Dynamic Models of Multilingualism on the Territory of Western Ukraine*

Динамічні моделі мультилінгвізму на території Західної України**

Nataliia Mykhalchuk¹
Dr. Sc. in Psychology, Professor
E-mail: natasha1273@ukr.net
https://orcid.org/0000-0003-0492-9450
Researcher ID: A-9440-2019
Scopus AuthorID: 57214227898

Pavlo Levchuk²
Ph.D. in Philology, Adjunct Professor
E-mail: p.levchuk@ispn.waw.pl
https://orcid.org/0000-0001-7865-6833
Researcher ID: AAP-2551-2020
Scopus AuthorID: 57214218614

Ernest Ivashkevych¹
Ph.D. in Psychology, Professor’s assistant, Translator
E-mail: ivashkevych.ee@gmail.com
https://orcid.org/0000-0001-7219-1086
Researcher ID: F-3865-2019
Scopus AuthorID: 57216880485

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Asymmetric Bilingualism is presented by two sub-models: (1) Transitional Bilingualism; (2) Stable Dominant Multilingualism.

Conclusions. Any multilingual system is not reduced to the summation of different monolingual systems. Multilingual psycholinguistic systems of the person are open ones. The bilingual’s metalinguistic abilities show a strengthening effect when the person is studying not only the second, but also the third or more languages. Accumulating such advantages as cognitive variability (mobility), metalinguistic abilities, metapragmatic and sociocultural “awareness”, multilinguals also accumulate some disadvantages: a deficit in the level of language proficiency due to interlanguage interactions; limitations in language acquisition and language efforts.

Key words: dynamic models of multilingualism, the Model of Balanced Ambilingualism, the Model of Unbalanced or Asymmetric Bilingualism, Transitional Bilingualism, Stable Dominant Multilingualism.

Introduction

In the last three decades there has been a special interest to the phenomenon of multilingualism (from the Latin “Multi” – many, “Lingua” – a language, speech or from the Greek “poly” – many) in linguistic researches. Scientists (Phani Krishna et al., 2020) define multilingualism as the ability of societies, organizations, groups and individuals to include more than one language into their daily life.

Despite that fact that multilingualism as a social and individual phenomenon has a centuries-old history, up to the beginning of the 20th century multilingualism was not described by the scientific community as a linguistic phenomenon. According to scientists (Dubovyk et al., 2020) the European community at the beginning of the 19th century identifies itself as monolingual one. In such a way each separate European language was associated with only one ethnic group (one language for one European ethnic group). That’s why multilingualism was recognized as a deviation opposed to the stability and strength of language systems having been contacted with each other. Also, the migration of population and the conquest of new territories caused “unnatural” language contact, “violation” of the usual “language order”, which led to the structural simplification, and sometimes degeneration of different languages in their contact.

It is possible that such a view of the linguistic situation caused the fact that almost until the beginning of the 20th century studies
of the language contacts were conducted from the standpoint of view of monolingual paradigm. At the same time, all linguistic researches having been organized within the paradigm of Linguistics were limited by the classification, typification and comparison of some languages (Hecht et al., 2001). In Linguistics of the first half of the 20th century the fact of “contacting” of the language systems was analyzed in scientific researches (Astle & Scerif, 2011). We’ve to emphasize, that, firstly, these researches were provided not within the paradigm of the phenomenon of “multilingualism” and, secondly, as a phenomenon opposed to the stability and paradigmaticity of language systems in their contact. Perhaps because of this reason European linguists (Phani Krishna et al., 2020) during the second half of the 20th century used the term “bilingualism” describing the situation of both bilingualism and multilingualism.

The transition from a monolingual stage in a language situation to a bilingual one is in a great degree likely related to a universal process of migration of population, because people have always moved in search of means of livelihood, in search of security and in search of a better life (Adachi & Willoughby, 2015). In other words, the main reason for migration of population in war time is to save the lives of the population of European countries. The reasons for the migration processes in the post-war period are the rapid development of transport, trade and peaceful economy (Wong, 2017). The transition from a bilingual stage in the linguistic situation to a multilingual one is also connected with the processes of globalization at the end of the 20th century, the formation of the European Union in 1992, the openness of borders between European countries, the possibility of receiving work and obtaining higher education abroad. These processes led to a great increase in the number of studies on the coexistence and interaction of different languages both in some social groups and according to some individuals (Collins, Sanchez & Espana, 2023; Pimperton & Nation, 2010; Rezaei & Mousanezhad Jeddi, 2020). In such a way the emphasis was shifted from bilingualism to multilingualism as an integral component and consequence of the processes presented by us.

