

Bilingualism in Second Language Learning: The Pragmatique of Social References to Improve Interactive Skills in Communication.

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Abstract

In most colonized societies, foreign languages hold outstanding positions in education, whereas are distinct from indigenous languages. So, when learning requires a language different from the learners' mother tongue, adopting instructional techniques becomes useful to facilitate communication. As a teacher of bilingual learners in high school, experience has shown that communication is challenging in second language learning. This enables us to adapt pragmatic communication, between education issues and social realities, leading to comprehensive thematics for the collective participation of learners. Using the method of data collected naturally within the communication group, examples that inspire interactive communication strategies are underlined with the data. The objectives are mainly to widen communication skills in second language learning and promote local languages' understanding academically as foreign languages. Further, these learning skills would allow learners to get open to foreign languages through their natives'.

Keywords: Bilingualism; Pragmatics; Second Language Learning; Interactions; Communication.

Résumé

Dans la plupart des sociétés colonisées, les langues étrangères occupent une importante position dans l'éducation, alors qu'elles sont distinctes des langues autochtones. Ainsi, lorsque l'apprentissage nécessite une langue différente de la langue maternelle des apprenants, adopter des techniques d'enseignement devient utile pour faciliter la communication. En tant qu'enseignant d'apprenants bilingues à l'université, l'expérience nous a permis d'adopter la communication pragmatique, entre les questions éducatives et les réalités sociales. Cela vise des thématiques générales et variées pour des interactions collectives des apprenants. En utilisant la méthode des données recueillies naturellement au sein du groupe de communication, des exemples techniques qui inspirent des stratégies de communication interactive sont mentionnés. Les objectifs sont principalement d'élargir les compétences de communication dans l'apprentissage de la langue seconde et de promouvoir la compréhension des langues locales au même niveau que les langues académiques.

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Mots-clés: bilinguisme, pragmatique, seconde langue, interactions, communication.

1. Introduction

The author in [8] defines Bilingualism as « the ability to function in two (or more) languages, within either unilingual or bilingual groups. »

According to the author's view in [4], « Bilingualism is taken as two fluent languages, as natives in daily usage. » We understand from these definitions that bilingualism concerns comprehensive languages in the same communicative aspects.

However, this topic treats bilingualism issues in which, the speaking subjects communicate regardless of their fluent languages. Accordingly, bilingualism is challenging if we consider bilingual learners in a classroom context where the instructive language is opposed by the local languages. As a matter of fact, the second language is mainly spoken in institutions or academic places, leading to a lack of fluency. Consequently, the target learners do not understand both languages at the same level, leading to a challenging learning context to perform in second language communication.

Considering these particular characteristics of bilingualism that learners face, it requires to set particular pedagogical methods to compensate for the communication skills. Thus, the topic considers the process of second language learning with the pragmatics of social beliefs, that correspond to education, and meet communication needs. As [11] outlines, «Pragmatics is particularly based on the distinction between the meaning for the speaker and the strictly linguistic meaning of the statements. »

Accordingly, such a second language learning is taken as a link between social and educational realities, based on the contextual meaning of the thematics that enhance the interactive skills of learners.

So, how does second language learning proceed in this particular interactive issue?

To answer this question requires setting language learning apprehension at first.

Referring to the author in [17] « Language learning is the process by which an individual develops a spoken, signed or written language in interaction with his or her environment. » This attests that second language learning requires developing strategies with the environment.

Along the same lines, the author in [12] widens the communication challenge in second language learning when he especially considers the pragmatic convention closely related to society and culture.

« Language appropriation is performed through communication. We learn to use a language that is, a linguistic system and a set of pragmatic conventions rooted in a socio-cultural representation, and knowledge of the world, by communicating. »

Second-language Acquisition in practice is thus helpful for both learners and teachers to develop cognitive and

oral skills as the author in [20] attests: « Learning a second language is the teaching of (its use, its speaker, its structure), with the hope that the learner will learn enough the ability to speak the target language. Language acquisition, in this sense, attempts to expose the learner to the target language in a way that he acquires the structure of the language through actual use. »

According to the cited definitions of language learning, the topic does not set discursive or normative methods of communication for learners. In his minimalist or recursive program, the author in [21] assigns a central role to the grammatical norms of the discursive language, paramountly important to govern the grammatical rules.

Thus, the study's key issue is not to impose normative discourse on the targets who struggle to communicate in a second language. It rather establishes adequate means to widen communicative exchanges, while interacting. We thus understand through the nature of the thematics, the exact meaning to communicate.

