



**Sudan University of Science and Technology**

**College of Graduate Studies**

**College of Language**



**The Role of Bilingualism in Communication and  
Understanding among Communities**

**دور ثنائية اللغة في التواصل والتفاهم بين المجتمعات**

**A Thesis Submitted in Fulfillment for the Requirements of the of  
M.A in Degree English Language (Applied Linguistics)**

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## **Dedication**

To my parents and to the soul of my late brother

## **Acknowledgements**

All praise is due to Allah the Almighty for empowering me to conduct this academic task. Appreciation and gratitude are due to my supervisor, Muntasir Hassan Mubarak. My gratitude also is extended to those teachers who helped me through my education.

## **Abstract**

The main of this study is to investigate role of bilingualism in communication and understanding among speakers. The study explain the problematic areas of being a monolingual in a world of globalization and to identify the effects of bilingualism in developing the individuals' awareness about the different societies., The researcher adopted the qualitative descriptive approach by using Statistical Package of Social Science (SPSS) method of analysis to analyze the questionnaire submitted to the respondents at Sudan University of Science and Technology. The sample of the study waselected randomly. The study found that bilingualism has a clear and vital role in communicating and expressing the thoughts of one speaker to the other and create a form of understanding among different nations. For the above findings, the researcher recommended the students to pay much attention to learning a second language to cope with the act of globalization and interact with other speakers effectively. Suggestions for future studies should be include. The study is concluded with some suggestions for future studies.

## مستخلص الدراسة

لهدف الرئيسي من هذه الدراسة هو التحقيق في دور ثنائية اللغة في التواصل والتفاهم بين المتحدثين. توضح الدراسة المجالات الإشكالية لكونك أحادي اللغة في عالم العولمة وللتعرف على آثار ثنائية اللغة في تنمية وعي الأفراد بالمجتمعات المختلفة ، واعتمد الباحث المنهج الوصفي النوعي باستخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS). ) طريقة التحليل لتحليل الاستبيان المقدم للمبحوثين في جامعة السودان للعلوم والتكنولوجيا. تم اختيار عينة الدراسة بشكل عشوائي. وجدت الدراسة أن ثنائية اللغة لها دور واضح وحيوي في التواصل والتعبير عن أفكار أحد المتحدثين للآخر وخلق شكل من التفاهم بين الدول المختلفة. بالنسبة للنتائج المذكورة أعلاه ، أوصت الباحثة الطلاب بإيلاء اهتمام كبير لتعلم لغة ثانية للتعامل مع فعل العولمة والتفاعل مع المتحدثين الآخرين بشكل فعال. يجب تضمين اقتراحات الدراسات المستقبلية. واختتمت الدراسة ببعض الاقتراحات للدراسات المستقبلية.

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# CHAPTER ONE

## INTRODUCTION

### **1.0 Background this chapter:**

A bilingual is a person who uses at least two languages with some degree of proficiency. In everyday use bilingual usually means a person who speaks, reads or understands two languages equally well (a *balanced bilingual*), but a bilingual person usually has a better knowledge of one language than another.

Sometimes it leads to diffusion; that is, certain features spread from one language to the other as a result of the contact situation, particularly certain kinds of syntactic features. The encouragement of bilingualism leads to the rise of group identities based on race, ethnicity, and gender. It could be considered one of the main factors in language spread and understanding among different ethnic groups.

Bilingualism is the use of at least two languages either by an individual or by a group of speakers, such as the inhabitants of a particular region or a nation. It is the norm in the majority of the countries of the world.

The aim of this study is to investigate the importance of bilingualism in the act of speaking knowledge, ideas or understanding among different communities. This importance will be further discussed in the different chapters of this research.



## **1.1 Statement of the study Problem**

Being a monolingual is problematic in many aspects due to the development of technologies. It is noticed that in modern time, people get to share some aspects of life with different ethnic groups. This may be due to the fact that such communities are described to be bilingual ones. However, many parts of the world still stick to one language; the mother tongue language. Understanding will not take place with the absence of bilingualism.

## **1.2 Objectives of the Study**

The study aims to achieve the following objectives:

- 1) To show the role of bilingualism in the interaction and understanding among people
- 2) To explain the problematic areas of being a monolingual in a world of globalization
- 3) To identify the effects of bilingualism in developing the individuals' awareness about the different societies

## **1.3 Questions of the Study**

The study presents the following questions:

1. To what extent does bilingualism affection understanding amongnation ?
2. In what sense being a monolingual is problematic in modern time with such technological development?
3. What are the effects of bilingualism on developing individuals' awareness about different societies?

## **1.4 Hypotheses of the Study**

The study hypothesizes that:

- 1- Understanding among people place takes when there is a form of bilingualism
- 2- In modern time it is more problematic to speak one language with such a spread of globalization
- 3- Bilingualism affects on developing individuals' awareness about different societies

## **1.5 Significance of the Study**

The study is significance is clear in broadening the readers' background knowledge about the importance of being bilingual speakers as well as the importance of a second language in interacting with other communities.