Nowadays according to the definitions of some researchers (Alahmadi, Shank & Foltz, 2018; Collins, Sanchez & Espana, 2023) contemporary society is no longer a monolingual one; it is mostly characterized as bi- or multilingual. This is confirmed by the fact
that there are about 200 independent states on the modern world map. Also, the world population speaks almost 7000 languages, that is multilingualism is more the norm than the exception. It is assumed that about 60% of the world’s population is multilingual one. That’s why there is the majority of individuals who use two or more languages (Guerrero, 2023). Thus, multilingualism becomes not only much more widespread than previously assumed, but also belongs to the group of such phenomena, studying of which ones affects the development of social and humanitarian sciences in general and in Linguistics in particular.

In contemporary Linguistics (Alyami & Mohsen, 2019; de la Garza & Harris, 2017; Oh, Bertone & Luk, 2023) the term “multilingualism” is interpreted in different ways depending on the objectives of the research in different areas and schools. Each researcher offers such definitions of “multilingualism” that most accurately correlate with the field of his/her research. So, none of the well-known definitions can be understood as universal ones. The fact that multilingualism is studied in the paradigm not only in Linguistics, but also in Psychology, Sociology, Linguistic Didactics and other social sciences. All these emphasize multifaceted nature of multilingualism and justifies the multitude of its definitions.

Some scientists (Oss et al., 2023) by a general definition of “multilingualism” call the fundamental human ability of societies, groups and individuals to communicate several languages. They tell that it is the main characteristics of multilingualism. Other scientists (Oh, Bertone & Luk, 2023) define multilingualism as a sociolinguistic phenomenon. They describe it as the use of several languages within a certain social community (primarily the state); the use by the individual (a group of people) of several languages. Each of them is chosen according to a specific communicative situation (Berninger & Abbott, 2010; El-Zawawy, 2021; Tran, Tremblay & Binder, 2020). At the same time, scientists (Bialystok, 2018; Heidari, 2019) note that multilingualism is a powerful resource that allows people to interact with each other more effectively.

However, the problem of multilingualism on the territory of Western Ukraine hasn’t been studied in psychological scientific literature in general and in Psycholinguistics in particular. Unfortunately, no one has dealt with this problem in its formulation, such as with the
construction of dynamic models of multilingualism on the territory of Western Ukraine. For us, it is interesting to study lexical units which can create models of multilingualism among the population on the territory of Western Ukraine. These models, in turn, are dictated by the influence of Russian, English and German languages on the understanding of lexical units of different foreign languages, on the processes of learning the first or the second (or more ones) foreign languages, as well as on the creation of neologisms in the native language of Ukrainians.

Therefore, the purpose of the article is to study lexical units, with the help of which it becomes possible to build up the dynamic models of multilingualism, which are dominant among the population on the territory of Western Ukraine (these models, in turn, are explained by the influence of Russian, English and German languages on Ukrainian, and they also facilitate the creation of neologisms in the Ukrainian language).

**Methods**

The methods of the research are: *theoretical ones* – categorical and structurally-functional analysis of the texts, the methods of systematization, modeling, generalization; *empirical methods* – the analysis of lexical units, the experiment. For the purpose of studying the models of multilingualism we used “The Methodology of studying the models of multilingualism on the territory of the Western Ukraine (by the influence of Russian, English and German)” (Mykhalchuk & Ivashkevych, 2022).

**Participants**

With the purpose to analyze the models of multilingualism on the territory of Western Ukraine we proposed for 124 students of the philological faculty of Rivne State University of the Humanities “The Methodology of studying the models of multilingualism on the territory of Western Ukraine (by the influence of Russian, English and German)” (Mykhalchuk & Ivashkevych, 2022).

The experiment lasted during November-February, 2022–2023. Students had to analyze lexical units, proposed by us. Also students had to give their own variants of translation and understanding of American
slang, to propose surzhik to literary lexical units, to show phraseological units, which emphasize on the structure and the content of the models of multilingualism on the territory of Western Ukraine (by the influence of Russian, English and German). To all foreign equivalents students proposed their own definition, which then was checked and compared by them with the meaning of the dictionary. Also, students told about the origin of this or that lexical unit, presented the principles of nomination, told about the degree of the influence of Russian, English and German to contemporary Ukrainian language.

