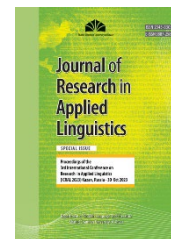




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## Investigating the Verbal Characteristics of Bilingual English Speakers in the Russian Academic Environment

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### Abstract

The intensive development of an integrated approach to the multispectral phenomenon of English-speaking people's bilingualism in various discourse contexts is the focus of this paper. In order to better understand the phenomenon of bilingual linguistic personality, as well as the impact of communication context on language tool selection, this study looked into the verbal traits of bilingual English speakers' linguistic personalities in a university setting. The study's fundamental component was the human-centered approach. This method allows for the best possible realization of a bilingual's objectives by examining the most pertinent and suitable verbal tools of bilingual academic discourse in English within the framework of competitive bilingualism. In the communicative context of academic discourse in English, a bilingual instructor's verbal personality is mapped out. The selection of commonly used lexical and grammatical academic language units is determined by the conventions of academic English discourse. Further research in the fields of communicative linguistics, discourse theory, cultural linguistics, psychology, sociolinguistics, and the study of institutional communication may find the article's contents useful.

**Keywords:** English Speaking; Academic Environment; English Language.

### 1. Introduction

The modern anthropocentric method of studying bilingual personality takes into account all context-forming elements when analyzing language use in a particular communicative context. Proficiency in a language is a sign of being part of a speech community. Accordingly, a person's identity is determined by both the language context and the social context that supports its development (Bhatia & Ritchie, 2008). The bilingual mind retains a strong connection to their first language, regardless of their level of proficiency in a second language. On the one hand, in order to maintain their identity, native speakers of the language always use linguistically defined first language norms in speech. Most of the time, second language proficiency falls short of first language proficiency (Pavlenko, 2014).

Since the participants in our study's academic communication represent a variety of cultural backgrounds, the resulting mingling of first and second languages enables us to discuss challenges associated with comprehending academic content (Nikitichev, 2022). However, misinterpretation is not assumed in the context of bilingual interaction in academia. Rather, its goal is to translate knowledge in an efficient manner. Therefore, it is important to emphasize English for Academic Purposes (EAP) (Flowerdew, 2012). The problem of linguistic competition results from this. We assume that while the bilingual educator must adapt the students by purposefully using language clichés to convey EAP, the international student must adjust to the Russian university environment. Due to the fact that bilinguals use their second language, it is important to recognize that language sequences have conventionalized signified components that are used in everyday situations (Weinert, 1995).

## 2. Literature Review

In particular, tasks that require the use of executive function, like the capacity to filter out irrelevant information, switch between rules, and update information in working memory, are more effectively performed by bilinguals. The two languages of a bilingual are continuously active in parallel in the visual and auditory domains, according to experimental data. Bilingual speakers must choose the target language and manage the influence of the non-target language in order to avoid using their languages improperly. According to Finkbeiner et al. (2006), this process can also function by limiting competition to words that are spoken in the target language, depending on inhibitory mechanisms, indicating that comprehension processes might be enough to cause these benefits.

Most research on bilingual executive function has been done with visual paradigms, like the Attention Network Task or the Simon Task Hudson (1977). This is somewhat unexpected considering that previous studies on interference control and attentional processes mainly used auditory paradigms. Environmental noise, both spoken and unspoken, is all around us and can potentially interfere with our ability to focus and learn. Studies on adult bilingual sentence comprehension in the presence of background noise have also been conducted by Mayo et al. (1997) and Shi (2010). The Speech Perception in Noise paradigm was used in these studies, where participants were asked to fill in the missing word in an oral sentence. The co-presentation of ambient sounds reduced sentence comprehension. Soveri Laine et al. (2011), however, showed that bilingualism had an advantage when it came to suppressing distracting information. They presented pairs of syllables simultaneously, one in the left ear and one in the right, using a forced-attention dichotic listening task. When it came to the quantity of target syllables reported, Finnish–Swedish bilingual adults performed better than their monolingual counterparts (Filippi et al., 2015).