## **1.6 The Methodology of the Study**

The study will be handled through using a questionnaire to verify the statement of the problem of the research. Each statement in the questionnaire will be relevant to the topic under discussion to to show its validity.

## **1.7 Limits of the Study**

The researcher might find obstacles in conducting this research in due time. This might be as a result of the rarity of the books and references in the university libraries. It might also be costing to photocopy the necessary information.

## **1.8 Delimitation of the Study**

The study focuses of the aspects and roles of bilingualism in developing understanding among communities and the extents to which monolingualism is problematic.

# **CHAPTER TWO**

## **LITERATURE REVIEW AND PREVIOUS STUDIES**

### **2.0 Introduction**

This chapter provides nation in valves the aim of this chapter is to give extra information about the term bilingualism and the act of understanding among communities. The chapter also reflects the different definitions to the term bilingualism and the ideas related to it to widen the scope of the study in the concern of communication and understanding in communities. In order to strengthen the argument that bilingualism has multidimensional aspects, we decided to review literatures that related to the term. In doing so, the researcher first starts with the definitions of the term and concept of bilingualism.

### **2.1 Overview:**

#### **2.1.1 Various Petinitions of Bilingualism**

According to Webster's dictionary (1961) bilingual is defined as "having or using two languages especially as spoken with fluency characteristics of a native speaker; a person using two languages especially habitually and with control like that of a native speaker and bilingualism as a constant use of two languages".

This term is defined by Bloomfield (1935:56) as " the native – like control of two languages ", which means that a person has the capacity to use two or more languages at a native-like competence

These two definitions are concerned with the ability to speak two languages. However, speaking two languages means being able to understand one another and this is the concern of this study. To further

explain the core of this study, the researcher lists a number of other definitions by linguists below:

- 1) Grosjean (1982) defines bilingualism as the sum up of two monolinguals who have developed two distinct language abilities and behaviors where a person can function in each language according to given needs, context and different types of interlocutor
- 2) Skutnabb-Kangas (1981) defined it as “An individual who is able to function in two or more languages, either in monolingual or bilingual communities, in accordance with sociocultural demands made of an individual’s communicative and cognitive competence by these communities or by the individual herself, at the same level as native speakers, and who is able to positively identify with both (or all) language groups (and cultures), or parts of them” (p. 90).
- 3) Li (2006, p.1) gives one definition of bilingualism as “a product of extensive language contact (i.e., contacts between people who speak different languages)”, indicating that a large quantity of contact with both languages is required before a person can be considered bilingual.
- 4) (Baker, 2003) stated that " A person is bilingual if they are able to speak or use two languages, although the given definitions may vary in terms of language ability and language usage of an individual"
- 5) According to Hamers and Blanc (1989, 2000), when two different languages are in contact, it not only influences the use (language functions) in interpersonal and intergroup relations, but it also

emphasizes the psychological state (language behavior) of an individual who uses more than one language (p. 6).

Bilinguals and multilingual thus entail quite heterogeneous groups of individuals. Their diverse individual and linguistic conditions are nested in larger societal contexts which cause varying degrees and types of language contact. In the literature on bilingualism, there are a number of terminologies that have been used to characterize different types of bilinguals. While these terms are often used among authors without agreed-upon definitions, it is useful to summarize some of the major ones in order to illustrate the critical dimensions that contribute to the diversity of the concept of bilingualism itself

### **2.1.2 Types of Bilingualism**

Harmers and Blanc (1989) have provided the following types of bilingualism:

**1. Early Bilingualism:** it is divided in two types:

(a) *Simultaneous early or infant bilinguality* (Hamers and Blanc, 1989) stated that, when a child's acquisition of two languages occurs in the pre-adolescent phase of life or before adolescence. This usually occurs when a child is from a mixed-lingual family.

(b) *Consecutive childhood bilinguality* (Hamers and Blanc, 1989) – refer to a child who acquires his second language after he achieved the basic linguistic competence of his L1 or the mother tongue.

**2. Late Bilingualism:** mostly happens in a person who has already learned, or has a firmly established competence of his or her mother tongue (L1), and acquired L2 after the critical period, such as in adolescence or adulthood (Hamers and Blanc, 1989). Early

and late bilinguals are distinguished based on their attainment of linguistic competence. Early bilinguals are often regarded as those who can attain native-like competence in both languages. This is in contrast to late bilinguals who are frequently assumed not to have the capacity of attaining the native-like competence in both languages.

**There are other types of bilingualism such as:**

- a. **Natural Bilingualism:** For decades many societies worldwide have had two languages and nowadays still do. This group of bilingualism refers to that of individuals who were born in a place that naturally offers two languages. Some of these regions are a consequence of historical conflicts, most of the time, even connected to politics. Despite the fact that natural bilinguals are exposed to two languages from the day they are born, normally, very young children are unable to distinguish the inputs in the two languages, even though they understand them
- b. **Adult Bilinguals:** One of the consequences of globalization is the increasing connection between countries all over the world. Nowadays companies are seeking the goal of having global impact and this fact has blended the boundaries worldwide. Thus, getting a job in your hometown no longer implies that you will always live there. Indeed, there are a lot of chances that we might end up living in different places or, at least, moving from one place to another. This last group of bilinguals includes all those people who need to move to a foreign country and learn a new language, be it for work or for any other reason, at a late stage of life.

c. **Planned Bilingualism:** according to (Grosjean, 2001), many individuals grow up in multilingual families, often because they belong to different cultures. Therefore, when children are raised in these families, parents take the decision to provide their children with one or two languages.

