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## **PRACTICE AND PROBLEMS OF TEACHING BILINGUAL AUDIENCE**

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**ABSTRACT:** The article raises a problem of learning practice in teaching traditional disciplines on the example of the insurance learning by the bilingual audience in the higher school. The problems exist depending on the type of audience: a) audience which is bilingual by the composition of a group for the whole learning period; b) audience which is bilingual for learning a specific discipline only. The article also presents a problem of preparing the visual information. During the preparation of the study information and creating the presentations it is necessary to take into account that the modern student audience has a wide operational computer experience and it has a specific “comic” perception of information. The bilingual audience learning requires the use of the presentation of the visual information approximated at maximum to the forms preferred by the student audience and the content of a material should not be changed. For the learning process management the system of the bilingual lecture material, presentations and additional single-language material preparing for each language audience has been developed. The author analyses the practical experience, problems and mistakes.

**KEYWORDS:** teaching, practice, bilingual, audience

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## **PRAKTYKA I PROBLEMY NAUCZANIA ODBIORCÓW DWUJĘZYCZNYCH**

**ABSTRAKT:** Artykuł podnosi problem uczenia się w procesie nauczania dwujęzycznych studentów szkół wyższych tradycyjnych dyscyplin na przykładzie dziedziny ubezpieczeń. Pojawiające się problemy zależą od rodzaju grupy: a) dwujęzyczni uczniowie uczący się w danej grupie podczas całego okresu szkolenia; b) dwujęzyczni uczniowie, którzy uczą się tylko wybranej dyscypliny. Artykuł dodatkowo prezentuje problematykę związaną z kwestią przygotowywania pomocy wizualnych. Podczas przygotowania audiowizualnych pomocy dydaktycznych należy mieć na uwadze to, że współczesny student ma ogromne doświadczenie w zakresie obsługi komputera i posiada szczególną percepcję informacji. Studenci dwujęzyczni wymagają zastosowania prezentacji wykładanego przedmiotu maksymalnie zbliżonej do form przez nich preferowanych, podczas gdy zawartość nie powinna być zmieniana. Celem właściwego zarządzania procesem uczenia się opracowano materiały dla grup dwujęzycznych, a także dodatkowe materiały i prezentacje dla studentów władających poszczególnymi

językami. Autorka analizuje kwestie doświadczenia, pojawiających się trudności oraz napotykanym błędów.

**SŁOWA KLUCZOWE:** nauczanie, praktyka, dwujęzyczność, publiczność

Modernization of higher education assumes paying a special attention to the conditions of developing creativity of individual potential of a student and the enhancement of modern profound education opportunities. Within the frames of education such conditions are being formed in the process of learning on the bilingual basis also. Many researchers recognize learning in the context of bilingualism as one of the most efficient organization of teaching. It is considered that the given form of learning may be introduced for any audience<sup>1</sup>. However, practice shows that the efficiency of teaching a bilingual audience does not fall down when the audience is specially trained and teaching meets special requirements. The practice of the bilingual system of teaching is widely spread now. Learning on the bilingual basis is acquiring a significant importance and a long term outlook of its use in the modern education system.

Recently the problems of the bilingual learning are increasingly being discussed and the importance and progressiveness of the given technology is being confirmed, but there is a necessity to take into account certain conditions of teaching. By “bilingualism” we usually understand knowledge and use of more than one language, at that, a degree of knowledge of one or another language may be rather different. The highest degree of bilingualism occurs when a speaking person considers the second language as the mother tongue. Such a natural bilingualism is more stable and constant and it is handed down from generation to generation, and, it is the linguistic basis for modification of a language as a result of crossing of languages. The bilingualism produced by the inter-ethnic language presence is considered to be the contact bilingualism. Not only separate individuals might be bilingual, but also the whole ethnicities or social groups. In this case, forms and types of bilingualism depend on certain historical conditions of ethnicities development and their socio-economical, cultural and political structure. Bilingualism is spread on the territory of Latvia as well, where a huge number of people belongs to national minorities and various ethnic groups (Russians, Ukrainians, Polish, Armenians, and the Gipsies etc.).