## 3. Methodology

The theoretical examination of linguistic literature on academic discourse, bilingualism, and the English language's functional means, as well as the systematization of the findings, form the basis of this study. The study of lexical means for verbal organization of a bilingual educator's speech in academic discourse in English in line with the rationale of the presentation of instructional content in the lecture format is the main focus of this paper.

## 4. Results

There are many different definitions of bilingualism in the literature. According to some researchers, speaking "a second language while following the concepts and structures of that language rather than paraphrasing his or her mother tongue" (p. 6-7) is a sign of bilingualism, according to Hamers and Blanc (2000). François Grosjean defines bilinguals as people who regularly use more than two languages. He also notes that because bilinguals' fields of application are typically different, it is impossible to evaluate bilinguals based solely on how well they balance language in their minds (Grosjean, 2010). We start with Shcherba's (2004) definition of bilingualism, which reads as "the ability of social groups to express themselves in two languages" (p. 313).

Research has shown that intercultural dialogue occurs in a bilingual person's mind when representations from various cultures interact within the boundaries of one single mind to form a comprehensive worldview that is expressed in two languages. Similar to this, we can say that "studies of various aspects of bilingualism allow for a better understanding of linguistic reality and its explication in linguistic cultures, which expands the range of natural language acquisition and adds to the complexity of linguistic theories as part of philological knowledge" (p. 1) (Zubkova & Fahrutdinova, 2021). In the context of bilingualism, a person combines aspects of two linguistic cultures and becomes bicultural when they develop a cognitive and cultural interest in the language. This requires contemplation of one's relationship to two linguistic, cultural, and worldview systems. According to Zalevskaya (2009), the development of a bilingual's language system involves "a distinctive processing of communicative and cognitive experience in the second language on the basis of the familiar from the first language," with the cognitive and communicative functions of language being taken into account as the two main functions of language (p. 14).

The research that follows focuses on how bilinguals interact in academic discourse, one particular kind of institutionalized discourse. Discourse of this kind takes into consideration the roles and social statuses of the communicators (Karasik, 2002). Within the context of academic discourse, communicants match their language use to their interactional objectives. Therefore, adhering to EAP norms would enable the bilingual student to adjust to a new social interaction context in line with their goal of gaining professional knowledge and expertise. By doing this, they

engage in communication with the bilingual educator who speaks Russian and activate their English language proficiency based on the persistence of English norms.

Research demonstrates that, in the process of "procuring new academic knowledge and relaying academic experience through verbal means" (p. 17–18) that characterizes academic discourse (Burmakin, 2014), academic language—more specifically, the need for a universal toolkit of skills and strategies, unique syntactic structures, a general scientific lexicon, and typical rhetorical functions characteristic of academic language at large—is what matters (Flowerdew, 2012). According to Hyland (2009), academic discourse is reflective of the way that people think and use language in an academic setting. The idea behind this is that academic discourse fosters scholarly exchange while also helping students become more adaptive in a multicultural environment. The importance of this flexibility is particularly apparent in contexts pertaining to pursuing postsecondary education, as the correct and clear comprehension of the subject matter is closely linked to the comprehensive acquisition of professional knowledge and skills. It is crucial to explain the subject matter linguistically because international students will be interpreting the teacher's speech. In this communicative landscape, using English as a language of international communication seems to be the most logical and practical solution to breaking down linguistic barriers. So, the method of demonstrating the conventions of academic discourse is through the explication rhetoric of academic material. The manner in which educators speak and their degree of language proficiency are indicative of their affiliation with the English language culture.