In interactive and dynamic objectives, the comprehensive clues are related to communication skills of bilingual teaching, to connect the language learned culturally, with the instructive technics of the academic language. For this, the study considers perfect collaboration between the home language acquired in a cultural environment, and an academic language that predisposes a good pedagogy. Bilingual strategies are thus, cited between social and educational aspects that improve communication through oral interactions.

2. The Problematic

This topic deals with strategic techniques of exchange in bilingual communication, allowing learners to widen both comprehensive and interactive skills. The problem of this topic sets links between what bilingual learners understand, rooted in social, traditional, and even religious beliefs that we notice in lectures, during teaching interventions. In this respect, particular attention is given to the types of themes that much raise the level of understanding, allowing learners of a second language to interact.

By collecting data naturally within the interventions of bilingual learners in high school, we proceed with a pragmatic analysis of social and education issues. Because, by treating themes in lectures, some have raised the level of communication for effective interactions. Thus, learners are involved to communicate when the thematics are contextually understood. Accordingly, practical examples have been outlined from the data for specific results and purposes.

3. The Literature Review

Some authors have shown great importance in interactions for improving communication in bilingual pedagogy. Among them, the author in [9] is highly concerned about the pedagogical technics because to facilitate second language learning, the statement must be understood while fitting best its interaction. « The interaction and acquisition of a second language have made clear that the type of statement, available to learners and the type of interaction in which they have participated hold important effects on learning. »

Indeed, in a bilingual learning situation, both positive and negative evidence is made comprehensible by the

learners of both levels in communicative exchanges. This mainly considers the pedagogical aspects outlined by the authors [18,15] regarding the native and second-language speakers.

« Interaction also provides opportunities for learners to control comments to some extent, they ask their interlocutors to modify their discourse to make comments more accessible and more likely to be integrated into the interlanguage system of learners. »

It is from this perspective the author in [13] has shown through interaction how syntactic elements can be perceived as units because they are segmented or manipulated in these terms:

“As language units are reformulated, repeated, to facilitate comprehension, learners may have the opportunity to notice the characteristics of the target language. »

Indeed, the author in [6] puts focuses on the pedagogical technics between actors of a bilingual system when he states that :

“Pedagogical communication is characterized by unequal interaction between teachers and learners”

Thus, such a pedagogical link requiring learning strategies is closely related to the contextual factors of the study environment as behavioral aspects that mainly count. The author in [10] terms in the same respect:

« Learning is an observable change in attitude caused by external stimuli in the environment. »

Accordingly, « The theories of cognitive psychology of learning are based on the view that learning includes the use of both memory, motivation and thought, and interaction plays a prominent role. » [5]

Considering such outstanding views about interactions in second language learning, the topic fills the communicative gap in the group of bilingual learners through interactions. Accordingly, the topic proceeds to identify the types of bilingualism around the issue, to characterize the scope of the one that fits with the target learners.

As stated, “there are three possible types (...) of bilingualism: coordinate, compound and subordinate”. [14]

Coordinate bilingualism is characterized by two independent language systems in the bilingual speaker. By contrast, compound bilingualism is taken as “two different forms of languages, corresponding to the same conceptual content.”

However, the academic learning system we experiment with excludes the coordinated type method developed by Hagège because the languages do not hold the same comprehensive levels.

On another side, [4] draws a third type of bilingualism as subordinate. It occurs when the learning subject is fluent in his mother tongue, and «while the other language is only in process of acquisition». Thus, the subject learning the « second » language relates its vocabulary « to the equivalent in the mother tongue ».

Such a type of subordinate or late bilingualism that this author [4] is discussed in this topic concerns. Indeed, the target learners acquire a second language through their mother tongue, different from such a schooled language. Thus, subordinate bilingualism learning is enhanced with strategic teaching tools to achieve communicative skills for positive results. Being conscious about such types of bilingualism puts a dichotomy between the home language, likely to meet social needs in communication, and the language learned academically.

Wolof is taken as a reference because of its geographic expansion and the high number of speakers. Studies on the geographical extent of Wolof have attested its status as a lingua-franca with more than 90% of speakers in Senegal. Indeed, the massive presence of speakers, especially in the main urban centers, has given such a status, since Senegalese independence, as the main national language. It is the language most understood by the different Senegalese ethnic groups (nearly 85% of the population), leading to settling the phenomenon of «Wolofisation».¹ Therefore, French is the language of learning that is different from Wolof.