Under present multicultural conditions of intercultural interaction *the model of bilingual learning* receives a growing proliferation. The *bilingual learning* is such an organization of learning process when it is possible to use more than one language of teaching. Thus, the second language is not only an object of learning but also a mode of communication, and

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<sup>1</sup> C D.I.hubukov, *Learning on Bilingual Basis as a Basic Component in Modern Linguistic Education*, Rostov, <http://rspu.edu.ru/li/journal/tshubukova/billing/htm> Learning on Bilingual Basis as a Basic Component in Modern Linguistic Education.

a language of teaching. In principle, in compliance with modern approach, in the higher school a concept of “*learning on the bilingual basis*” includes the following.

**Bilingual audience: *foreign language learning*** in the process of learning certain subject-matter knowledge owing to interconnected use of two languages and learning foreign language as a mode of learning activity ***subject learning*** and *subject-matter knowledge* learning by students in a certain area on the basis of use of *two languages* (mother tongue and non mother tongue) as a mode of learning activity.

Thus, in the context of such learning a language is considered, first of all, as a tool of familiarizing with the world of *special knowledge*, and a content of learning differs by combination of subject-matter and linguistic components in all parts of learning process. At present, certain experience of bilingual education is accumulated in various countries. As it has been said, it takes place in the regions with a natural bilingual environment (Switzerland, Belgium, Canada etc.), and also in the countries with an inflow of immigrants forced to get used to unfamiliar culture (Germany, the USA). In these countries various types of bilingual training courses are functioning when languages are being learnt not only as a mode of communication, but also as a way of getting used to the culture of a country of the learnt language, familiarization with its history, country studies, science, literature, art. Learning on *the basis of certain subject-matter area* and the so-called short-term and long-term immersion also are the wide spread contexts of bilingual education<sup>2</sup>. And, in spite of the fact that the educational context of the bilingual learning is rather wide and varied, though, an accumulated experience shows that it works best of all when teaching more trained, capable and developed learners. Therefore, many researches define the *bilingual education as the elite education* that is the education assumed “not for everyone”.

When developing training and methodological kits for the bilingual learning groups it is necessary to take into account peculiar conditions of subject teaching with the bilingual audience in case of the bilingual presentation of learning material. These special conditions are also dictated by the existing structure of the audience that differs as follows:

- *by method of audience formation* (Fig.1.).