The 'planned bilingualism' regards to those bilinguals who achieved their languages because of a planned strategy that normally parents decide. The strategy that they decide to follow can vary, but the more natural it is, the more successful the bilingualism will be.

**d. Simultaneous bilingualism**

This is when two or more languages are spoken to the child, usually from birth. This is of interest to speech and language therapists as, it is often claimed that such children have slower rates of language acquisition than monolingual children (Diaz 1983: 34)).

Simultaneous though does not mean equal amounts of exposure in each/all languages. Even if children are exposed to two languages from birth, exposure may be very uneven in the two languages. Research investigating early lexical acquisition in bilingual infants has repeatedly reported a positive association between maternal talkativeness and vocabulary size points out that 'Although some researchers report that bilinguals tend to begin to speak late, i.e. after the age.

The same author stated that the observed delays are well within the range of what counts as a normal rate of language development for monolingual children.'. Inappropriate assessment can also contribute to the myth of later language development, such as if the child's words are only counted in one language and not both.



### **2.1.3 Benefits of Bilingualism**

According to (Tochon, 2009), the process of building and maintaining additional language fluency results in enhanced communication, cooperation, empathy, problem-solving, and negotiation skills, as well as stronger mathematics and language arts capabilities.

Bilingualism has many advantages as represented in the higher academic achievement in both languages and other subjects and in the cognitive benefits reflected in higher IQ scores, as well as its benefit in positive attitudes and beliefs about language learning and other cultures .

### **2.1.4 The bilingual society**

According to (Patten 2002), Bilingualism is and has become a common condition worldwide, but why? If we take a look at the global language distribution, we will notice that there are about 3,000 languages in the world, which are spoken in about 150 countries. The direct consequence of this fact is bilingualism or multilingualism in many countries. There are, therefore, monolingual, bilingual and multilingual countries. While, it should be logical that the monolingual countries have a lower number of bilingual citizens.

Most of the bilingual countries are considered as such because of historical and national reasons, not because the great majority of the population is bilingual. Frequently, there is a minority group that advocates for the maintenance, respect or even the revival of a language.

### **2.1.5 Code Switching**

(Grosjean, 1982: 153) stated that, linguists study two different aspects of code switching. The first is when the speaker switches language or code between spoken sentences. This language alternation is known as inter-

sentential code switching. This is usually interpreted as a signal of in-group membership.

This is therefore a social pragmatic function. Switching between languages in the same conversation, or even in the same sentence code-switching, is a common behavior for bilingual children and adults and is indicative of linguistic competence.

(Ribot and Hoff, 2014) said that, the reasons why children and adults code-switch are numerous and systematic and include, but are not limited to, assessment of the listener's language knowledge, the non-existence of translation equivalents across their two languages, and lexical gaps.

(Pert, 2007) stated that, the inter-sentential switching here is the use of language alternation between spoken utterances. That is, speakers use a spoken sentence in one language, and then a spoken sentence in another language. However, 'sentence' is not strictly correct; bilingual speakers may change language when there is a new phrase.

Or the intra-sentential code switching, which is the use of a bilingual or multilingual spoken sentence or utterance. This is not thought to be a random 'mix' of words and morphemes from different languages. The sentence is formed using rules and is predictable.

The inter-sentential use of language alternation between spoken utterances is clear in that, speakers use a spoken sentence in one language, and then a spoken sentence in another language. However, 'sentence' is not strictly correct; bilingual speakers may change language when there is a new phrase.

### **2.1.6 The impact of bilingualism on speech and communication**

According to (Hernandez, 2013), bilingualism does not cause or contribute to a speech, language, communication or feeding and swallowing disorders. Some individuals, especially children and people who have just arrived in another language community may be monolingual in another language and will be expected to become bilingual with sufficient exposure to the additional language. Bilingualism is the most common human state, and monolingualism is more unusual globally.

Bilingualism is not associated with any cognitive disadvantages in individuals with speech and language disorders and may in fact be an advantage. This is the case for any combination of languages used by a client.

A bilingual is able to communicate ideas and express his/ her opinions clearly and easily due to the mastering of the two languages into the context of situation. Bilingualism encompasses a range of proficiencies and contexts. A young child entering school may be called bilingual but it may be that she uses her first or home language for domestic and familial purposes and that English is her preferred language for communication outside the home. Or she may be largely monolingual in her first language only when she starts school.

