

# Languages in Contact and Applied Linguistics – “Intruded” Bilingualism

A. Vesna Prodanovska-Poposka

**Abstract—** The intrusion of a role of a language in noncompulsory manner from reasons known and unknown to everyone is a phenomenon that is present and upcoming in the lives of everyone. The purpose of this paper is to present how similar languages i.e. the languages in contact originating from same group of languages such as Serbian vs. Macedonian and English vs. Macedonian unintentionally but in some instance intrudingly influence one another as a result of many known reasons. Thus it leads to an occurrence of bilingualism in an intruded mode. It is depicted regarding its implementation not only professionally-wise but for the everyday usage as well. The comparative method is used towards 2 target groups selected by age, education and profession for both language groups, Serbian vs. Macedonian and English vs. Macedonian expressed statistically in charts.

**Keywords—** bilingualism, language influence, language intrusion

## I. INTRODUCTION

### A. Language and Its Usage

Language as seen through its transition and as part of the changing life can be considered as a cultural component contributing to every aspect of human relationships. Fluent command of a language well over one's mother tongue entails a strong knowledge of information a kin to that possessed by native speakers. It is believed that creating and using a certain type of expression or is developed under the notion Interlanguage that is simply said to be that learners (purposely or not) create actual language system containing elements of more than one language, yet being separate and unique, which is common within most bilingual or multilingual societies. Interlanguage officially is a term introduced and by Larry Selinker in 1972 and later discussed by other researchers in the field therefore according to Selinker [1] “Interlanguage is defined as a learner's systematic, internally structured, and autonomous version of a target language -- this system evolves, is governed by rules, and defines the developing linguistic competence of the learner”.

Generally Interlanguage appears in societies where mixed populations strive to maintain and prevent their mother tongue and struggle when attempting not to spoil the language set for official use. Conversely, when a language is being learnt and favored for everyday usage, an issue raised is how those two

languages are linked and used in an odd fashion, such as none of them is used properly. The language that bears the damage is usually the non-official one (the mother tongue), which is an issue confronted by immigrants especially where ethnic communities are fairly developed.

### B. Proficiency of a Second Language

One ideal example of a country/mainland where this appears as an issue is Australia which houses the largest existing Macedonian migrant based community groups. The Australian Macedonians have developed one of the largest migrant communities with a history dating back to more than 50 years. As of the data from a project conducted and published in 2012 by Macedonian Diaspora in Australia “Sizeable Macedonian immigration to Australia began in the 1920s when quotas imposed by the USA limited migration [2]”. Even though research has demonstrated that since the big number of Macedonian migrants settled in Australia, language maintenance prevailed at a high level, yet according to N. Wolfson and J. Manes [3] “...there are limitations to the application of self-reporting in censuses for conclusion on anything as personal as language usage. Some people do not report the use of their language other than English because they think Australian society expects them to assimilate. Others mention English only because they consider the use of other languages to be a private matter. Still others report the use of one language other than English but not another, or give their language ‘another name’ because they consider it to low prestige. Many Macedonian speakers in Melbourne reported the use of English and Greek, Serbo-Croatian or Bulgarian (which is closely related to Macedonian), but not Macedonian, their normal home language, or called it ‘Yugoslav’ or ‘Serbian’”. Thus, the case of a language shift is still present and now more predominant. According to Hoffman [4] “when a community does not maintain its language, but gradually adopts another one, we talk about language shift [while] ‘language maintenance refers to a situation where members of a community try to keep the language(s) they have always used”. Hoffman's concept helps highlight that even though the members of such communities are actually maintaining or tending to maintain their mother language, the language shift that comes inevitably as a certain mixture is born, which is coherent and clearly used by members of the same group or individuals speaking both languages.

## II. THE INFLUENCE OF THE SECOND LANGUAGE OVER THE MOTHER TONGUE

Even though it is proven that the proficiency of English language at this existing point among the Macedonian

Manuscript received Sept. 9, 2018.

Vesna Prodanovska-Poposka, Faculty of Biotechnical Sciences, St. Kliment Ohridski University -Bitola, Macedonia.

population (within the recent migrant circles) is not demonstrated at advanced levels yet many social and integrating problems surface from the inevitability of how proficiency with their Macedonian mother tongue tends to be maintained and not ignored. Back to the non-native speaker's knowledge, when learning a second language it is significant to be known that the learners are actually producing linguistic formation not originating from the native language or the mother language.

### III. BILINGUALISM

Bilingualism is the possibility that allow people to be able to speak and be fluent in general in two languages, which could possibly be linked as a semi-part of one's origin or a part of one's semi-origin. Even though that this phenomena is present and functioning in many societies worldwide, such as in countries in Western Europe, both Americas, Africa etc. it is certain that the Balkan is also thrown into this group regardless that at the present times it is not the case.

