

УДК 811.111 (07)

Н. А. Литовченко

Н. А. Литовченко

N. A. Lytovchenko

*Дніпропетровський національний університет імені Олеся Гончара
Днепропетровский национальный университет имени Олеся Гончара
Oles Honchar Dnipropetrovsk National University*

**МУЛЬТИЛІНГВАЛЬНИЙ ПІДХІД ДО ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ
МУЛЬТИЛІНГВАЛЬНЫЙ ПОДХОД К ПРЕПОДАВАНИЮ
ИНОСТРАННЫХ ЯЗЫКОВ
A MULTILINGUAL APPROACH TO FOREIGN LANGUAGE TEACHING**

Розглянуто мультлінгвальний підхід до викладання іноземних мов. Виявлено основні методи і технології викладання двох іноземних мов (а саме – англійської і німецької) одночасно у контексті мультлінгвального підходу до навчання іноземних мов.

Англійська і німецька, як германські мови, споріднені за багатьма аспектами. Насамперед, це простежується в лексиці, особливо на початковому етапі вивчення, де можна помітити багато відповідностей і наявний очевидний зв'язок між німецькою та англійською мовами.

Високий рівень умінь і навичок з першої іноземної мови збільшує можливість того, що вони перейдуть на вивчення другої іноземної мови. Одночасно вплив рідної мови зменшиться.

Використання мультлінгвального підходу або інтегрованого вивчення іноземних мов вимагає того, щоб ми дотримувалися певних правил. По-перше, мета викладання і зміст декількох мов мають бути взаємопов'язаними. По-друге, учні повинні розвивати мету лінгвістичного знання, крос-лінгвістичний вплив, типологію і мультлінгвальну лексику.

При залученні мультлінгвального підходу до викладання іноземних мов необхідні нові матеріали для навчання, які забезпечують перенесення знань з лінгвістики, мовного досвіду, стратегій навчання і досвіду навчання, порівняння мов тощо.

Наголошено, що, коли вчитель змішує декілька іноземних мов на одному занятті, учні найімовірніше досягнуть кращих результатів у вивченні цих мов.

Ключові слова: викладання іноземних мов, мультлінгвізм, плурлінгвізм, мультикультуралізм, підхід, метод, матеріали навчання, рідна мова.

Рассмотрен мультлингвальный подход к преподаванию иностранных языков. Представлены основные методы и технологии преподавания двух иностранных языков (а именно – английского и немецкого) одновременно в контексте мультлингвального подхода к обучению иностранным языкам.

Английский и немецкий, как германские языки, родственные по многим аспектам. В первую очередь это прослеживается в лексике, особенно на начальном этапе изучения, на котором можно заметить многие соответствия и имеющуюся очевидную связь между немецким и английским языками.

Высокий уровень умений и навыков первого иностранного языка увеличивает возможность того, что они перейдут на изучение второго иностранного языка. Одновременно влияние родного языка уменьшится.

Использования мультлингвального подхода или интегрированного изучения иностранных языков требует того, чтобы мы придерживались определенных пра-

вил. Во-первых, цель преподавания и содержание нескольких языков должны быть взаимосвязанны. Во-вторых, ученики должны развивать цель лингвистического знания, крос-лингвистическое влияние, типологию и мультилингвальную лексику.

При привлечении мультилингвального подхода к преподаванию иностранных языков необходимы новые учебные материалы которые обеспечивают перенесение знания из лингвистики, языкового опыта, стратегий учебы и опыта учебы, сравнения языков.

Отмечено, что, когда учитель смешивает несколько иностранных языков на одном занятии, ученики, вероятнее всего, достигнут лучших результатов в их овладении.

Ключевые слова: преподавание иностранных языков, мультилингвизм, плюрилингвизм, мультикультурализм, подход, метод, учебные материалы, родной язык.

The article is devoted to analysis of a multilingual approach to foreign language teaching. It reveals some basic methods and techniques of teaching two foreign languages (i.e. English and German) simultaneously according to a multilingual approach to FLT.

English and German, as Germanic languages, have a lot of common features. First of all, the similarity can be traced in the lexis, especially at the beginner or elementary level.

The high level of habits and skills in the first foreign language increases the possibility that they will pass on to the process of learning the second foreign language. At the same time, the influence of the mother tongue will decrease.

In order to follow multilingual approach or integrated language learning we have to observe several rules. Firstly, aims and content various languages are to be coordinated. Secondly, our learners (pupils) are supposed to develop metalinguistic awareness, cross-linguistic influence, typology and multilingual lexicon.

A multilingual approach to FLT requires new teaching and learning materials that support transfer of linguistic knowledge, language and learning experience, language learning strategies, language comparisons and reflection. It is stressed that when teachers mix several languages at their foreign language classes, pupils will definitely achieve better result.

Keyword: Foreign language teaching (FLT), multilingualism, plurilingualism, multiculturalism, approach, method, teaching materials, mother tongue.