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<sup>2</sup> *Ibidem.*

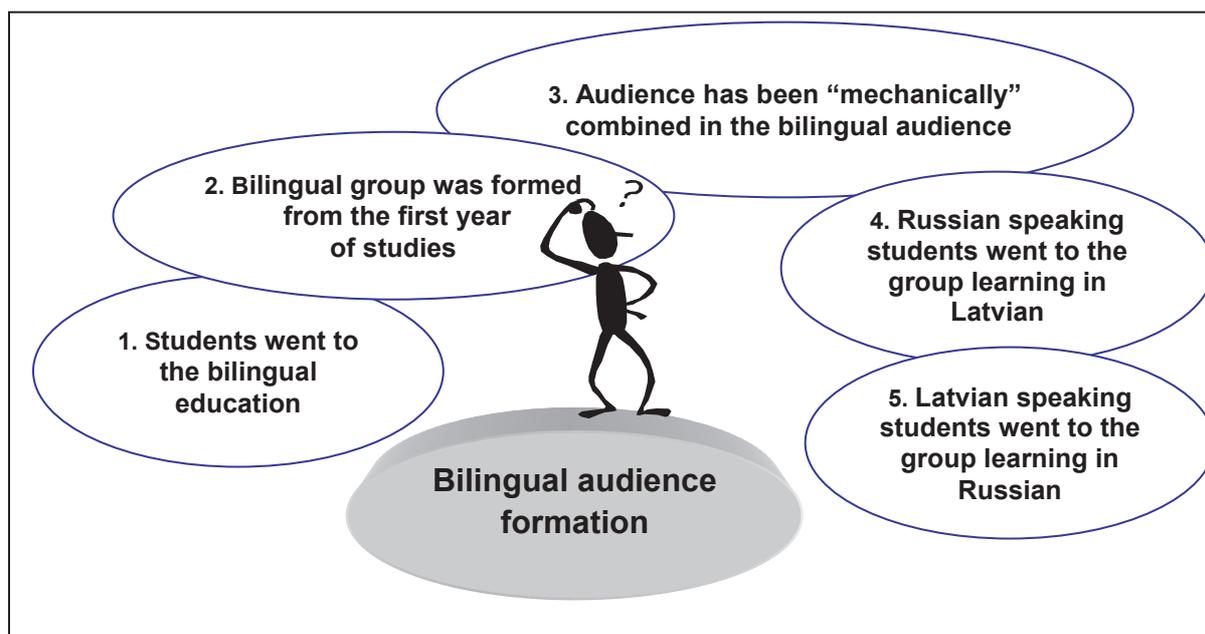


Fig.1. Versions of bilingual audience formation

1. Students went to the bilingual education – this is the most preferable version, because each student has consciously selected the given version of learning and does not have any linguistic or other reasons for “discomfort” when learning.
2. Bilingual group was formed from the first year of studies – this is a rather frequent version when due to objective reasons it is impossible to form a monolingual group – initially the group is working with a certain degree of “discomfort” by the level of “other” language knowledge and national mentality, however on expiration of certain time the situation “improves”.
3. Audience has been “mechanically” combined in the bilingual audience – this is the most “non- preferred” version, because students went to monolingual learning specially and differ by level of knowledge and lack of knowledge of another language and by other personal reasons. It is rather difficult to overcome this opposition and to create one audience for work.
4. Russian speaking students went to the group learning in Latvian – this is rather ambiguous situation, because there are two versions – Russian speaking students speak fluent Latvian or just know it at the comprehension level – in this case the given part of the audience is passive during oral answers and discussions for it has complexes connected to the quality of oral speech.
5. Latvian speaking students went to the group learning in Russian – this is rather ambiguous situation, because there are two versions – Latvian speaking students speak fluent Russian or just know it at the comprehension level – in this case the given part of the audience is passive during oral answers and discussions for it has complexes connected to the quality of oral speech.

– *by the degree of language knowledge* (Fig.2.):