4. The Research Methodology

This research is carried out under the data collected sequentially within lectures of the first level in higher school. Based on the experiments of bilingual teaching, it has been noted that the major causes of misunderstanding and, especially communication gaps are rooted in the second language that learners do not understand. Accordingly, such facts push us to set pedagogical techniques, appropriate to increase both comprehensive and communicative levels.

Among these technics, we draw particular attention to the issues and themes, allowing the majority of students to be involved in interactions. Thus, choices are focused on the topics they understand contextually within the community.

Observations are drawn from lectures while collecting the data, especially when the participative level increases. According to facts, social and educational themes, added to the views or achievement of remarkable educators through their careers, have mainly captivated the audience. These examples are selected to be treated in this article.

5. Results and Discussion

We expect through this topic issue many results that improve second language learning and teaching skills. Likewise, mass communication in teaching and learning is widely expected due to the fact that learners are timid in interaction because of a language they miss fluency. Additionally, this topic issue would allow scholars, learners, and teachers to use gradually national languages academically. Hoping and working to consider highly the government leaders' project to adopt national languages in education from primary to high school. This would allow scholars and teachers from all over the words to understand the technical aspects of African languages that can be taught as academically as foreign languages. Additionally, writers and learners would be

¹ Donal Cruise O'Brien, « Langues et nationalité au Sénégal. L'enjeu politique de la wolofisation », *Année africaine*, Pédone, 1979, p. 319-335

open to the academic world, while exchanging different cultures and languages.

Thus, this topic issues about bilingualism put bilingual learners both in a context favorable to linguistic realities and allows them to widen their communication skills. Based on teaching experience, timid participants in the group are growing in number, and the oral expressions of some others are often laconic, and even senseless, due to the language they do not understand. This expresses a linguistic gap, leading to stopping the learners' involvement and motivation, often seen as the main causes of failure and dropping out.

All these facts set endless thoughts that such a topic discusses. Among these thoughts, the techniques of widening and improving interactions have intensively drawn our attention.

As the author's [19] views on language teaching strategies state :

« Interaction holds a prominent role in teaching and learning a language. »

In such views, « the work in the classroom to foster interactions reveals the complexity of the discursive and active role of the teacher, the treatment of language when it is necessary to teach it, the call for fiction, to metalanguage, to promote interactive skills. Certainly, the results obtained by analyzing social or cultural facts serve to foster interactive exchanges in second-language learning and to increase the level of collective participation of learners. »

Accordingly, the concerns are about 'teaching thought' because « behind the interaction are hidden reasons for the action, decisions that the teacher is led to make at high frequency, to perform the representations that he has on the action to be carried out. »

Thus, [19] brings to our attention that one attributes meaning to exchanges based on one's own experience.

These views deepen our thoughts on bilingual learning issues because signs of timidity and limitation of expression remind us of the solutions to ensure a transversal and comprehensive communication of the target audience. Thus, we combine social and pedagogy as [1] emphasizes:

“Secularity of teaching and social progress, are two inseparable concepts, that we will fight to keep together.”²

So, the teaching experiences in higher education have mainly considered the aspect to ally the pedagogy with social realities and beliefs, favorable to improve teaching purposes.

From these particular settings, the different communicative levels of the group in a classroom are determining factors at first.

Is noted in a group of around sixty (50) students that seven or ten maximum participate regularly in lectures. So, in widening the number of communicative participants, two types of learners have been despatched: the passive

² <https://citation-celebre.leparisien.fr/citations/198131>

bilinguals who are less fluent, and the active bilinguals who are fluent. In other words, learners who have inherited the subordinate type of bilingualism, are often exposed to disabilities in communication, compared to those who are good both in local and second language learning. So, some passive bilinguals express some misunderstanding of ideas or themes, impacting the discursive level. These communicational imbalances, leads to a breakdown, within the same group, that we manage to regulate in the process. As such, the pedagogical techniques raise the discursive complementarity of the different levels. Indeed, we broaden the exchanges between learners, while combining the different levels of communication for the percentage of speaking targets.1)

« "Passive" and "active" bilingual learners are mixed into working groups. Learners who are more effective in communicating the second language interact with those who are less. In this case, any obstacle related to the level of information with the interaction gap is removed. As a result, the level of understanding is compensated between different learners. Thus, the working group becomes determining for communication strategies, allowing the group to become not only familiar but also free to interact. »

In these principles, is marked that African education is based on orality, which has mainly contributed to the cultural and social behavior of learners. Whether learners merge between classical and traditional or Islamic education, influencing communication holds a prominent role. Indeed, we have put the balance between classical and Islamic education to assess the teaching methods and the level of communication in second language learning.