We’ve followed the ethical standards of the empirical research (we’ve obtained the informed consent of potential participants in the experiment to voluntarily participation in the research). Ethical principles were followed in the process of conducting the empirical research: the principle of voluntary consent; the principle of minimizing risks for participants; the principle of confidentiality; the principle of informing participants about the content of the research; the principle of mandatory documentation of the stages and the results of the research; the principle of reliability of methodical instruments of the research having been conducted; the principle of validity of research data processing.

Results

The empirical results of our research of the models in the paradigm of multilingualism were presented in the repository “Social Science Research Network (SSRN)” (Mykhalchuk & Ivashkevych, 2023).

The empirical study included three stages. At the first stage we studied students’ slang, its functioning at the speech level, the transition and transformation of the meaning of lexical items from American English to Ukrainian. The study of American and Ukrainian students’ slang allowed us to identify a combination of three main elements (speaker/user, setting/environment and the language), which determine the meaning of slang in the Ukrainian language. Thus, in the paradigm of multilingualism, in a view of functioning of slang in it, the following models were distinguished:

(a) a semantic model (24.4%);
(b) a model updated by transliteration (57.9%);
(c) the amplified model (17.7%).
The examples of Ukrainian slang units, the translation of which was determined by specific models of multilingualism, are given in Table 1.

**Table 1**
*The Variants of Translating of American Slang by Students, who Live on the Territory of Western Ukraine*

<table>
<thead>
<tr>
<th>American slang and its dictionary translation</th>
<th>Author’s versions of the translation by students the American slang</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ace boon coon</strong> – друг, приятель, надійна людина</td>
<td>бандит, битяй, ландорик***</td>
</tr>
<tr>
<td><strong>ace into</strong> – встигнути на початок заняття</td>
<td>не лохонутися***</td>
</tr>
<tr>
<td><strong>answer off the cuff</strong> – відповідати без підготовки</td>
<td>імпровізувати***</td>
</tr>
<tr>
<td><strong>air head</strong> – порожня голова</td>
<td>балда, вавка в голові*</td>
</tr>
<tr>
<td><strong>be a whiz at something</strong> – людина, що швидко вчитись, виключно обдарована в чомусь людина</td>
<td>банш, вундеркіндонутний***</td>
</tr>
<tr>
<td><strong>bird-brain</strong> – нерозумний студент</td>
<td>нульовий, нуль, стерильний***</td>
</tr>
<tr>
<td><strong>birdcage</strong> – студентський гуртожиток</td>
<td>гуртак, жабник, зоопарк, притон***</td>
</tr>
<tr>
<td><strong>blow off</strong> – ігнорувати або уникати когось</td>
<td>ігнорити, забивати, морозитись*</td>
</tr>
<tr>
<td><strong>brain</strong> – інтелігентний студент</td>
<td>доцент, професор*</td>
</tr>
<tr>
<td><strong>braniac</strong> – дужа розумна людина, інтелектуал</td>
<td>гуру, динозавр, башка*</td>
</tr>
<tr>
<td><strong>bug out</strong> – списувати</td>
<td>здирати, катати*</td>
</tr>
<tr>
<td><strong>bunk off</strong> – прогулювати заняття</td>
<td>зривати, косити, пасувати, клеїти пари*</td>
</tr>
<tr>
<td><strong>bust</strong> – невдаха</td>
<td>квач*</td>
</tr>
<tr>
<td><strong>butterhead</strong> – нерозумний студент</td>
<td>нульовий, стерильний*</td>
</tr>
<tr>
<td><strong>buzz crusher</strong> – зануда, буркотун</td>
<td>достоєвський, кумар***</td>
</tr>
<tr>
<td><strong>cake-eater</strong> – ледар</td>
<td>халівниця, шаровик***</td>
</tr>
<tr>
<td><strong>campused</strong> – обмежений територією кампусу (територією, що прилягає до університету та що включає учбові і житлові корпуси, торгові точки і підприємства побутового обслуговування)</td>
<td>хата**</td>
</tr>
<tr>
<td><strong>chalkie</strong> – викладач</td>
<td>препод***</td>
</tr>
<tr>
<td><strong>clam</strong> – помилка</td>
<td>глюк, прокол*</td>
</tr>
<tr>
<td><strong>coach</strong> – студент, який не встигає у навчанні</td>
<td>двієчник, вилетало, ручник**</td>
</tr>
<tr>
<td><strong>cockamamie</strong> – нескладний іспит</td>
<td>фонарьовий іспит**</td>
</tr>
<tr>
<td><strong>condition (n)</strong> – заборгованість, незалік</td>
<td>хвіст**</td>
</tr>
<tr>
<td><strong>condition (v)</strong> – перескладати іспит</td>
<td>борг, передздача**</td>
</tr>
<tr>
<td><strong>freshman</strong> – першокурсник</td>
<td>зелена, мінус, першокур**</td>
</tr>
<tr>
<td><strong>grunt</strong> – студент, якому важливо отримати диплом, а не знання</td>
<td>пофігіст**</td>
</tr>
</tbody>
</table>
At the second stage of our empirical study we highlighted other models in the paradigm of multilingualism. Let’s characterize these models.