Multilingualism and multiculturalism are functional realities in today's European societies. These realities challenge traditional visions of language education, where each language is taught one after another as first and successive foreign languages. Multilingualism is a phenomenon of the 21st century and it is becoming more and more popular all over the world. A number of linguists (J. Dewaele, N. Hornberger, M. Korzhova, A. Wilton etc.) studied multilingualism from different perspectives. Multilingual education presupposes Content and Language Integrated Learning. In multilingual schools pupils are taught various subjects with the help of several languages (mother tongue or state language and one or two foreign languages).

This article deals with a multilingual approach to foreign language teaching. Its actuality is determined by the fact that in Ukraine all schoolchildren are supposed to learn two foreign languages since September, 1, 2013. The aim of the article is to reveal some basic methods and techniques of teaching two foreign languages (i.e. English and German) simultaneously according to a multilingual approach to FLT. The objectives of our research are the following: to define the main terms; to uncover the difference between multilingual education and traditional language teaching; to present the practical examples of teaching English and German in the multilingual context.

First of all, we would like to stress the Council of Europe and the European Union do not define the term multilingualism identically. On the one hand, the Council of Europe distinguishes between multilingualism and plurilingualism. Multilingualism is connected to situations wherein multiple languages exist side-by-side in a society but are utilized separately. Plurilingualism is a situation wherein a person who has competence in more than one language can switch between languages – from one language to another and vice versa – according to the circumstances at hand for the purpose of coping with a social matter.

On the other hand, the European Union considers that both definitions comprise the semantic structure of multilingualism. We follow this point of view in our article and focus on the development of multilingual competence in the process of teaching English and German.

The introduction of the second foreign language (besides English) into the educational process in the comprehensive schooling causes the fundamentalization of the content of multicultural education and school-leavers' multilingual competence. The tendency has a global character. It is topical for all countries of the world community. Multilingualism/plurilingualism is considered as one of the priorities of Ukraine's educational policy.

The choice of the German language as the second foreign language, which children study in addition to the international language English, is not occasional. It is determined by the fact that Germany is an important Ukraine's trade partner. Besides, Germany is the first industrial country in Europe and one of the most important industrial countries of the world. The extension of political, economic and cultural connections between Ukraine and Germany, the possibility to have direct contacts with German native speaker will simulate pupils to study the language [2, p. 4].

Teaching German, as the second foreign language, is accomplished on the well-known principles of methodology of FLT. Among them we can enumerate: the principle of the allowance of the knowledge, habits and skills of the first foreign language (English) as well as the allowance of the pupil's level of mother tongue's acquisition. It is necessary to stress on the principle of consciousness, intensification, communicative and collective language interaction, the parallel development of all kinds of speech skills and activities [1, p. 13]. In our opinion, the first principle – i.e. the account of the knowledge and skills of other languages – is the most important. It works if we compare language systems introducing items that accelerate the process of memorization and makes the process of the second foreign language learning easier.

English and German, as Germanic languages, have a lot of common features. First of all, the similarity can be traced in the lexis, especially at the beginner or elementary level. One can notice an apparent connection between English and German. Both languages have resembling parts of speech. Let us look at some examples, subjects (der Bus – bus, der Name – name), adjectives (gut – good, braun – brown) and numerals (neun – nine, sechs – six).

Special attention should be paid to verbs. There exists obvious similarity in the formation of main forms the strong (wrong) verbs: e. g. trinken – drank – getrunken and drink – drank – drun beginnen – began – begonnen and begin – began – begun.

In order to prove the similarity between the two languages that can be observed not only in lexis but in grammar as well, we compared two verbs which are different in spelling and pronunciation – the German verb 'sein' and the English verb 'to be'. Both verbs are conjugated differently from the other ones. In all persons they have forms that have nothing in common with the form of the Infinitive. The verbs 'sein' and 'to be' can

serve as auxiliary verbs in forming grammar Tenses. In the German language they are Perfekt and Plusquamperfekt, i. e. 'Ich fuhr nach Kiew. Ich bin nach Kiew gefahren'. In the English language this is the group of Continuous and Perfect Continuous Tenses, i.e., 'He is watching TV now. He has been watching TV all day long' [3, p. 92].

Another pair of German and English verbs, we would like to stress, is 'haben' i 'have'. In both languages the verbs can serve as notional ones, auxiliary verbs, which form Tenses, and modals when they are followed by Infinitives.

The successful study of any foreign language is determined by the conditions of the educational process. In the course of the German language, as the second foreign language, one of the most favorable factors is the simultaneous learning of two kindred languages.

The complementary teaching of two interfering activities (A and B) can give better results than successive teaching of the same number of hours, at first, dealing with activity A, and then activity B.

The more learning of two foreign languages is done on parallel basis, the less pupils are likely to interfere the second foreign language with the first one, i.e. to mix English and German.