A child who has recently arrived in England from overseas may have a good level of literacy in English but may be unable to converse or use spoken English in the classroom context. On the other hand, many pupils described as bilingual routinely use three languages or more and thus 'plurilingual' would be a better description. In terms of competence, a bilingual may have very high levels of proficiency in both languages or

may have only limited proficiency in one and be far more proficient in the other.

Taking into account the role of language for defining an individual's identity, it may not be difficult to consider oneself as a member of ethnic group A if he/she has the ability to speak language A if monolingual. (Hamers & Blanc, 2004). But, it will be different for individuals who have the ability to speak more than one language or those who are bilinguals. To which group should those individuals refer themselves to have been a concern faced by many bilingual individuals.

The term "bilingual" used in this context is also used to refer to "multilinguals" although primarily, being bilingual is to describe an individual "with the possession of two languages"

### **2.1.7 Factors of Bilingualism**

According to different researchers studies on linguistics, there are factors that contribute to the act of being bilingual in the course of speaking languages among societies. Our world nowadays has developed more and more multicultural and multilingual settings. Common causes for these trends are globalization, migration, refugee, geographical and social mobility and also the spread of education from around the world.

These factors are introduced in the section below

#### **2.1.7.1 Psychological Factors**

The relation between language and identity is complex and diverse according to the country and the individual itself. Language is undeniably, one of the symbols and markers of belonging to a certain country, region, or group, and identifying oneself with a cultural or national identity.

(Lambert 1977: p.6) suggested that the foundation of bilinguality is related to several aspects of the social psychological mechanisms

involved in language behavior, especially in the perception of the relative social status of both languages of the individual

Although the cognitive side of bilingualism has been debated several times, the psychological and social economic dimensions of bilinguals have just recently started to become topics of investigation.

“The psychological state of an individual who has access to more than one linguistic code as a means of social communication; the degree of access may vary along the number of dimensions, namely psychological, sociological, socio-cultural and linguistics.”

#### 2.1.7.2 Sociocultural factors

Language is an important element when acquiring a new identity. Bilingualism is experienced in our daily lives where one language is used at home, and another two languages at work and at school. It is realized that every time we switch from one language to another, we are not only drawing on our language abilities but also revealing the cultural traits of the language in a society.

Hence, sociocultural factors also play a substantial role in the development of bilingualism. In fact, according to Ofelia Garcia (2009) when bilingual and multilingual speakers interact using two or more languages, the language and personal abilities are not only heightened, but there is also an opportunity of grasping cultural traits from that language.

#### **2.1.8 Language, dialect and accent**

Both the UK National Census and the Schools Census report languages which seem to match political borders (countries), or regions. Language reporting is fraught with complexity, making the statistician’s work more challenging. Language and identity are closely linked. This means that ideas of national and regional identity, and social status may affect the

language label reported by a particular speaker (Grosjean, 1982; Stow, 2006, Pert, 2007).

The situation may become even more complex if there are several forms of the language. Each language has at least two variants, a standard or high status form and a non-standard or lower status form. The high status form is often associated with power and influence, and used by those in politics, the media and the wealthy. Consider English. The ‘Received Pronunciation’ or ‘BBC English’ form is considered to be the ‘correct’ or ‘clearest’ form by many English language speakers, even if they do not use that form themselves (Hughes, Trudgill and Watt, 2013).

Other ‘accents’ or ‘dialects’ are often judged to be ‘incorrect’ or less desirable. Speakers of the non-standard form are often judged more negatively.

A dialect is ‘...a language variety distinguished from other varieties by differences of grammar and vocabulary. Standard (British) English is therefore a dialect of English, just as the other standard dialects of the language (Standard Scottish English, American English, etc.) are, and all non-standard dialects of the language too. Accent...refers just to variations in pronunciation.’ (Hughes, Trudgill and Watt, 2013: 3).

### **2.1.9 People and Bilingualism**

People may become bilingual either by acquiring languages at the same time in childhood or by learning a second language sometime after acquiring their first language. Many bilingual people grow up speaking two languages. Often in America such people are the children of immigrants; these children grow up speaking their parents' native language in their childhood home while speaking English at school. Many bilinguals, however, are not immigrants; it is not uncommon for people born in the U.S. to speak English at school or work and another

language at home. Children can also become bilingual if their parents speak more than one language to them, or if some other significant person in their life (such as a grandparent or caretaker) speaks to them consistently in another language.

Sometimes a child will grow up in a household in which each parent speaks a different language; in that case, the child may learn to speak to each parent in that parent's language. In short, a young child who is regularly exposed to two languages from an early age will most likely become a fluent native speaker of both languages. The exposure must involve interaction; a child growing up in an English-speaking household who is exposed to Spanish only through Spanish-language television won't become a Spanish-English bilingual, but a child who is regularly spoken to in both English and Spanish will.

It is also possible to learn a second language sometime after early childhood, but the older you get, the harder it is to learn to speak a new language as well as a native speaker. Many linguists believe there is a 'critical period' (lasting roughly from birth until puberty) during which a child can easily acquire any language that he or she is regularly exposed to. Under this view, the structure of the brain changes at puberty, and after that it becomes harder to learn a new language.

