

## **Language Policy in Multilingual Multicultural Countries**

The growth of ethnic selfconsciousness in indigenous regions of different societies, perspectives of ethnic languages, cultures revitalization, revival, the human society's spiritual, moral precepts renewal, as well as the developing multilingual multicultural situation in different parts of the world demand urgent deep analyses of such a complicated phenomenon as multilingualism, language consciousness.

Nowadays the necessity of elaborating a new constructive language policy in multiethnic societies, countries demands designing a new model of teaching foreign languages in the conditions of bilingualism and multilingualism. Designing such a model is also preconditioned by the need of reforming teacher's training toward the strengthening a general humanitarian line as well as deepening a linguistic line.

The aim of the investigation is thorough allround, detailed analysis of multilingualism and defining a model of teaching a language for developing the actually existing multilingualism, improvement of native language skills.

The subject of the investigation is multilingualism (it's nature, manifestation, different sides, aspects) the process of teaching a third language in comparison with the second and the first languages.

Hypothesis of investigation: the Effective teaching the third language is possible on the basis of all-round analysis of multilingualism, providing, drafting such a model of teaching languages which causes quantitative changes of multilingualism, development of language consciousness, perfecting native language skills. At the same time in the model of teaching the third language there may be realized a purposeful transition from the initial stage of thought formation and formulation to the highest stage through the intermediate stage with the transference of habits into the native language by means of operational activity lingua-comparative analysis taking into consideration sociolinguistic and psycholinguistic factors.

The aim and the Hypothesis of our investigation predetermined setting up and solving the following theoretical and practical objectives:

- 1) Carrying out a complex interdisciplinary analysis of multilingualism;
- 2) Basing an experimental model of the third language teaching in the conditions of multilingualism (bilingualism) within the framework of sociopsycholinguistic approach to multilingualism;
- 3) elaborating linguacomparative analysis of the English, Russian and Yakut languages in the context of communicative-activity approach to linguacomparative analysis;
- 4) Realization of theoretical analysis of the bases of comparative, confrontative and contrastive linguistics;

- 5) Implementation of a complex interdisciplinary approach to the interference problem and basing the three staged strategy of overcoming interference within the framework of the experimental model of the third language teaching;
- 6) Implementation of the psycholinguistical analysis of speech-production and speech- perception, revealing the peculiarities of the "world-picture" formation process of the learner in the multicultural environment;
- 7) Testing the model of the third language teaching in the multilingual (bilingual) setting.

Scientific novelty (newness):

- a) For the first time multilingualism is presented as multilateral interdisciplinary problem (phenomenon) in the investigation of which each discipline reveals its own specific aspect a new concept of multilingualism;
- b) For the first time multilevel, multilateral linguacomparative analysis on the operational-activity basis is carried out. As a subject of this analysis are regarded means and ways of thought formation and formulation in the target language. The analysis also combines the aspect-level principle of analysis with the operational-activity one. This factor may be taken into consideration when teaching the native language.
- c) An experimental model of the third language teaching in bilingual environment has been elaborated and tested in practice, in which thought formation and formulation in the third language are being carried in comparison with the native tongue in respect of it's skill perfection;
- d) The model in question may be realized in different variants: on the one hand it may be used not only in teaching the third (foreign) language in bilingual environment, but also in teaching the second (Russian) language in the Yakut language School, in teaching the Yakut Language in the Russian School. On the other hand the model may be used variatively in kindergartens, schools and higher educational establishments.
- e) The model of teaching provides purposeful overcoming interference at all the three stages of multilingualism (bilingualism) by means of step-by-step qualitative changes of thought formation and formulation in the target language. In this process one can observe qualitative changes of the level of multilingualism (bilingualism) as well as the transference of habits from the third language to the first and second languages.
- f) A qualitatively new type of linguacomparative analysis within the framework of the communicative-activity approach, combining aspect-level principles of analysis with the operational-activity principle has been presented in the investigation. In this case language is regarded as a mean, speech is regarded as a way of formation and formulation of thought. Thought in it's turn is regarded as a subject of Speech Activity. Such an approach is adequate to the demands of functional-communicative principle of teaching a language.

The main theses of investigation are the following:

- 1) Multiculturalism is presented as a kind of continuum where one can single out three main stages on the basis of thought formation and formulation

correlation: a) formation and formulation of thought by means of the native tongue with further translation of the utterance into the target language - the initial stage; b) formation and formulation of thought by means of the native language with further formulation of it by means of the target language - the intermediate stage; c) formation and formulation of thought straight of by means the target language - the stage of genuine bilingualism.

Analysis of the results among subordinate bilinguals:

1) The effectiveness of phonetic habits development of the school experimental groups is higher than that of the control groups (% of quality marks): 85,8% against 58,1%; in the university experimental groups is higher than that of the control groups: 89,2% against 64,9%;

2) The effectiveness of vocabulary-grammar habits developments in the school experimental groups is higher than that of the control groups: 88,9% against 65,4%.

3) The effectiveness of auditory comprehension-speaking skills in the school experimental groups is higher than that of the control groups: 79,9% against 55,1%; in the university experimental groups is higher than that of the control groups: 81,2% against 58,1%.

4) The effectiveness of reading skills development in the school experimental groups is higher than that of the control groups: 84,6% against 61,2%; in the university experimental groups is higher than that of in the control groups: 79,5% against 56,1%.

Analysis of the results among coordinate bilinguals:

1). The effectiveness of phonetic habits development in the school experimental groups is higher than that of the control groups: 91,4% against 65,3%; in the university experimental groups is higher than that of the control groups: 94,3% against 72,2%.

2). The effectiveness of vocabulary-grammar habits development in the school experimental groups is higher than that of the control groups: 90,5% against 67,3%; in the university experimental groups is higher than that of the control groups: 96,3% against 72,2%.

3) The effectiveness of auditory comprehension-speaking skills development in the school experimental groups is higher than that of the control groups: 88,2% against 61,5% ; in the university experimental groups is higher than that of the control groups: 88,7% against 63,5%.

4) The effectiveness of reading skills development of the school experimental groups is higher than that of the control groups: 89,5% against 65,3%; in the university experimental groups is higher than that of the control groups: 83,4% against 60,1%.

Before starting our experimental educational work at school and university it was necessary to design the on-site experimental model of teaching English in non-native setting on the basis of the Speech Activity theory by I .A. Zimnyaya. We took into consideration a well-known fact that in general adults and children make similar kind of errors. So we drafted complex typological maps of learners' errors

for each particular school forms, on each particular text-book unite included in the curricula. On the basis of such complex typological maps of common mistakes we started devising lingua-contrastive analysis schemes comparing the most difficult language unite, speech patterns causing typical mistakes.

Lingua-contrastive analysis has particular importance in teaching a foreign language in bilingual, multilingual setting. This type of analysis goes back to the well-known thesis by L.V.Shcherba about the necessity of comparative method of teaching another language based on the comparison of language systems. Modern investigations confirm the necessity of this thesis.

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