Learners shift the experience of the learning the English language into their work on the German language. The pupils, who study the second foreign language, are characterized by a high level of knowledge. They have formed the ability, skills and habits to switch from one language system into another.

A well-known linguist K. Khemmerom has completed an interesting research. He found out that out of 2150 words, what compose the dictionary of the German language by B. Morgana and V. Weidpul, 1191 words, that is 55 %, have equivalents in the English language. Hereby, the scholar does not take into account international words and derivatives. The great number of cognates promotes the formation of the pupil's potential vocabulary, development of the contextual guess on the basis of common roots in the first and second foreign languages, their recognition and understanding in speech and while reading.

In addition, it is important to pay attention to the fact that learning of each foreign language is connected with a lot of difficulties. Thus, learning German on the basis of English pupils can encounter a lot of difficulties in pronunciation, rules of reading. Besides, there are several words in English and German which have almost identical spelling and pronunciation, but they are of different meanings, i.e. they are so-called 'the interpreter's false friends'. We can notice differences in the word order, the use of articles, complex grammar structures etc.

According to the research done by N. I. Reutov only 15 % of success in a foreign language learning depends on the teacher, 50 % are dependent on the abilities and diligence of pupils. The remaining 35 % of success originate in motivation, that is based on the interest to the subject. The teacher should not allow his/her pupils to lose interest in the new language because of the difficult system of grammatical paradigms. Thus, it is necessary to choose the system of exercises, which facilitates the process of learning difficult German grammar and develops all types of memory [4, p. 16].

Taking into account all mentioned above, we can conclude that in teaching the second foreign language we have to take into consideration the influence (both positive and negative) from the first foreign language. The degree of the influence is determined by the level of the of pupils' knowledge acquisition.

The high level of habits and skills in the first foreign language increases the possibility that they will pass on to the process of learning the second foreign language.

At the same time, the influence of the mother tongue will decrease. When schoolchildren learn grammar and practice pronunciation the influence of the English language is great, both negative and positive. The influence of mother tongue exists as well. The correlation of languages depends not only on the level of skills and habits, but also on the complexity of the phenomena that are compared.

If we want to enhance the positive influence from the second foreign language and avoid the interference of the mother tongue on the grammar and lexical levels, we should focus attention of pupils on the similarities and differences in both languages.

We must admit that the multilingual /plurilingual approach emphasises the fact that as an individual person's experience of language in its cultural contexts expands,...he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact [6].

In order to follow multilingual approach or integrated language learning we have to observe several rules. Firstly, aims and content various languages are to be coordinated. Secondly, our learners (pupils) are supposed to develop metalinguistic awareness, cross-linguistic influence, typology and multilingual lexicon.

A multilingual approach to FLT requires new teaching and learning materials that support transfer of linguistic knowledge, language and learning experience, language learning strategies, language comparisons and reflection

To sum up, we would like to stress that the process of teaching/learning German will be easier if teachers take into account its similarity to the English language and the mother tongue. Foreign language teachers have to use the contextual guess of the meaning of the word, grammar forms, unknown parts of the word. Learners are to be able to notice differences in the language phenomena, means of expression of the thought, to transfer the skills and habits on the new foreign language, i.e. to find the meaning of the word in the dictionary, to use paraphrases, to do different types of exercises etc.

Thus, a multilingual approach to foreign language teaching is of a definite value. When teachers mix several languages at their foreign language classes, pupils will definitely achieve better result.

The prospects of the further research of the topic are connected with practical application of the theoretical knowledge and compiling some textbooks that will give Ukrainian pupils a possibility to learn their mother tongues and two or three foreign languages at one multilingual lesson.

References

1. **Бим И. Л.** Мосты (BruckenI., BruckenII. Deutsch nach Englisch) : учебник немецкого языка как второго иностранного на базе английского / И. Л. Бим, Л. В. Садова. – М. : Март, 1997. – 256 с.
2. **Зайчикова Л. Л.** Міжкультурне спілкування на уроці німецької мови / Л. Л. Зайчикова // Deutsch. – К. : Шкільний світ, 2010. – № 18. – С. 4.
3. **Лapidус Б. А.** Обучение второму иностранному языку как специальности / Б. А. Лapidус. – М., 1987. – 173 с.
4. **Реутов Н. И.** Об особенностях обучения немецкому языку как второму иностранному на базе английского в средних учебных заведениях / Н. И. Реутов // Иноземні мови. – 2005. – С. 16–19.
5. **Сверчкова В. Д.** Обучение немецкому как второму иностранному на базе английского языка / В. Д. Сверчкова // Вестник МГУ. – (Серия 19 «Лингвистика и межкультурная коммуникация»). 1998. – № 3.
6. Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee of the Regions: A New Framework Strategy for Multilingualism. – Brussels, 22.11.2005.

Надійшла до редколегії 02.11.2014 р.