal Type B, whereas 35% chose Type A (cf. Figure 2.8). Bilingual students opted for the Type B definition (85%) and only 15% chose Type A. At this part of the research it could be concluded that bilingual students are more tolerant whereas monolingual students are more traditional towards defining a person as bilingual.
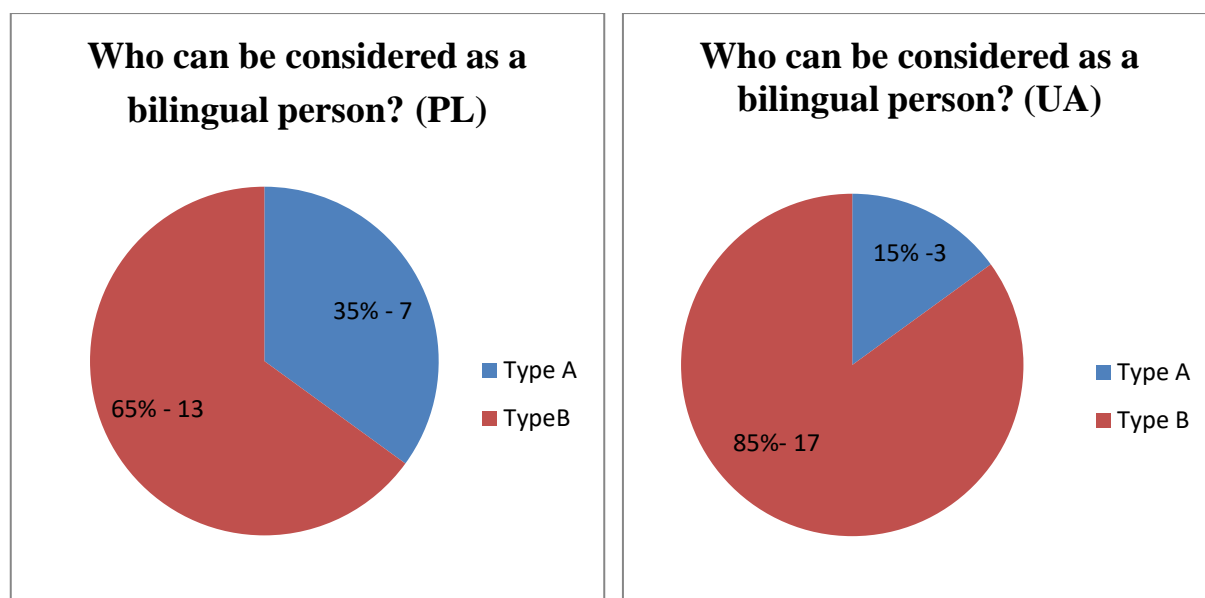

Figure 2.8 Respondents opinion on a bilingual person

The second part of the research was based on examples adopted from Hofmann (1991: 16-17) (cf. Table 2) and developed by the author in reference to his own context (see Appendix 4).

1.	The 2 years old who is beginning to talk, speaking English to one parent and Welsh to the other.
2.	The 4 years old whose home language is Bengali and who has been attending an English playgroup for some time.
3.	The schoolchild from an Italian immigrant family living in the United States who increasingly uses English both at home and outside but whose older relatives address him in Italian only
4.	The Canadian child from Montreal who comes from an English-speaking background and attends an immersion program which consists of virtually all school subjects being taught through the medium of French
5.	The young graduate who has studied French for 11 years
6.	The sixty-year-old scholar who has spent a considerable part of her life working with manuscripts and documents written in Latin
7.	The technical translator
8.	The personal interpreter for an important public figure
9.	That portuguese chemist who can read specialist literature in his subject written in English
10.	The Japanese airline pilot who uses English for most of his professional communication
11.	The Turkish immigrant worker the Federal Republic of Germany who speaks Turkish at home and his friends and work colleagues, but who can communicate in German, in both the written and the oral forms with his superiors and the authorities
12.	That wife of the latter who is able to get by in spoken German but cannot read or write it
13.	The Danish immigrant in New Zealand who has had no contact with Danish for the last 40 years
14.	That Belgian government employee who lives in bilingual Brussels, whose friends and relatives are entirely Flemish speakers but who works in an entirely French-speaking environment End whose colleagues in the office (whether they are Flemish or not)use French as well
15.	The fervent Catalanist who at home and at work Uses Catalan only, but who is exposed