This means that it is much easier to learn a second language during childhood than as an adult. In some countries, nearly everybody is bilingual or multilingual. In parts of India, for example, a small child usually knows several languages. In many European countries, children are encouraged to learn a second language — typically English. In fact, the U.S. is quite unusual among the countries of the world in that many of its citizens speak only English, and they are rarely encouraged to become fluent in any other language.

### **2.1.10 Bilingualism, Culture and Ethnic Theories**

Although the term “identity” may be a simple word, it nevertheless involves a very complex understanding before an individual may refer him/herself to “what” or “which” identity. Hamers and Blanc (2004, p. 200) refers the concept of identity to “the psychological processes involved in the construction of the self with regard to group membership.” This concept is highly related to popular social identity notion developed by Tajfel (1974) which is defined as “a part of an individual’s self-concept which derives from his knowledge of his membership of a social group or groups together with the emotional significance attached to that membership” (p.69).

According to Tajfel (1974), identity is associated with group membership where an individual wants his/her image to be represented in. Further, Tajfel (1974) mentions that an individual may choose to remain if the groups are able to offer him/her positive effects or to leave if the social groups do not satisfy his/her positive views. However, leaving the groups may not be possible for some reasons; therefore, an individual should change interpretations of what he/she views as unsatisfactory in the groups more positively or accept it as it is and engage in social situations for getting more desirable outcomes of the groups.

Farfel's (1974) descriptions of individuals’ self-identification are similar to what Le Page (1968, as cited in Hamers & Blanc, 2004) has stated, that the individual's behavior is based on the characteristics of the group where he/she prefers to be identified with. In addition, Le Page explains that this individual’s awareness is able to allow him/her to the extent that “(a) he can identify the groups, (b) he has adequate access to the groups and the ability to analyze their behavioral patterns; (c) his motivation to join the groups is sufficiently powerful and is either reinforced or



reversed by feedback from the groups; and (d) he has the ability to modify his behavior” (p. 201).

A particular point can be made in terms of social identity and culture that, according to Hamers and Blanc (2004), the existence of social identity in the same society can help the individual to define him/herself “in relation to the roles and social groups in that society”; however, the individual will only be aware of his/her own cultural identity “to the extent that one becomes cognizant of the existence of other cultures inside or outside one’s own society” (p. 201). This cultural identity is a part of social identity consisting of diverse characteristics which includes, and not limited to, ancestry, territoriality, institutions, values, norms and languages.

A close concept to cultural identity is ethnic identity. However, ethnic identity specifically refers to physiognomic features or common ancestry (Hamers & Blanc, 2004). Ethnic identity is also a part of social identity and by definition, it can be said as “a subjective sense of belonging to an ethnic group and the feelings and attitudes that accompany this sense of group membership” (Phinney, 1990 as cited in Phinney, Romero, Nava & Huang, 2001, p. 136). This attribution of ethnicity also plays a significant role for the individual’s self-concept of identity. For a clearer description, Giles and Johnson (1981 in Hamers & Blanc, 2004) depict that when individuals state that they belong to ethnic group A rather than B, it means that they want to be treated as A people not B, want that others interpret and judge their behaviors as A’s not B’s, and that they share systems of symbols and meaning, norms and rules, which are normatively associated with the community A.

## **2.2 Previous Studies**

The first study that relates to the current study is entitled "*Bilingualism and Maintaining the Identity*" which was conducted by Ika Kana (2010) at University of Muhammadiyah Aceh, in Indonesia conducted a research about the ways bilingual people are able to maintain their identity within any multicultural and multilingual environment. As today's societies have shown to have more people with varied language/cultural backgrounds, it is interesting to learn how the bilinguals understand and identify themselves despite living in a totally different environment. Data in this paper came from a number of Multicultural / multilingual settings for comparison purposes.

The study's findings showed that there have been three major factors contributing to maintain the bilinguals' identity in a diverse environment including language, family, and peer interaction.

Another study is entitled "*Multiple Dimensions of Bilingualism: A theoretical overview*" conducted by *Telma Velez* (2016). This thesis explored the multiple dimensions of bilingualism to challenge conventional understandings that can stigmatize and marginalize non-conventional bilinguals. There is no agreed upon definition of bilingualism from researchers or linguists, and this has resulted in important aspects of the psychological and sociocultural contributions to bilingualism being overlooked. As a consequence, it is often assumed that bilingualism refers only to linguistic phenomenon thus ignoring other important and influential dimensions of the term.

The study found that bilingualism is a multidimensional continuum that should be defined and investigated as such. Therefore, the way that the term is understood should reflect the reality of a world that is

continuously evolving and affected by language, communication and culture.

A third study is conducted by YukoGoto (2018 ) under the title "Bilingualism / Multilingualism and Second-Language Acquisition". The study discusses the key issues at the intersection of bilingualism, multilingualism, and L2 acquisition. These issues have continued to be debated and have become some of the core issues in the field.