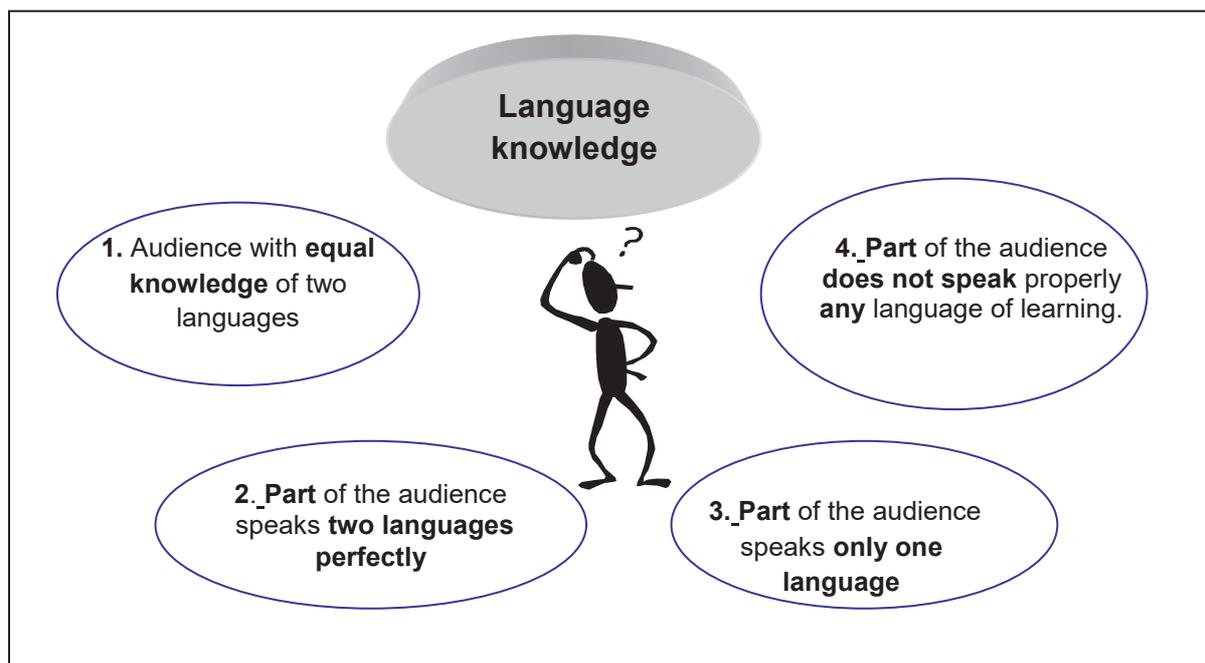


Fig.2. Formation of bilingual audience by language knowledge level

1. Audience with equal knowledge of two languages – the most preferable version – lecture takes place in the rhythm of monolingual audience, when a lecturer prepared to work with the bilingual audience, i.e. there are bilingual methodical materials, bilingual presentation and sufficient level of language knowledge of a lecturer.
2. Part of the audience speaks two languages perfectly – the level of language knowledge has enough “dispersion”, but the presence of perfectly language speaking students upon condition of inviting atmosphere in the bilingual audience helps compensating insufficient level of knowledge of particular students, i.e. all audience “works together”, but presentation of learning material demands the additional time (10 - 15%).
3. Part of the audience speaks only one language – the most complicated version, because all oral information must be presented “in time” in two languages – it demands the additional time (not less than 25%).
4. Part of the audience does not speak properly any language of learning. More often there is insufficient knowledge of the Russian language and complete lack of knowledge of the Latvian language – this version is typical when the audience consists of the foreign students that makes it difficult to work for the whole audience and for a lecturer due to the additional “nonstandard” questions connected with the comprehension of Russian and the absence of information for students when using Latvian.

– *by psychoemotional context* (Fig. 3):