> to Castilian Spanish from the media and in the street and has no linguistic difficulty in the latter language

Table 2 Types of Bilingualism (Hofmann 1991)

The aim of the second part was to check whom monolinguals and bilinguals would assess (with help of Likert scale) as bilingual in practice, what perspective would they take and would there be any difference between monolinguals and bilinguals.

The results showed that in 14 out of 16 situations bilinguals were more tolerant in assessing bilingualism than monolinguals.
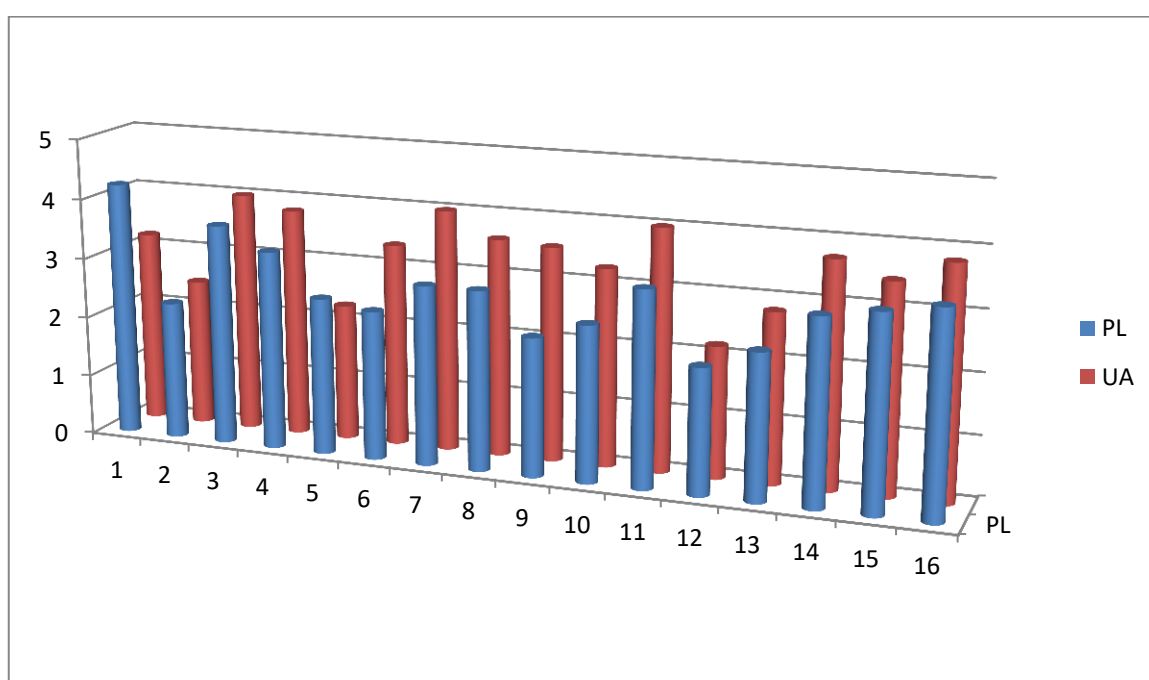

Figure 2.9 Results of research

Monolinguals were more tolerant than bilinguals in two questions: in the first, where they showed the highest result in the study (4.23) which differed by 1 point from bilinguals (3.2) and in question number 5 a small difference 2.6 to 2.27 respectively. (cf. Figure 2.9) Needless to mention that in the other questions where bilinguals were more tolerant the majority of answers haven't differ a lot, but there are a few that showed a big gap. The biggest difference was shown in question number 7 and 9. Bilinguals assessed "the technical translator" with 4 points whereas monolinguals results were lower by 1.1 point 2.9. The same situation is with "Portuguese chemist who can read specialist literature in his subject written in English", where bilinguals have 3.54 points compared to monolinguals 2.29.