The study found that both bilingualism and multilingualism are both individual and group processes and that the more we understand bilingualism and multilingualism, the more complexity we realize and the more challenges we face. But this may be precisely the reason why we have long been attracted to the mysterious phenomena of language acquisition.

# **CHAPTER THREE**

## **METHODOLOGY**

### **3.0 Introduction**

This chapter include involves considered to be a very important section of the study in the sense that it highlights the methodology through which the study will be analyzed and dealt with. The chapter contains the population on whom the study is conducted. The chapter also includes the sample of population, procedure, validity and reliability of the study. The subheadings mentioned provide information and data in this chapter. They are important for the analysis.

### **3.1 Procedures of Data Collection**

The data used in this study includes a number of under graduate students as well as some teachers as respondents to the questionnaire given to them in respect to the role of bilingualism in communication and understanding among society individuals. The study is carried out on the students at Sudan University of Science and Technology, college of languages. The respondents to this study constitute part of the society which relate to the core of the study in terms of interaction.

### **3.2 Population and sampling**

The population on whom the study is conducted are under- graduate students at the English Sudan University. The respondents are (30) students. The sample of the study is chosen randomly to verify the statement of the problem. The students are of different ages with the aim of identifying role of bilingualism in the act of communication. The differences in the ages of the respondents give a true picture because of the different generations.

### **3.2.1 Tools of the study**

The researcher uses qualitative descriptive approach to analyze the statement of the problem stated in the first chapter of this study. The items of the questionnaire are (15) items that relate to the role of bilingualism in communication . Each statement aims to supports the researches hypotheses and questions. The questionnaire is presented in the form of (agree) (disagree) and (neutral). This tool aims to reflect some fact about interaction and bilingualism.

### **3.2.2 Validity of the Questionnaire**

One could say that, the study is valid depending on the fact that every item in this questionnaire has something to do with the study investigated. That is to say, the researcher designed the statements of this questionnaire in relation to the topic.

### **3.2.3 Reliability of the Questionnaire**

Reliability means that , the tool used in any study, whether a test or a questionnaire has similar scores by different groups. The questionnaire distributed to different groups of students and teachers who score similarly. In this sense, the researcher distributed this questionnaire to two different groups to verify the reliability of the questionnaire.

### **3.2.4 The Procedure**

The respondents of this study were asked to respond whether positively of negatively to the statements in the questionnaire. They are given different alternatives and they were asked to choose only one choice to verify the statement of this study.

### 3.3 Summary

This chapter includes the sample and the data collected as well as the procedure through which the analysis is to be performed and conducted. Identifying the method and the population upon whom the study is conducted help in dealing with the study of the research. It also includes the validity and reliability of the questionnaire.

**Table (3. 1) Validates schedule/or jurists schedule**

Name	Academic positions	Academic institutions
Abdallah Yassien Abdallah	Assistant Professor	Sudan university of science of technology
Muntiser Hassan Mubarak	Doctor	Sudan university of science of technology
Areeg Mohialdeen	Doctor	Sudan university of science of technology

## **CHAPTER FOUR**

### **DATA ANALYSIS, RESULT AND DISCUSSION**

#### **4.0 Introduction**

In this chapter, the researcher used tables to illustrate the results of the questionnaire given to the upper graduate students concerning the bilingualism. The variation in the results reflects the attitude and viewpoint of the respondents towards the topic under discussion. The chapter includes three tables. The analysis is based on the results of the responses to the questionnaire. The chapter also includes a discussion and a testing for the hypotheses

#### **4.1 Data Analysis and Tables**

The study presents the tables that show the results of the students' responses to the questionnaire submitted to them, but before doing so, the researcher presents the statements of the questionnaire below:

- 1) Understanding among people is not necessarily due to knowing two languages
- 2) Interaction among people occurs under the umbrella of bilingualism
- 3) A bilingual speaker cannot understand what other people say
- 4) Communication occurs when the people share two languages
- 5) It is not important to speak the target language to communicate with the target population

**Table (3. 2) Shows the positive and negative responses**

Statement No	Percentages					
	Positive Variables		Neutral	Negative Variables		
	S .A	A	N	S.D	D	Total
1	33.4%	22%	4%	12.2%	28.4 %	100%
2	50 %	19%	1%	20.7%	9.3%	100%
3	34%	44%	3 %	15%	4%	100%
4	32%	33%	6%	20%	9%	100%
5	12%	13%	10%	30%	30%	100%
Total	161.4%	131%	24%	97.9 %	80.7%	500%

**S.A =Strongly Agree. A = Agree . N = Neutral S.D = Strongly Disagree D = Disagree**

Table (4.2) shows that 55.4% of the students responds positively, however, 40.6% gives negative response and 4% neutral in the first statement. 69% agree to the second statement, 30% disagree and only 1% neutral. The third statement is agreed upon by 78% and disagreed upon by 19% and 3% remains neutral. The fourth statement in the table is met by 65% agree, 29% disagree and 6% neutral. However, the last question shows different responses in that 60% strongly disagree and 30% agree but 10% remains neutral.