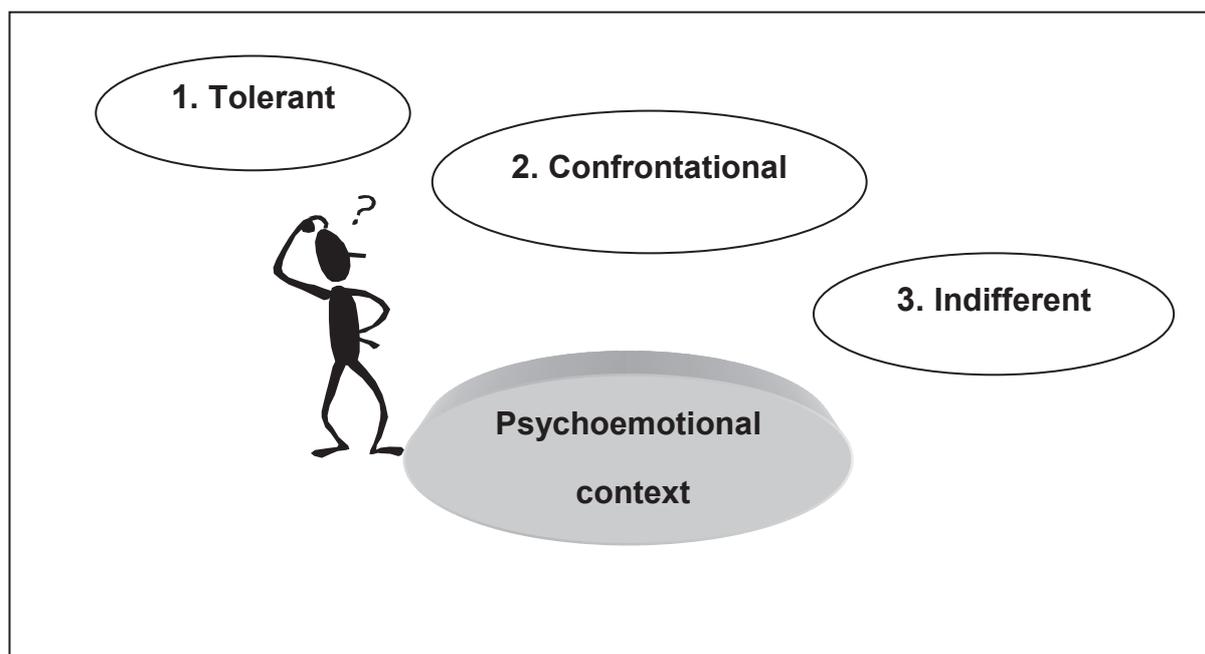


Fig.3. Psychoemotional context in bilingual audience

1. Confrontational – the audience is precisely divided by the language principle and students even take seats by the same principle – this is the most non-preferred version. A lecturer forced to overcome “severe” resistance against creating one audience with positive psychoemotional context and it is not always possible to solve this problem completely, however “tolerance” appears after practical training in working groups formed without taking into account the language principle for solving certain tasks of the group.
2. Tolerant – the most preferable version that does not need wasting time and powers for overcoming “barriers”, and full-time work is possible starting from the first lecture that allows presenting learning material in full volume and with necessary speed, and with maximal comprehension by the audience.
3. Indifferent – «average» version, i.e. there is no confrontational context, but one audience is absent as well. A lecturer forced to spend some time to create one working atmosphere with a tolerant psychoemotional context, but the given bilingual audience almost does not “resist”.

## RESEARCH RESULTS

During a preparation of the study information and creation of presentations it is necessary to take into account that a modern student audience has a wide operational computer experience and it has a specific “comic” perception of information<sup>3</sup>. The bilingual

<sup>3</sup> N. Novozhilova, *The Issues of “Informal” Teaching in The Context of Lifelong Education. - Lifelong Learning: Continious Education for Sustainable Development proc. of 10th Anniversary int. coop./ LSU n.a.*

audience learning demands a use presentation of the visual information approximated at maximum to the forms preferred for the student audience, at that, a content of a material should not be changed. (Fig.4),