(1). **The Model of Contrasting Linear Order.** In the measures of functioning of this model we have a deal with code switching of sentences or fragments of sentences, word combinations, having been designed by means of different languages; each of these fragments is internally consistent by the morphological or syntactic (in addition – phonological) rules of a native language. In our empirical research on
the territory of Western Ukraine we single out two types of restriction of switching codes:

(a) the restriction having been imposed by language equivalence: according to this restriction, code switching occurs when the contact position of two languages does not contradict the syntactic structure of each of them, that is where the surface structures of fragments of sentences in two languages can correspond to each other, for example, on the basis of the same order of words. In other words, sentences containing code switches are composed of sequentially connected fragments, and each of them has a certain grammatical structure in its language. The boundary between two adjacent fragments of two languages shows the point where code switching takes a place. It can be located only between those components that equally cohere in these languages. At the same time the linear structure of the entire sentence is not violated, and its lexical content is not changed. To a greater extent, this limitation applies to typologically dissimilar languages, for example, Ukrainian and English, Ukrainian and German.

The examples of this model we’ll show by these lexical structures:
1.1. I like you in this tie.
1.2. I like your tie.
2.1. No 1. You are charming in this tie.
2.2. You are a handsome man in this tie.
2.3. No 1. You have a nice tie.
2.4. No 2. You are wearing a nice tie.

These sentences we can divide into two groups: 1.1; 2.1 (No 1); 2.2 and 1.2; 2.1 (No 2); 2.3 (No 1, No 2). In the first group we emphasize on the subject himself, and the restriction is imposed by a pronoun. In the second group the positive emphasis is formed by the details of a tie of a man. The mechanism of the restriction having been imposed by language equivalence is achieved by those phrases, as: “I like you …”, “…in this tie”, “You are charm…”, “You are a handsome man…”, “You have…”, “You are wearing…”.

So, the compliment can be designed in different ways, but choosing one way from several alternative structures is also a pragmatic technique. Complimentary expressions not only describe the denotative situation, but also convey the nature of the relationships between the partners of communication and the context of the communicative
process itself. At the same time, we are interested in the context of the statement if there is a real possibility of its influence on the semantics of statements;

(b) the restrictions having been imposed by free morphemes: according to this restriction it is impossible to switch codes between a free (lexical) morpheme of one language and a related morpheme of another (foreign) language, until this lexical (free) morpheme is phonologically integrated into the structure of the language to which a bound morpheme belongs. The examples of explication of the mechanism of the restrictions having been imposed by free morphemes in the Ukrainian language by surzhik, which took a place because of the influence of Russian, are shown by us in Table 2.

Table 2
Surzhik in the Ukrainian Language, which Took a Place Because of the Influence of Russian

<table>
<thead>
<tr>
<th>Surzhik in the Ukrainian language</th>
<th>Literary lexical unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>автомобілярня</td>
<td>автозавод</td>
</tr>
<tr>
<td>беззглядний</td>
<td>абсолютний</td>
</tr>
<tr>
<td>безнастанний</td>
<td>неперервний</td>
</tr>
<tr>
<td>вигріння</td>
<td>вивітрювання</td>
</tr>
<tr>
<td>вогкість</td>
<td>вологість</td>
</tr>
<tr>
<td>електровня</td>
<td>електростанція</td>
</tr>
<tr>
<td>мінення</td>
<td>затемнення</td>
</tr>
<tr>
<td>осоння</td>
<td>на сонці</td>
</tr>
<tr>
<td>офірувати</td>
<td>пожертвувати</td>
</tr>
<tr>
<td>тамувати</td>
<td>зупиняти</td>
</tr>
<tr>
<td>тепломір</td>
<td>термометр</td>
</tr>
<tr>
<td>чудуватися</td>
<td>дивуватися</td>
</tr>
</tbody>
</table>