According the Canadian Encyclopedia in Canada the term bilingualism has taken on a more particular meaning: the ability to communicate (or the practice of communicating) in both of Canada's official languages, English and French. It has been formalized in language policy in an attempt by government to respond to a difficult social question: to what extent is it possible to make legal and practical accommodations that will allow the 2 official language communities to preserve their cultural distinctiveness and at the same time pursue common goals [5]? It is essential to mention on the other hand that Language policy according to B. Burnaby [6]" ... is concerned with official efforts to affect the relative status and use of one or more languages. Language policies of one sort or another have featured in human history from the earliest times".

#### A. *Bilingualism's effect*

Stepping aside from the issues and the present situation where the Bilingualism is present to an official manner, a question set about how bilingualism, its use and necessity to speakers of the Macedonian language can affect coherency for advancing the communication levels of every type of Macedonian speaking individual. Then again the other matter that brings this to the fore is:

-does English or other language for instance Serbian as an official language at the moment or standing as official in previous times (such as the case with Serbian or rather the Serbo-Croatian in the former republics as the case with Macedonia) affects speakers of Macedonian (having it as their native language) separated by generations nowadays and those educated and raised in the previous society system to the extent of where they can be understood only by members of the same group/community?

#### B. *Unofficial Bilingualism*

Besides the countries where bilingualism is inevitable such as the aforementioned, still being bilingual refers evidently to the fact that one could be bilingual as of many reasons, i.e. not a result of being a citizen where officially the bilingualism is present and required to be used but as of educational cause. Yet officially "Institutional bilingualism" refers to the capacity of

state institutions to operate in 2 languages and should not be confused with a requirement that everyone must be bilingual [7]. Consequently, "the existing state of bilingualism" in Canada is not so much a question of the number of bilingual people as of the position of each of the two languages in everyday life and of the opportunities actually offered to each of them [8]. Discussing the idea of bilingualism in this paper refers not to the tendency to present a review of its general role that it sufficiently known to most, but to alert that appearing as unofficial comes to the point that even though it appears unintentionally still seems as it is entering intrudingly into the usage of speakers in the academic environment and the everyday usage as well. Undoubtedly, that is the case previously with a single language and nowadays with two languages that appear in the everyday usage in the territory of Republic of Macedonia. Those two languages are Serbo-Croatian (which has been "quite "official previously and remained to be used by the older generation still on) and the English that generally is not a unique case with Macedonia solely but is being overused and "over-present" in many other countries as well.

### IV. PURPOSE

#### A. *The purpose of this paper is to examine:*

- a) if the second language (referring to Serbo-Croatian) and a foreign language (referring to English) is shown in a role to be overexposed and overexploited by Macedonian higher degree holders to a point to be considered that it is intruding to the everyday used slowly but indisputably through the education ;
- b) can it/they influence the further development of the mother tongue among individuals whose second language attained in a level of a working knowledge and used as such appears as a fear factor by its presence to the adults working in a academia i.e. to any education institutions.

### V. MATERIALS AND METHODS

The comparative method which appears as the most efficient was implemented towards 2 target groups selected by age, education and employment for both language groups, Serbo-Croatian vs. Macedonian and English vs. Macedonian expressed statistically in charts.

The participants took part in this research voluntarily and anonymously by previously submitting written consent for participation.

The first target group of participants that were tested for the combination Serbo-Croatian vs. Macedonian were 30 adults both males and females between the age of 45-55 that have acquired a higher degree /teaching degree (from "Kliment Ohridski" University in Bitola, R of Macedonia) on the territory of former Socialistic Federative Republic of Yugoslavia and further on continued to work in various positions as an administrative staff at public and private companies and enterprises.

The Second target group of participants that were tested for the combination English vs. Macedonian were 30 adults both males and females between the age of 30-40 that have acquired a higher degree/teaching degree (from "Kliment Ohridski"

University in Bitola, R of Macedonia) on the territory of R. of Macedonia and further on continued to work in various public institutions as administrative staff as well as other working positions.

NB. Each participant from both groups has completed certain practical work in teaching whether as part of their studies/ internship etc.

### VI. ORGANIZATION OF THE RESEARCH

The task for both examined groups was in a certain period of time to find written materials, prepare an oral presentation in a form of a lecture and refer further readings together with findings, proofs and statistical data up to their knowledge, for a professional area or issue that is their choice.

Regarding the material the participants were permitted to use their own materials, university library and internet. The time frame for their final drafts was 3 days.