The second part of the questionnaire is presented below to highlight the table's results:

- 6) A monolingual is better than a bilingual speaker
- 7) A bilingual speaker is better than a monolingual in terms of communication
- 8) Globalization spread as a result of bilingualism
- 9) Bilingualism is important in the world of modern technology
- 10) Bilingualism helps humanity in different aspects of life

**Table (3. 3) Shows the positive and negative responses**

Question No	Percentage					
	Positive Variables		Neutral	Negative Variables		
	S .A	A	N	S.D	D	Total
6	55%	30%	--%	8%	7%	100%
7	34 %	23%	3%	25 %	15%	100%
8	33%	54.4%	7 %	2.6%	3 %	100%
9	40%	32%	3%	15%	10%	100%
10	34%	22%	6%	20%	18%	100%
<b>Total</b>	<b>196%</b>	<b>161.4%</b>	<b>19%</b>	<b>70.6 %</b>	<b>53.%</b>	<b>500%</b>

**S.A =Strongly Agree. A = Agree . N = Neutral S.D = Strongly Disagree D = Disagree**

Table (4.3) shows that 85% of the students responds negatively, however, 15% gives positive response to the sixth statement. 57% agree to the seventh statement, 40% disagree and only 3% neutral. The eighth statement is agreed upon by 87.4% and disagreed upon by only 5.6% and 7% remains neutral. The ninth statement shows 72% agree, 25% disagree and 3% neutral. The tenth statement shows 56% agree, 38% disagree and 6% neutral.

In the above two tables the researcher collected the data about the act of being bilingual and its importance in achieving effective communication among the users of a language. This gives a clear picture that a bilingual is better than a monolingual person, because knowing others people language enables you as a speaker to interact effectively with those people.

**The third part of the questionnaire is set below:**

- 11) We as speakers come to know others people norms through speaking their languages
- 12) Learning a second language causes some individuals' awareness.
- 13) Knowing a second language increases info about other cultures
- 14) The cultural understanding of each speaker is caused by being bilingual
- 15) Bilingualism never develops L1 speaker about L2 speaker

**Table (3. 4) Shows the positive and negative responses**

Question No	Percentage					
	Positive Variables		Neutral	Negative Variables		
	S .A	A	N	S.D	D	Total
11	40.3%	23.1%	2 %	12.6%	22%	100%
12	44%	30%	4%	10%	12%	100%
13	30%	32%	--%	20%	18%	100%
14	25%	38%	2%	15%	20%	100%
15	20%	18%	20%	12%	30%	100%
<b>Total</b>	<b>159.3%</b>	<b>141.1%</b>	<b>28%</b>	<b>69.6%</b>	<b>102%</b>	<b>500%</b>

**S.A =Strongly Agree. A = Agree . N = Neutral S.D = Strongly Disagree D = Disagree**

Table (4.2) shows that 63.4% of the students responds positively, however, 34.6% gives negative response to the eighth statement in which only 2% of the respondents are neutral. 74% agree to the ninth statement, 22% disagree and only 4% neutral. The last statement is agreed upon by 52% and agreed upon by only 48%.

The tables above give clear results that the majority of the respondents to the questionnaire are in favor of having or speaking two languages. Especially speaking English, because English is considered to be a universal language and the worldwide speak this language due to its

importance in communication among nations in terms of culture and technology.

The results reflects the fact that English now becomes very important because it is used in every domain in life; in manufacturing, education and even in cultural aspects that human need to transcend their thoughts , feelings and emotions.

## **4.2 Discussions**

It could be clear from the analysis as shown in the tables of the results that being a bilingual speaker is something preferable and beneficial by many speakers. This is due to the importance of language in modern time as a result of the technological development. Speaking two or more language is helpful in improving the understanding among nations.

This study concentrates on the act of speaking two languages and its urgency of communicating between two speakers. Unless a speaker knows the language of the other person, he / she will not understand the message of that speaker. So, the possibility of having two languages may help in the interaction among those speakers.

Knowing the language of other people facilitates the interaction and drives people to be as one nation. This is aside from the fact that the cultural understanding will increase so long as these speakers got to know the languages of each other.

In universities, for example, the language of the courses presented and the syllabuses are written in English and the lecturers tend to use this target language in a way that reflects its necessity.

On the other hand, within bilingual (and monolingual) communities, it is customary to find different uses and social functions of a language. This phenomenon leads to recognition of what has been called diglossia. So far no study has been undertaken in Sudanese University to establish whether these varieties of foreign language English has been described in reference to our school communities. It is true is the fact that the learning of English as second/foreign language at bilingual institutions, mostly private ones, is more frequent than the learning of it in lower social strata establishments.

All in all, any time that two languages come into contact, inevitably they will affect both individuals and societies. From the point of view of people, and when the social conditions are not favorable to bilingualism. This could lead us as learners of a second language to concentrate on being bilingual speakers rather than remaining bilingual ones.