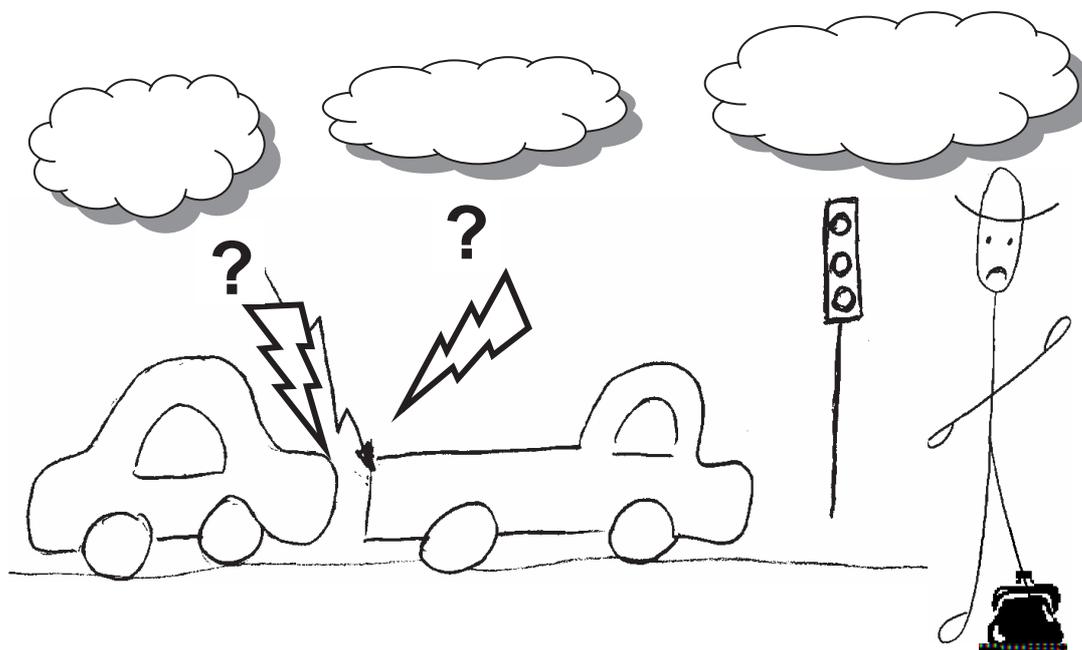


Fig.4. Example of the best methodical lecture materials for bilingual audience  
Source: Own work.

In the bilingual audience an opportunity to dictate any information is practically absent. For efficient work with the audience a lecturer must use the bilingual identical methodical materials and bilingual presentation. Practice confirmed a necessity of using compliant methodical materials, where separate fragments should be enumerated obligatory that allows a lecturer or students reading material with a reference to a number in “one” of the languages, at that, the audience speaking “other” language reads the same information in its methodical materials. A lecturer speaking two languages can work and process a text (highlighting separate information, adding, underlining separate words and fragments etc.) together with the bilingual audience changing one language to other that will not reduce the level of learning material acquiring (Fig.5 ).

ENGLISH	RUSSIAN
<p><b><u>II. THE INSURANCE CONTRACT LAW</u></b> The Act uses the following terms (Article 1):</p> <p>1) <b>The sum insured</b> - the amount of money set by the insurance contract, for which the property or interests are insured</p>	<p><b><u>II. О ДОГОВОРЕ СТРАХОВАНИЯ</u></b> В Законе используются следующие термины (Статья 1.):</p> <p>1) <b>страховая сумма</b> - установленная договором страхования денежная сумма, на которую при страховании от</p>

A.S. Pushkin, Res. Inst. Soc.- Econ. and Ped. Probl. of Lifelong Learn: in 2 pts.: paral. ed.-Vol 10.- SPb. LSU n.a. Pushkin, Sankt-Peterburg, 2012 (May 1- 4 ) of –Pt. II, (English II), pp. 169-170.

<p>in case of insurance against loss or damage; and for which the life, health or physical condition of the person are insured in case of personal insurance; and in case of the insurance of civil liability the liability limit is sum insured;</p> <p><b>2) Insurable interest</b> - an interest not to suffer losses upon the occurrence of the insured risk;</p> <p><b>3) Insurance indemnity</b> - the insured sum, or any part of the amount payable to the insured if insurance event (case) comes; it can be services provided in accordance with the insurance contract</p>	<p>убытков и повреждений застрахованы имущественные ценности или интересы, при личном страховании застрахованы жизнь, здоровье или физическое состояние лица и при страховании гражданско-правовой ответственности - лимит ответственности;</p> <p><b>2) страховой интерес</b> - интерес не потерпеть убытки при наступлении страхового риска;</p> <p><b>3) страховое возмещение</b> - страховая сумма, ее часть или иная выплачиваемая за страховой случай сумма либо обеспечиваемые услуги в соответствии с договором страхования</p>
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Fig.5. Example of methodical lecture materials for bilingual audience

Source: Own work.

All described above refers to the control tasks, too. It is especially important when testing or discussing the control task results in the bilingual audience is assumed (Fig.6).