Indeed, bilingual Islamic teachers have captivated the attention of several targets through their learning techniques. We remember the words of the wise teachers who affirm that :

2)

« learning is not giving knowledge, but being able to combine thoughts and speech, of the learner, to judge his level of understanding, in the aims at improving it. Accordingly, the wise is let to hear and increase in learning, when he understands, he obtains guidance. As a result, learners learn by themselves. »

Islamic teachers contribute brilliantly to bilingual pedagogy regardless of the number of the group. Indeed, the number of learners in an Islamic class is generally more plethoric than the classical number. Whereas, that teachers manage this group according to the academic curriculum successfully.

3)

« Likewise, we infer from these results the contribution of the local languages, which Islamic teachers use to teach Arabic as a second language to facilitate communication. They translate the language learning into the local one permitting the learners to understand. »

Being implicated in this linguistic aspect brings some inspiration to teaching methods in high school with particular attention to learners.

4)

« By getting familiar with the varieties of thematics, the vehicular language is sometimes inferred in oral sequences of explanation. This mainly draws particular attention to learners who understand these incorporate words from their home languages. »

Besides, is mentioned that high school learners have grown special sympathy for religious teachers, due to their open-mindedness, their wisdom, and especially their generosity in sharing knowledge. Considering religious beliefs, most of the learners start with Islamic education, before getting enrolled in classical schools. Thus, the religious teaching model is seen as a prelude factor for learning efficiency, leading to excelling in both schools.

5)

« Another communicative method is set with topical issues. Indeed, the pragmatism of social events that learners experience on a daily basis brings particular attention. These types of thematics are often discussed within families, and places, where information is contextually understood. »

Considering these strategies for communicative inspiration in bilingual learning, we incorporate cognitive metalanguage in the explanations, based on the standard meaning. Examples of quotations or proverbs that motivate learning and teaching are often cited in the local language. Accordingly, these idiomatic expressions generally have equivalents in the language of instruction, leading to widening perspective thoughts. In this view, the translation brings linguistic and cultural connexion between both languages.

Similarly,

6)

« Success occurs when people endeavor. When the farmer lets know his sons that success is only working, that is seen as a treasure. » The poem « le Laboureur et ses enfants » has mainly inspired the learners, while reminding them of the sense and context. Thus, ideas are generated among learners to make participation easy. »
[3]

In this metalanguage incorporation logic, Achebe outlines that :

« L'homme instruit prend conscience, à mesure qu'il vieillit, de l'immensité de son ignorance. », [2]

« The educated man becomes aware, as he ages, of the immensity of his ignorance. »³

Learners remember while stating these words that from learning, one becomes conscious of his ignorance to endeavor. Consequently, we never stop learning in life. The better one learns the better one acquires knowledge.

³https://www.dicocitations.com/reference_citation/92492/Le_Monde_s_effondre_1966_.php

In the same sense, [2] adds that :

« A proud heart can undergo a general failure because such failure does not hurt its pride. It's harder and more bitter when a man fails alone. »

« Un cœur fier peut subir un échec général parce qu'un tel échec ne blesse pas son orgueil. C'est plus difficile et plus amer quand un homme échoue tout seul. ».⁴

« As understood, the pride of people must determine their courage to renew their strength, but not to become disheartened by eventual failure. Besides, the success of the group is the success of everyone, and those who fail in the group are not seen alone. One state that is stronger togetherness. »

Another example within data cited as an interactive technic is a sport.

7)

« Being a source of national cohesion and information, sport captivates the attention of young people, generally. Themes regarding the biography of famous footballers and wrestlers namely their bravery, professional evolution, etc., draw the main attention of young onlookers. It becomes easier to let learners understand the general ideas of the thematics about such discipline because are previously involved in the context of the enunciation. »

As a result, connecting metalanguage strategies and social references in explanation sequences are helpful for learners to understand while widening their communicative fluency.