### **4.3 Testing the Hypotheses**

#### **4.3.1 Hypotheses (1)**

In this part of the chapter, the researcher tries to check or verify the correctness of the hypotheses stated early in this study in the first chapter. So, the researcher brings the set of hypotheses below:

One could say that the first hypothesis which says that "*Understanding among people takes place when there is a form of bilingualism*" is verified positively due to the large number of respondent who positively agree with it. On the other hand, the second hypothesis stating that "*In modern time it is more problematic to speak one language with such a spread of globalization*" due to the fact that many respondents agree to the existence of a problem if a person is monolingual.

### 4.3.2 Hypotheses (2)

However, the last hypothesis "*Bilingualism affects on developing individuals' awareness about different societies*" is completely true according to the statistical percentages presented in the above table. This makes the hypotheses of the study something that matches the study's objectives and hence one could say that the study achieved its basic goals based on testing the hypotheses.

# **CHAPTER FIVE**

## **MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES**

### **5.0 Introduction**

This chapter includes the main findings reached at by the researcher in this study which investigated the role of bilingualism in communication and understanding among nations and the extents to which a bilingual speaker is considered to be better than a monolingual speaker in the world of globalization of today. It also includes the recommendations and the suggestions for further studies.

### **5.1 Main Findings**

The main findings of this study are based of the analysis and the discussion carried out by the researcher in the previous chapter. These findings are listed below:

- Bilingualism ability to have a good understanding of a language with very little ability to express using it.
- Bilingualism is an advantage regardless of the presence of a speech, language, or communication disorder.
- Bilingualism contributes to a speech, language and communication among speakers.
- Bilingualism and multiculturalism are common in the majority of countries around the world and can be observed across all ages and societal status.
- Bilingualism positively improves the cognitive abilities of the speaker.

- Bilingualism has a clear and vital role in communicating and expressing the thoughts of one speaker to the other and create a form of understanding among different nations.
- Even among the non – native learners of English, the act of speaking a second language enables many of the non – native learners to communicate with native speakers of English.
- A bilingual person may routinely use their languages in different contexts and for different purposes, such as home life and education or work.

## **5.2 The Conclusions**

Language contact is determined by economics, politics and demographics as well as by social relations among populations. It results in the individuals being bilinguals speakers. The bilingual speakers use different codes and they can understand each other. Most of the bilingual speakers use code switching is common in bilingual communities and is most frequently observed in bilingual-to-bilingual communication.

This is because bilingual speakers are often aware which languages a person speaks and will adjust their language use. Since bilingualism is the ability to understand and/or use two or more, it interacts in helping the speakers to communicate with others and achieve a social interaction.

Among the students at the Sudanese university it is noticed that bilingual students are capable of interacting and understanding the new language presented to them by whether native or non – native teachers.

Due to the modernity in technology and globalization, being bilingual is urgent and beneficial for a student in terms of learning and having



information as well as coping with what is going on in the world in modern times.

To sum up, the need for being a bilingual reflects the necessity for being understood by other people. The world becomes like a village according to the spread of knowledge via using the websites. So, the need for bilingualism is everlasting.

### **5.3 Recommendations**

The researcher presented some recommendations for the researchers based on the findings and the discussion carried out in the pretentious chapter. These are:

1. Students should concentrate on having at least two languages to be able to interact with foreigners
2. Teachers at Universities should eliminate and remove the difficulties encountered by students at the levels of knowing the language.
3. Better encouragement and motivation should be directed to the university students in the domain of being bilingual speakers
4. The authorities should provide the necessary tools that can push forward the possibilities of creating bilingual societies

### **5.4 Suggestions for Further Studies**

The students should read more bilingualism in the researches concerning this topic. Such studies of bilingualism and multilingualism are the core of interaction and communication. Also, students should look for researches about communication among nations.

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# The Appendix

## Questionnaire on Bilingualism

**Subject:** The Role of Bilingualism in Communication and Understanding among Communities

**Grade** .....

**Gender:** Male  Female

The statements are part of Master Degree in linguistics. Tick [√] in front of the column below to help collecting the data about this topic.

	item	Agree	Strongly agree	Neutral	disagree	Strongly disagree
1	Understanding among people is not necessarily due to knowing two languages					
2	Interaction among people occurs under the umbrella of bilingualism					
3	A bilingual speaker cannot understand what other people say					
4	Communication occurs when the people share two languages					
5	It is not important to speak the target language to communicate with the target population					

	item	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
6	A monolingual is better than a bilingual speaker					
7	A bilingual speaker is better than a monolingual in terms of communication					
8	Globalization spread as a result of bilingualism					
9	Bilingualism is important in the world of modern technology					
10	Bilingualism helps humanity in					

	different aspects of life					
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	item	Agree	Strongly agree	Neutral	disagree	Strongly disagree
11	We as speakers come to know others people norms through speaking their languages					
12	Learning a second language causes some individuals' awareness.					
13	Knowing a second language increases info about other cultures					
14	The cultural understanding of each speaker is caused by being bilingual					
15	Bilingualism never develops L1 speaker about L2 speaker					