Thus answering RQ1 and RQ2 bilinguals demonstrated the same perspective as in the first part of the study. They showed more tolerance in assessing bilingualism generally, and especially in questions number 6, 7, 8, 9, 10 which can be related to Type B, meaning that people who were not raised bilinguals can become them. Whereas monolinguals, 65% of whom wrote in the first part that they are tolerant to people of Type B, in practice showed a big tolerance towards questions number 1, 3, 4, 14, 15, 16 which can be related to Type A and a poor tolerance towards Type B in questions 5, 6, 7, 8, 9, 10 where the highest result was less than 3 points.

On the basis of these results it can be concluded that linguistic background influences students (RQ3). For bilinguals who know two languages from birth it is easier to call a person bilingual even if she was not raised in two languages, for example. At the same time for monolinguals it is harder to call a person bilingual, if she was not bilingual from childhood.

2.6 Limitations of the study

As far as research is concerned, the sample size was too small, it was conducted on 40 respondents: 20 monolinguals and 20 bilinguals who cannot represent all monolinguals and bilinguals. Also respondents differed in age, bilingual group was represented by Ukrainians who at the moment of the research were 18-20 years old whereas monolingual group was represented by Poles who at the moment of the research were 21-23 years old. The monolingual group is older than bilingual at least for 2 years and up to 5, that may also have some impact on the results.

2.7 Further research

First of all, for further research the author of this thesis would use a larger group of bilingual as well as monolingual people. Secondly, it would be a good idea to change the representatives of bilingual and monolingual groups in order to check opinions of other nations on bilingualism. Also groups may not only include people of one nation but a mix of different nations it would show fair results. Thirdly, the questionnaire may be developed further, for example by adding more questions which would help to understand people's opinion on bilingualism.

Conclusions

The thesis was based on studies of students' opinions on bilingualism. The monolinguals were represented by 20 Polish students and bilinguals were represented by 20 Ukrainian students of the University of Lodz, Lodz, Poland. This study aimed to find out the answers on three research questions: "How do bilingual and monolingual students define bilinguals?", "Do they differ in their perception of bilingualism? And how?", "Does linguistic background influence students' perception of bilingualism? And how?".

This study provided a reader with a lot of theory related to bilingualism as for instance: terminological issues, beliefs about bilinguals, definitions of bilingualism and types of bilinguals, in the theoretical part. The main information about the preparation for the study such as rationale, research method, participants and procedure were described in the practical part.

The main findings of the research, which were described in details in sub-chapter 2.5, showed that monolinguals tend to define and assess a bilingual person in more traditional way. Although the majority (65%) of monolinguals stated that a person can become bilingual in formal context by writing that: *"A bilingual person is someone who is fluent in both languages", "A bilingual person is someone who can communicate in both languages", "A bilingual person - can be a someone who learned the second language in formal context"* *(answers referred as Type B)* whereas 35% wrote that stated that a person can become bilingual only by being raised in two languages: *"A bilingual person is a person who uses two languages on a daily basis from childhood", "A bilingual person is a person who can master two languages equally well", "A bilingual person is a person who learned both languages in informal context", "A bilingual person is someone whose parents speak different languages"* *(answers referred as Type A).* But in assessing the examples of bilinguals, they gave higher scores to examples number 1, 3, 4, 14, 15, 16 which can be related to Type A and very low scores to examples of Type B in questions 5, 6, 7, 8, 9, 10 where the highest result was less than 3 points (Likert scale ranging from 1 to 5). When it comes to bilingual students, the majority of students (85%) went for Type B, when 15% went for Type A. Bilinguals showed the same tendency as in the first part of the study. They showed the tolerance in assessing bilingualism generally, and notably in questions number 6, 7, 8, 9, 10 which can be related to Type B. Hence it follows that there is a difference between the monolingual and bilingual groups and that linguistic background influences students' perception of bilingualism.