### VII. RESULTS

As of the testing of the first target group of 30 males and females between the ages of 45 to 55 here are the results:

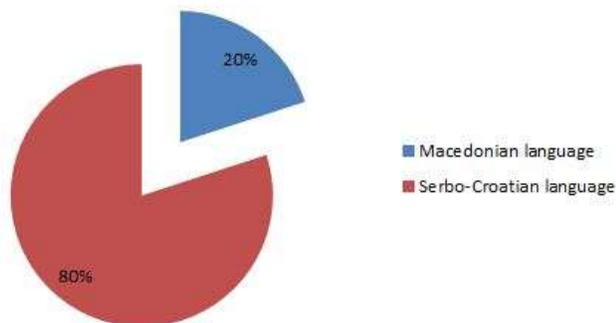


Fig.1. Graphical presentation of the used materials, books and writings from the first target group from Kliment Ohridski University

According Fig 1 the results from the first target group it is shown that as for their written and used materials they have used writings and books in 80% (24 participants) written in Serbo-Croatian and 20% (6 participants) in Macedonian language.

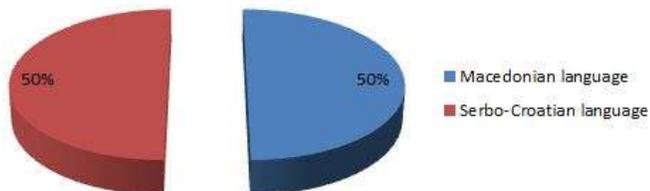


Fig.2. Graphical presentation of the first target group for the preparation and performance of the oral presentation from Kliment Ohridski University

According fig 2 the results have shown that the preparation of their oral presentation was done in a sufficient level for time management but with a significant usage of Serbo-Croatian terminology in 50 % ( 15 participants) and Macedonian in 50% (15 participants) as well.

The statistics that were presented for their specific issues was data taken from worldwide and the further readings that were suggested to be used were mixed, ex-Yugoslavian and Macedonian books and materials. As of the testing of the first target group of 30 males and females between the ages of 30 to 40 here are the results:

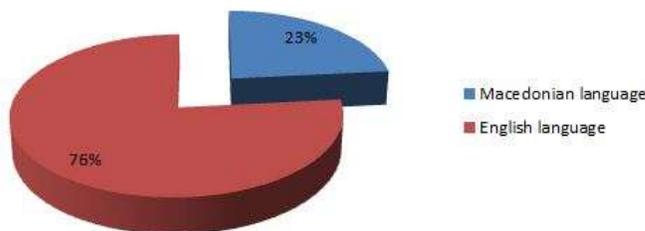


Fig.3. Graphical presentation of the used materials, books and writings from the second target group from Kliment Ohridski University

According fig 3 the results for the second target group have shown that as for their written and used materials they have used writings and books in 76% (23 participants) written in English and 23% (7 participants) in Macedonian language.

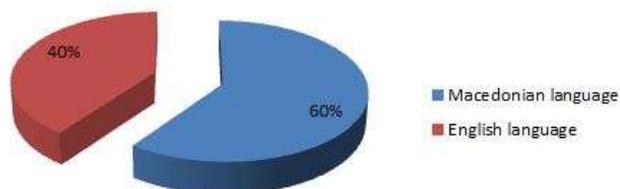


Fig.4. Graphical presentation of the Second target group for the preparation and performance of the oral presentation from Kliment Ohridski University

According fig 4 the preparation of their oral presentation was done in a sufficient level for time management but with a significant usage of English terminology in 40% (12 participants) and 60% (18 participants) in Macedonian language.

The statistics that were presented for their specific issues was data taken from worldwide and the further readings that were suggested to be used were books and materials most of them in English and less in Macedonian.

### VIII. CONCLUSION

As from the results it is indicated that regardless of being up-to-date of time with the innovations and regardless of the sciences in progress conditions haven't changed much on the territory of Macedonia since the earlier ages regarding the influence of the languages from the neighboring countries and the contemporary English as well. All this might still be imputed to the constant and slowly improving situation with the lack of materials, translations and access to written materials, with a minor blunder that goes onto Macedonia as a country that it still trapped in transition and a country that is still working on its improvement and development from all aspects. As we all know even though that the books, literature, history and other facts are tightly lined with the establishment and maintaining of our identity which still stands in the battlefields combating its existence and seeking for the truth, still one's aware that generally the books come somewhere not even on a second place but the last one to be bought, delivered and used.

### IX. DISCUSSION

**Could we get to the stage where the second/foreign language may perhaps exist only to a level of knowledge gained and used for a specific purpose?**

In my belief, the fact appears that lacking in written materials could soon enough bring Macedonian youngsters to the position where the level of knowledge will not be the same over the times. Even though that the languages develop as the time passes still students and the young population is not in a position to put a limit.