(2). The next there are Absolute models (they are based on non-linear constraints principles). In the 80s of the 20th century there were theories, which proclaimed, that code-switching mechanisms are governed not by some restrictions, but by general principles of literacy. These theories were based on the main principles of the English Syntax. These authors investigated the purely syntactic principles underlying code switching schemes. Some other models, for example Government Constraint Model (Mai, 2022), describes a great impossibility of code
switches between some elements in one sentence, that are in syntactic hierarchical relationships. In the scientific literature there was described a Functional Head Constraint Model (Piller & Gerber, 2021), in the paradigm of which dominant constraints are imposed on other structural elements by the functional head.

As the example we will give phraseological units with the “clothing nomination” component, emphasizing the impossibility of absolute code switches between them:

1. complementizer (in Traditional Grammar the emphasis is on the conjunction or relative pronoun) and infinitive phrase.

These attributive phrases are, in turn, sources of predicative constructions, for example in English: the king’s coat “мундир англійського солдата” – to wear the king’s coat “бути на королівській військовій службі”.

First of all, clothing or some items of clothing is a specific item that you can “носити” (in English: Wear the breeches); “знімати” (in English: take off one’s coat); “надягати, давати, дарувати” (in English: give somebody a wet shirt); “втракати” (in English: lose one’s shirt); “щити, кроїти” (in English: make one’s cloak..., cut one’s coat according to one’s cloth); “вивертати навиворіт” (in English: turn one’s coat inside out). Under the conditions of a Creative Approach to understanding phraseological units other actions can also be performed with clothes, for example, the meaning of “швидко одягнутися” can be conveyed by a verb that means “стрибати” (in English: Jump into one’s clothes).

Variants of phraseological antonyms should be distinguished from phraseological units, which denote phraseological synonyms. From synonymous phraseological units one should denote equivalent phraseological units, that have real images close to our surrounding reality, for example in English: not to have a shirt to one’s back “бути бідним” (єдиним надбанням є сорочка), to put (bet) one’s shirt on something “всім своїм надбанням” (поставити на кін єдину сорочку), to give a shirt off one’s back “віддати іншому все, що маси” (віддати єдину сорочку). The common component of these three images, that are close to each other, is “сорочка як єдине надбання”.

2. inflection and verb conjugation.

Clothes can be rich, beautiful, neat or, on the contrary, poor, without taste, simple. For example: in English: in full fig, full dress,
3. negation and verb phrase. First of all, clothing or some items of clothing is a specific item that you can “мати або не мати, володіти або не володіти” (in English: Not to have a shirt to one’s back).

4. phraseological units in which the component denoting clothing is used in another meaning, for example: “ні краплі, нічого” (in English: not a rag);

5. a determiner (for example: a definite article; a possessive, indicative or interrogative pronoun) and a noun phrase.

5.1. phraseological units of the attributive type, in which the name of clothing plays the role of a determining component, for example: costume jewelry “штучні коштовності для прикрашання одягу”, costume play “історична п’єса або історичний фільм, в якому актори грають в костюмах певної епохи”, dress circle “перший ярус в театрі, в якому традиція вимагає носіння вечірнього туалету”, dress parade: (a) “військовий парад”; (b) “показ мод”; wardrobe master/mistress “костюмер” (in English). If the name of clothing plays the role of a determining component, such a phraseological unit is included into the analysis of lexical unit, for example: W-dress “парадна форма; фрак; довге вечірнє плаття” (in English);

5.2. phraseological units that have a terminological (specialized) meaning, for example (in English): breeches buoy “рятувальний буй з отворами для ніг з парусини для навчання плаванню”; strait jacket/waistcoat “тамівна сорочка”; coat of arms “герб”, coat of mail “кольчуга”;

