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THE DETAILED STUDY INTO THE ROLE OF LEARNER'S NATIVE LANGUAGE AS
THE BASIS OF BILLINGUALISM

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Abstract: *This article thoroughly analyses how bilingualism develops and in which types of situations. Moreover, the role of learner's first language in acquiring other foreign languages has been provided deftly with pertinent examples and facts.*

Key words: *Bilingualism, multilingual learner, native language, emotions, Canadian model, heritage, fairy tales, context.*

The natural learning of a second language starts from the natural ability of a person to learn foreign languages after birth. If a child has the natural conditions to learn a second language, i.e. living in a border area between two languages or in a bilingual environment, he or she will learn a new language in a natural way. This experience is used in immersion teaching, also referred to as bilingual teaching. Immersion has been implemented and studied a lot precisely in bilingual areas and border areas where people for historical reasons speak two languages. Important immersion areas include Quebec in Canada, Catalonia in Spain, Alsace in France, the border area between Germany and Denmark, and the Vaasa region in Finland. Immersion hopes to develop a child into a bi-or multilingual person.²⁸

Native language was defined as the language a person learned first, knows the best, and identifies with. Embracing the mother is an essential part of human growth and is one of the basics of being human. The mother tongue teaches, as the child is adopting the language in the local environment. An important requirement for language learning would be to provide information on people, objects, social orders and events in the surrounding area and to formulate permanent images of these people. After the adoption of the mother tongue, what happens happens as if by itself. However, it is not a passive state but the result of active decision, choice and perception of the language environment. A child who has gone to school in general learned the centralized structures in the mother tongue and the rules of use applied to them, but learning the mother tongue continues throughout life.²⁹

According to studies, the mother tongue develops in a person in parallel with the teaching of life, and it is first related to five people, such as the mother and the feelings we experience with the father. Emotional memory is constructed differently from memory that stores information. Emotions run much deeper than knowledge, and it is difficult to grasp

²⁸ Kaikkonen 2004, 130-131.

²⁹ Kosonen 2006, 12-13; Skutnabb-Kangas 1988, 38.

and perceive them. In the same way, the mother tongue is so deeply and self-existent in us that we did not pay so much attention.

According to the Canadian model, immersion training takes place in three forms. Early complete immersion means that as a vessel, teaching and studying at school take place for two or three years purely for learning in a foreign language. When leaving the third or fourth grade, the mother of the pupil will be involved so that the rest of the school will be studied in both languages, each with information about the schools. Another model of immersion teaching is that first is implemented from early partial immersion, with a short period of complete immersion followed by some subjects for study in a foreign language and some in the native language. The third model is later immersion, in which language immersion is only transferred later when the foreign language is a year converted by the first study method, for example in fifth or six grades.

Bilingual education is mainly implemented as a pertinent study. This means that the bilingual class has English-speaking children and children who speak inferior languages. The goal is to integrate children with English-speaking languages while also teaching English-speaking children about other languages. The two-born method of teaching is often used to study in Spanish, in which case teaching takes place in the lower classes with a determined Spanish language. The share of English is increasing in the upper classes. In these classes, students with reduced language skills are related to the relationship of Foreign Language Teaching, with English-speaking students serving as an English-language model for Spanish-speaking students.

In bilingual education there are important aspects that only a large part of the teaching takes place in a foreign language have also been learned by Russian students, children and young people living in the homes of old families, whose identity and cultural heritage is Russian. This view will be taken into account in the planning and implementation of mother tongue teaching. The first goal of mother tongue education is to preserve and retain children's own cultural heritage and to ensure natural mastery of their mother tongue. A mother tongue teacher is a special person in a bilingual class, and it is very important that she is prepared to include the whole person in the emotions of the mother tongue. The need for pupils to communicate in their own mother tongue is great, and satisfying this need is the challenging task of a mother tongue teacher. Russian fairy tales, stories play an important role in learning. In everyday life, there are situations where we need to control information, such as Birthday Song, anthem of our country or stories. These things must be taken into account by the mother tongue teacher in the teaching, from which Russian Cultural Identity would be strong together by learning a bilingual class than by learning a Russian language class. It has been studied that the skills learned in children's mother tongue are transferred from one language to another. If a child achieves the cognitive level required as the first language-free child, he or she achieves academic skills in a second language in almost all its aspects.

At birth, a child is ready to accept bilingualism only if it is offered to him. Language skills become value, not create pressure on a child from law school, spelling or grammar.

This should be helped forward by constant encouragement.³⁰ A child may have a second language alongside his or her mother tongue, for example, when he or she is an old speaker of two different languages. A strong language in general develops the one in whose culture a person grows and lives. Because of the mobility of today's families, a child may live in a culture as long as the mother tongue and thus acquire a second language. Some migrant children go through the process of second language acquisition this time around and develop two, many more languages.

Bilingualism can, therefore, arise if, of course, without the system is taught, i.e met out of necessity. This acquisition of language skills in early childhood, either at home or in the community, by force of circumstances, is referred to as primary bilingualism. Secondary bilingualism is spoken about when the proficiency of the second language has been achieved through education. Equal bilingualism means equal mastery of two languages. This may mean that the person does not have complete control over both languages. However, complete mastery of two or more languages is rare, and achieving this through study is a matter for the people in question. What matters is how one uses two or more languages. Languages may prefer different contexts, or one language may be more dominant than the other.

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³⁰ Baker 2000, 26.