It is important to pay attention to the definitions used in order to understand their meaning in the context, as this will help the recipient better understand the conceptual definitions provided in the introduction. Terms can be straightforward or intricate. Basic definitions have the format word + category + application. Longer sentences are used in complex definitions. Statements should not be absolutized in the introduction. It is imperative to diminish the statement's infallibility. In order for the international student to comprehend the content better, clarification is required in the subsequent phrases that illustrate a statement. It is important to note that expressions that make statistical data easier to understand should be used when presenting it as examples. Coherence, or the use of conjunctions, reference words, and conjunctive words to give the text clarity and precision, is a crucial aspect of the educator's speech.

Recurrency is one academic discourse characteristic that the teacher uses to help the international students adjust to a new setting. According to Ivanov (2019), recurrency in academic discourse is defined as the ability of free phrase production to be repeated in speech by students who are stereotypical educators. The communicants' mental concepts and the context of the repeated phrases in the educator's discourse determine how well they function. In an academic context, these goal-oriented phrases can be appropriately utilized as pre-made formulas. Recurrency in bilingual academic discourse can play a key role in acquainting international students with the language and culture of formal professional communication. This is because recurrency can lessen the difficulties of studying in English by reflecting the "models" of culturally influenced behavior of native speakers of the bilingual's second language. Belokopytova (2010) explains recurrency by stating that units are used repeatedly across all language levels (p. 13).

In the context of academic discourse in English, bilingual people often use linguistic clichés in their bilingual speech, such as lexical and grammatical devices used by educators. By using these methods, a system of efficient and fruitful knowledge transfer can be constructed. The rapidly expanding intercultural relations have made the problem of bilingualism relevant. Numerous national and international linguists have traced the idea of language functioning in the context of bilingualism in their works. The characteristics of language and how it works are described by (Bloomfield, 1984). A common set of rhetorical constructions characterizes academic discourse, as noted in the writings of Ballenger & Payne (2002), Hyland (2009), and Flowerdew (2012). The writings of Grosjean (2010), Hamers and Blanc (2000), and Shcherba (2004) offer insight into the nature of bilingualism. Zalevskaya (2009) illustrates biculturality as a personality trait in the context of bilingualism. The examination of research on the issue of bilingualism, however, reveals that the challenge of developing bilinguals' speech adaptation models in competitive bilingual environments has not received enough attention and is controversial.

## **5. Discussion**

It becomes clear how important it is to comprehend the linguistic personality of a bilingual person as a unique individual with the ability to mentally combine two linguistic systems that are determined by their culture. The linguistic worldview, which alters the communicative function of a bilingual's second language and permits interaction in an intercultural setting, is a crucial aspect of linguistic personality in a communicative setting. It is observed that bilinguals'

culturally conditioned academic discourse permits the use of EAP in the classroom as a means of adjusting interactions between foreign students and Russian-speaking bilingual educators, in addition to serving as a tool for the transfer of scientific knowledge in a communicative setting. It is suggested that an educator's choice of clichés is determined by how well EAP functions in a given communicative situation. The effectiveness of language clichés in this situation is determined by how well they adapt an international student's language toolkit for academic content acquisition.

## 6. Conclusion

Language theory is developing more from the standpoint of extra-linguistic factors of a given communicative situation as a result of research into the issue of the interaction between languages and elements of the social situation of bilinguals in academic discourse. Given the diversity of linguistic options, it makes sense to take into account how bilingual people interact in a variety of social contexts. It is necessary to conduct a multifaceted analysis of this interaction from the perspectives of theoretical linguistics, psychology, sociology, cultural studies, and other sciences. Research on the multidimensional (linguistic, sociolinguistic, and psycholinguistic) linguistic worldview of a bilingual will offer a deeper understanding of how language functions and will help bilinguals achieve their communication objectives. In the context of competitive bilingualism, more research on bilinguals' verbal means selection based on other language pairs is required to identify the preferred linguistic unit selection.

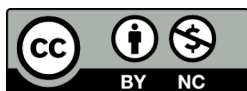
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