ENGLISH	RUSSIAN
<p><b>TEST – 2017</b>  <b>A mark for test is formed in the following way:</b>  <b>I. Test work:</b>  <b>1. Home test – marks for test (max – 9 points):</b></p> <p><b>A) General part - (max – 3 points) a work is performed in written «by hand», printed works are not accepted!</b>  <b>A work is considered to be fulfilled when:</b>  - answers on questions are written completely: <b>in details and precisely (Key words!!!, but not a rewritten paper!!!);</b>  - it is written, in which law, in which paper, item etc. an answer on question is situated;  - solution of tasks is submitted;</p> <p><b>B) Independent task (max – 6 points):</b> a student receives one version of the submitted versions of tasks.</p> <p><b>A task is fulfilled completely:</b>  - <b>three</b> tasks have been solved: in the first and the third one (property insurance) – to define a version <b>either a), either b), either c);</b> with underinsurance - to solve by two methods;  In the second one («ОСТА») – to take into</p>	<p><b>КОНТРОЛЬНОЕ ЗАДАНИЕ - 2017</b>  <b>Оценка по зачету формируется следующим образом:</b>  <b>I. Зачетная работа:</b>  <b>1. Домашняя контрольная работа – оценки зачета (max – 9 баллов):</b></p> <p><b>A) Общая часть - (max – 3 балла) работа выполняется письменно «от руки», в печатном виде не принимается! Работа считается выполненной:</b>  - написаны полностью ответы на вопросы: <b>конкретно и четко (Ключевые слова!!!, а не переписанная статья!!!);</b>  - написано в каком законе, в какой статье, пункте и т.д. находится ответ на вопрос;  - представлено решение задач;</p> <p><b>Б) Индивидуальное задание (max – 6 баллов): из представленных вариантов заданий студент получает один вариант. Задание выполнено полностью:</b>  - решены <b>три задачи: в первой и третьей (имущественное страхование) – определить вариант или а), или б), или в); при недостраховании - решить двумя способами;</b> во второй («ОСТА») – учитывать информацию из вопросов №№ 17 18 19;  -к решениям даны пояснения.</p>

<p>account information from questions №№ 17 18 19; -clarification is given to solutions.</p> <p><b>II. Verbal testing:</b> test work with the <b>improved</b> errors is submitted; questions are asked on the learned material.</p> <p><b>III. A mark is decreased</b> if a home test work was passed after the first return of the checked works.</p> <p><b>QUESTIONS.</b></p> <p><b>1. How is a person who signs the insurance agreement in his/her or somebody's favour called ?</b></p> <p>( L. ___ Cl. ___ It. ___ )</p> <p>-----</p> <p><b>2. How is a person who has the insurance interest and in whose favour the insurance agreement is signed called?</b></p> <p>( L. ___ Cl. ___ It. ___ )</p> <p>-----</p>	<p><b>II. Устный зачет:</b> представляется контрольная работа с исправленными ошибками; задаются вопросы по изученному материалу.</p> <p><b>III. Оценка снижается,</b> если домашняя контрольная работа сдана после первой выдачи проверенных работ.</p> <p><b>ВОПРОСЫ.</b></p> <p><b>1. Как называется лицо, заключающее договор страхования в свою или чью-либо пользу?</b></p> <p>( 3. ___ ст. ___ п. ___ )</p> <p>-----</p> <p><b>2. Как называется лицо, которое имеет страховой интерес и в чью пользу заключен договор страхования?</b></p> <p>( 3. ___ ст. ___ п. ___ )</p> <p>-----</p>
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Fig.6. Example of methodical materials for control tasks for bilingual audience  
Source: Own work.

## CONCLUSIONS

Therefore, it is possible to state the following:

- many researches define the bilingual education as the elite education – education “not for everyone”;
- bilingual learning demands from a lecturer and from a student higher level of preparing for the learning process;
- in case of insufficient preparing of an audience and/or a lecturer the bilingual learning reduces the level of information comprehension and quality of leaning;
- the most productive performance of the bilingual learning is possible upon condition of teaching the more trained, capable and developed students.

For the learning process management the system of the bilingual lecture material, presentations and additional single-language material preparing for each language audience has been developed.

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