These purposes support the views of the author in [3] that:

« Teaching should be like this: the one who receives it considers it as an invaluable gift, but never as a painful task. »

« L'enseignement devrait être ainsi: « celui qui le reçoit le recueille comme un don inestimable, mais jamais comme une contrainte pénible. »⁵

From Einstein's views, learning should be accessible to learners, the same as their communication. When a learner understands a question that he cannot answer, or would like to express an idea that he is struggling to make because of a language problem, it becomes restrictive. »

To sum up, mass communication first promotes mass understanding to obtain resource evaluation objectives. We learn from facts, observed in lectures and interactions that the use of the vehicular language, social and traditional values, religious and customary beliefs, play prominent roles in the acquisition of knowledge in

⁴https://www.dicocitations.com/auteur/6131/Chinua_Achebe/0.php/reference_citation/92492/Le_Monde_s'effondre_1966.php

⁵ <http://evene.lefigaro.fr/citation/enseignement-devrait-etre-recoit-recueille-inestimable-jamais-c-3748.php>

second language learning.

These teaching techniques, strengthening the communication of a second language through interactions lead us to assess that bilingualism is advantageous. It is favorable to language openness and exchanges for learners when the techniques are adapted to social needs. Thus, learners experience different cultures of different languages through learning.

We thus consider that when the native speakers of local languages use foreign languages, the advantages are primarily moral and psychological as they become open-minded. This results in the power of the brain to memorize or understand the lexicon of two different languages at the same time. It can also increase thinking and creative skills to produce more tools for problem-solving and knowledge expansion.

Likewise, bilingual acquirers have an academic advantage in expanding research and learning activities, with large predispositions. The bilingual acquisition of learners stimulates, though knowledge of cultural awareness for a solid foundation in education. Besides, bilingualism acquisition is helpful and positively affects the search for a job, favorable to the environment of professional work, as learners are open to the world. For the same reasons, it is favorable to learn a second and another language academically and socially based on native predispositions. This means that one realizes the value of his language in acquiring another one.

“He who does not know foreign languages knows nothing of his own language”.

« Celui qui ne maîtrise pas les langues étrangères ne connaît rien de sa propre langue » [1]

Bilingual skills thus amplify generally social and human relationships, as much as possible through learning.

However, acquiring languages through teaching is a tricky task and requires pedagogical competence considering the communication gap in learning. It is thus helpful to consider the particular situation in a particular context. It is possible to address the issues of bilingualism in learning and teaching with positive results, requiring the adaptation of specific techniques.

Teaching bilingual learners needs to set not only the types of learners, their understanding levels in particular situations, but being able to determine the teaching purposes according to the context of learners also. As teachers, it is helpful through the methods to infer the intention of the action from certain indices, developed by learners to perform in.

6. The Research Objectives and Limits

As one can notice, the topic sets primary links between communication in learning a second language, and the pragmatism of social realities, while combining with pedagogical methods to enhance communicative skills. Indeed, as teachers, we seek to motivate the targets with techniques favorable to the study environment.

Through such methods, are widening collective and mass participation of learners in the communication of two

languages.

In addition, this study seeks to promote the use of local languages in education, while maintaining learners' sustainability at schools. In fact, when the obstacles of communication in a language are transcended, it gets easier to communicate, causing great interest in learning. Consequently, learners who become free to exchange are eager to interact at the same time.

Finally, this topic issues aim at establishing an interconnected relationship between local and learning languages. Crossing the bridge between the linguistic gap and the learners' understanding would allow them to not only value their languages but also manage the techniques of problem-solving in learning L2.

However, the study issues do not point out languages as development or exchange gaps. Languages are taken as positive means of worldwide communication, allowing people to create professional and human relationships. It is now up to the linguists and political leaders to consider languages policies for extended communication as well as cultural diversity. These political issues contribute mainly to worldwide communication while overestimating the national languages for academic results.

7. Conclusion

From the experience of learning and teaching in high school with local and foreign languages, our thoughts on bilingual pedagogy remain centered on the evolution of teaching best results. Dealing with issues of interactions suggests overcoming any matters hindering mass communication. Teaching language suggests evaluating both the written and oral interactions of learners, leading to widening communicative competence within the group.

Like western countries, these experiences in learning and teaching foreign languages have allowed measuring the importance of local languages communication. At the same level, we come to build relations between mother tongue's benefits and foreign languages strategies, fundamental in second language learning.

This study about bilingualism has traced sociolinguistic phenomena that we put in perfect correlation in the learning process for the intended purposes. Thus, the analysis shows that bilingualism, in spite of its benefits regarding learners' relations in exchanges, and openness, holds disadvantages that can lead to negative effects on knowledge evolution.

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