Bilinguals knowing two languages from birth are more likely to say, that someone who was not raised in two languages, is bilingual. Whereas monolinguals are more demanding in terms of deciding whether a person (under certain circumstances) who, was not bilingual from childhood, can be called a bilingual.

This research has been limited by the time and quantity of students. It can be taken further with bigger groups of participants. The representatives of both groups may be changed thus allowing getting the opinions and comparisons of other nations. Another suggestion is to include people of different nations to both groups in order to get more general results. Also the examples of bilingual people may be developed further.

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Streszczenie

Praca prezentuje ankietowe badanie opinii dwóch grup studentów, którzy uczyli się pierwszego obcego języka w kontekście monolingwalnym i bilingwalnym. Pierwsza grupę reprezentowało 20 polskich studentów, grupę drugą 20 studentów z Ukrainy. Wszyscy respondenci byli studentami Uniwersytetu Łódzkiego, Celem badania było znalezienie odpowiedzi na trzy pytania badawcze: "W jaki sposób studenci dwujęzyczni i jednojęzyczni definiują dwujęzyczność?", "Czy różnią się postrzeganiem dwujęzyczności? I jak?", "Czy lingwistyczny kontekst wpływa na postrzeganie przez studentów dwujęzyczności? I jak?".

W części teoretycznej (rozdział pierwszy) praca omawia wiele aspektów związanych z dwujęzycznością, jak na przykład: kwestie terminologiczne, przekonania o dwujęzyczności, definicje dwujęzyczności i rodzaje dwujęzyczności. Najważniejsze informacje dotyczące przygotowania do badania, takie jak uzasadnienie, metoda badawcza, uczestnicy i procedura zostały opisane w części praktycznej (rozdział drugi).

Z badania wynika, że istnieje różnica między jednojęzycznymi i dwujęzycznymi grupami, a kontekst językowy wpływa na postrzeganie przez studentów dwujęzyczności. Główne wnioski z badania, które zostały szczegółowo opisane w podrozdziale 2.5, pokazały, że osoby jednojęzyczne zwykle definiują i oceniają osobę dwujęzyczną w bardziej „tradycyjny" sposób Dwujęzyczne osoby znające dwa języki od urodzenia częściej mówią, że osoba, która nie była wychowana w dwóch językach, jest dwujęzyczna. Natomiast osoby jednojęzyczne są bardziej restrykcyjne pod względem definiowania osób dwujęzycznych.

Appendices

Appendix 1: The Polish version of the first part of the questionnaire

Dwujęzyczność

Ankieta ma na celu pozyskanie informacji na temat dwujęzyczności. Z prośbą o wypełnienie ankiety zwracam się do studentów filologii angielskiej Uniwersytetu Łódzkiego. Uzyskane informacje nie będą udostępnione osobom trzecim. Ankieta jest anonimowa.

Płeć

☐Kobieta
☐Mężczyzna

Ile Pan/Pani ma lat?

☐21
☐22
☐23
☐Inne:_____

Czy Pan/Pani był/a wychowana w dwóch językach?

☐Tak
☐Nie

Czy Pan/Pani mieszkał/a w kraju anglojęzycznym dłużej niż 1 rok?

☐Tak
☐Nie

Czy Pan/Pani głownie uczył/a się języka angielskiego w kontekście formalnym?(na zajęciach)

☐Tak
☐Nie

Czy Pan/Pani uważa siebie za osobę dwujęzyczną?

☐Tak
☐Nie

Kto jest osobą dwujęzyczną według Pana/Pani?