**What happens when a language is learned, later used to a greater extent and becomes very close or even linked to the one used for everyday purposes?**

Here comes the point where they might completely loose the feeling. It will not only be used for specific purpose only but even more, students won't be able to identify and be aware whether they use is properly, into proper situations etc.

**Does the 'proficiency' of the second known language appear as a fear factor or resulting in the future development and usage of the mother language of the adults in a no multilingual society?**

In my opinion it does, and it is all a result of the way of life and the fact that population-wise this is not seen as a problem.

**Are we going to sound as individuals using so-called 'broken English' or do our parents sound like speaking "Macedonian uttering somewhat as Serbo-Croatian" or using only half of our actual mother language?**

The truth is that at some extent our parents and the older generations do sound like that as a result of the fact that the other language took the role to be used as their mother tongue but only for a while; the fact that they continue to used and at that point they neglect to express in Macedonian at least for matters that could be pointed out is purely up to them.

Regarding the young population and the circumstances that the English is set in a position to become main and present every day, this is a totally different situation, there is no one fault. Youngsters should tend to express themselves into Macedonian

much more, and this is what the language teacher *do* have a task to work on.

**Could we consider this as an intrusion of a language, that reaches the point to become way-too-present in our everyday lives?**

As to what is seen one's will definitely agree that this maybe not a pure case, a kind of a case where we might call is a **LANGUAGE INTRUSION**, all again done as a result of its presence and our overusing as well.

### REFERENCES

- [1] Selinker Larry. 'Interlanguage.' IRAL 10,pp 209-231. 1972
- [2] Ben-Moshe, Danny, Joanne Pyke, Ordan Andreevski "The MacedonianDiaspora in Australia: Current and Potential Links with the Homeland. Report of an Australian Research Council Linkage Project." United Macedonian Diaspora,(August 2012) pp 19-20, 2012.[https://www.deakin.edu.au/\\_data/assets/pdf\\_file/0009/629019/ar-c-macedonian-diaspora.pdf](https://www.deakin.edu.au/_data/assets/pdf_file/0009/629019/ar-c-macedonian-diaspora.pdf),
- [3] Wolfson, Nessa & Joaan Manes, *Language of Inequality*. Vol. 36 of Contributions to the Sociology of Language [CSL] Walter de Gruyter, 1985. pp194-195. <https://doi.org/10.1515/9783110857320>
- [4] Hoffman, Charlotte. *An Introduction to Bilingualism*. London: Longman. 1991. Pp186-187.
- [5] The Canadian Encyclopedia © 2009 Historica-Dominion, ,(15 October 2009), <https://www.thecanadianencyclopedia.com/en/article/bilingualism/>
- [6] Barbara Burnaby, *Language Policies in Canada*,in Michael Herriman and Barbara Burnaby, Annual Reports of the Commissioner of Official Languages; eds, Language Policies in English-dominant Countries: Six Case Studies. 1996.
- [7] Canada, Commissioner of Official Languages, *Annual Reports; Royal Commission on Bilingualism and Biculturalism, Report .6* vols. 1967. pp-26-27



Весна Б. П. Попоска

Vesna Prodanovska-Poposka, is born in Bitola, R. Macedonia on 21 January 1979. She holds a BA in English Philology since 2004 at Faculty of Philology-Southwestern University Neofit Rilski – Blagoevgrad, Bulgaria, MA in English Philology since 2006 at Faculty of Philology- Southwestern University Neophit Rilsky, Blagoevgrad, Bulgaria and PhD in Teaching English as a Foreign Language at the Faculty of Classical and Modern Philology at Sofia University

ki-Sofia, Bulgaria. She has a special interest in linguistics, language teaching methodology, foreign languages etc. most particularly speaking as a language skill and proper pronunciation in English as a foreign language. Her teaching experience started since 2004 beginning with teaching English as a foreign language in primary school then teaching English for Specific Purposes to tertiary level student further on moving to English phonetics & phonology since 2008 till present at the Faculty of Philology at Goce Delchev University in Shtip-Macedonia.

Dr. Prodanovska-Poposka currently works full-time as Assistant Professor at the Faculty of Biotechnical Sciences at St. Kliment Ohridski University –Bitola, R. Macedonia since 2016.

Some of the latest published articles in her field of interest are listed as follows:

Prodanovska Poposka, Vesna (2016) *Pronunciation Proficiency Level and Problematic Areas of Tertiary Level Students-Learners of English as a Foreign Language from Gotse Delchev University Shtip – Macedonia*. International Journal of Sciences: Basic and Applied Research (IJSBAR), 30 (3). pp. 199-208. ISSN 2307-4531

Prodanovska-Poposka, Vesna (2017) *A study of proper pronunciation as a factor of successful communication*. CBU International Conference Proceedings 2017, 5. pp. 778-783. ISSN 1805-997X/1805-9961