_____

_____

_____

Appendix 2: The Ukrainian version (Ukrainian language) of the first part of the questionnaire

Двомовність (Білінгвізм)

Анкета була створена з метою збору інформації про двомовність. З проханням про заповнення анкети, я звертаюся до студентів англійської філології Лодзького університету. Отримана інформація не буде передана третім особам. Опитування анонімне.

Стать

☐Жінка
☐Чоловік

Скільки вам років?

☐18
☐19
☐20
☐Інше:_____

Ви були виховані на двох мовах?

☐Так
☐Ні

Ви жили в англомовній країні більше року?

☐Так
☐Ні

Ви в основному вивчали англійську мову в формальному контексті (на заняттях)?

☐Так
☐Ні

Ви вважаєте себе двомовною людиною (білінгвом)?

☐Так
☐Ні

Кого ви вважаєте двомовною людиною (білінгвом)?

_____

_____

_____

Appendix 3: The Ukrainian version (Russian language) of the first part of the questionnaire

Двуязычие (Билингвизм)

Анкета была создана с целью сбора информации о двуязычии. С просьбой о заполнении анкеты, я обращаюсь к студентам английской филологии Лодзинского университета. Полученная информация не будет передана третьим лицам. Опрос анонимный.

Пол

☐Женщина
☐Мужчина

Сколько вам лет?

☐18
☐19
☐20
☐Другое:____

Вы были воспитаны в двух языках?

☐Да
☐Нет

Вы жили в англоязычной стране больше года?

☐Да
☐Нет

Вы в основном изучали английский язык в формальном контексте (на занятиях)?

☐Да
☐Нет

Вы считаете себя двуязычным человеком (билингвом)?

☐Да
☐Нет

Кого вы считаете двуязычным человеком (билингвом)?

_____

_____

_____

Appendix 4: The second part of the questionnaire

For each of the questions below circle the response that best characterizes how you feel about the statement, where: 1 = Strongly Disagree 2 = Disagree 3 = Neither Agree Nor Disagree
4 = Agree 5 = Strongly Agree

Who can be considered as bilingual?	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
The 2 years old who is beginning to talk, speaking English to one parent and Welsh to the other.	1	2	3	4	5
The 4 years old whose home language is Bengali and who has been attending an English playgroup for some time.	1	2	3	4	5
The schoolchild from an Italian immigrant family living in the United States who increasingly uses English both at home and outside but whose older relatives address him in Italian only	1	2	3	4	5
The Canadian child from Montreal who comes from an English-speaking background and attends an immersion program which consists of virtually all school subjects being taught through the medium of French	1	2	3	4	5
The young graduate who has studied French for 11 years	1	2	3	4	5
The sixty-year-old scholar who has spent a considerable part of her life working with manuscripts and documents written in Latin	1	2	3	4	5
The technical translator	1	2	3	4	5
The personal interpreter for an important public figure	1	2	3	4	5

That portuguese chemist who can read specialist literature in his subject written in English	1	2	3	4	5
The Japanese airline pilot who uses English for most of his professional communication	1	2	3	4	5
The Turkish immigrant worker the Federal Republic of Germany who speaks Turkish at home and his friends and work colleagues, but who can communicate in German, in both the written and the oral forms with his superiors and the authorities	1	2	3	4	5
That wife of the latter who is able to get by in spoken German but cannot read or write it	1	2	3	4	5
The Danish immigrant in New Zealand who has had no contact with Danish for the last 40 years	1	2	3	4	5
That Belgian government employee who lives in bilingual Brussels, whose friends and relatives are entirely Flemish speakers but who works in an entirely French-speaking environment End whose colleagues in the office (whether they are Flemish or not)use French as well	1	2	3	4	5
The fervent Catalanist who at home and at work Uses Catalan only, but who is exposed to Castilian Spanish from the media and in the street and has no linguistic difficulty in the latter language	1	2	3	4	5
The Ukrainian schoolchild whose parents speak Russian between themselves but address their child in Ukrainian	1	2	3	4	5