the gay coat..., Joseph’s coat; in German: sich in Gala werfen “надіти парадний костюм”; (humor) причепуритися; erste Garnitur (colloquial) “краші сили; вищий клас”, der game (або gesamte) Staat (colloquial) “весь гардероб, весь найкращий одяг”, Staat machen (colloquial) “пишатися будь-ким, відчувати гордість за кого-небудь; хизуватися, козиряти, справляти враження будь-чем”, sich in Staat werfen (colloquial) “надіти парадний костюм (або парадне плаття), вбратися, одягнутися”, im besten Staat (colloquial) “в повному (або у всьому) параді (в найкращому одязі)”, zum Staat (colloquial) “щодо людського ока, про людське око; напоказ”, sich Staats machen (dialect) “причепуритися, одягнутися”; і, з іншого боку: англ. in rags, нім. zweite Garnitur (colloquial) “дещо другорядне; другорядна особистість”.
5.3. phraseological units that have exclusively literary and bookish significance, for example in the German language: *den Mantel des Vergessens iiber etwas breiten* “віддавати забуттю що-небудь”; *sich in den Mantel Gleichmuts (або Mitleids i m.n.) htillen* “надягати на себе маску байдужості (або співчуття)”; *etwas mit dem Mantel der (christlichen) Liebe bedecken (або zudecken)* “накидати покривало на будь-що, зберігати в таємниці будь-що”;

5.4. phraseological units that have fallen out of use and are not of clear, transparent motivation, for example: in the English language: *Breeches Bible* “Женевська Біблія 1560 р.”; in German: *den bunten Rock anziehen* “піти в солдати, надіти військовий мундир”; *den bunten Rock ausziehen* “піти з військової служби, зняти військовий мундир”; *jemanden in den bunten Rock stecken* “забрати когось в солдати, надіти на будь-кого військовий мундир”;

5.5. a quantifier (a word or phrase denoting the amount of something) and a word combination with a noun. So, we’ll give the examples of noun phrases: *eine Tracht Priigel* “прочухан” (*Tracht* “коромисло”); *j-m auf dem Pelz sitzen* (in German) (*Pelz* “шкіра, шкура”); *etwas, jemand ist im Anzug* “що-небудь, будь-хто насувається” (*Anzug*); *ein rotes Tuch sein* “дратувати будь-кого, діяти на нерви” (“ганчірка” *from the word Tuch*).

So, the dynamic models of multilingualism on the territory of Western Ukraine make us possible to consider the individual’s multilingual system as a kind of structural education. We think, that dynamic models of multilingualism are complex systems, both chaotic and well-organized. That’s why it’s difficult to analyze them, and sometimes they cannot be decomposed into some concrete elements. But we think, that dynamic models of multilingualism have a lot of advantages in multilingual world. In such a way we think that dynamic models of multilingualism were developed in this direction and they do not depend on whether the language systems for one person are at the stage of initial formation or they have already been fully complicated and organized.

Dynamic models of multilingualism do not only determine the relationships between various factors within one multicultural system of relationships, but also predict typical variants of the development of combinations of the main systemic factors. These factors emphasize the variability and the dynamics of the unique multilingual system of
the speaker. From one side, monolinguals cannot demonstrate such kind of metalinguistic abilities, and they have not been developed yet. From the other side, while bilinguals are predicted to have a catalytic influence of this factor when learning the third (or more) languages. In general, we’ve to note that some authors (Hornberger & Link, 2012) compare the effect of metalinguistic abilities on the acquisition of the third and the next, subsequent languages with the “butterfly effect”. Scientists think, that some insignificant influence on the system can have large and unpredictable consequences, including a completely different place of life.

Despite the existing sufficient number of classifications of bilingualism depending on the age of language acquisition (Walqui, 2006), the order and the sequence of their assimilation (Duarte, 2019), the features of the mental lexicon (Chen et al., 2022), the functions that languages perform in the society (Huang, Loerts & Steinkrauss, 2022), the level of mastery of these languages and/or social aspects (Jiang, Zhang & May, 2019), these authors offer their own classifications that combine the types of bilingualism and multilingualism. Our classification, first of all, focuses the greatest attention on the balance between the linguistic systems of a multilingual speaker. We’ve to underline that we refer to dynamic models of multilingualism in some a way as to general bilingual systems, which are variants of multilingualism. Also, we think that multilingualism is more broader concept.

So, at the next, the third stage of our empirical studying we proposed dynamic models of multilingualism on the territory of Western Ukraine, which were formed by the influence of Russian, English and German on the Ukrainian language.

The first model is the model of Balanced Ambilingualism. So, in this article we’ll propose the meaning of the term “ambilingualism”. To our mind ambilingualism is a phenomenon of bilingualism that characterizes the fluent speech of two languages at the equal level of speaking of two different languages. Ambilingualism can be understood to a fairly conditional and rare phenomenon, since due to the influence of interlanguage interactions. It is impossible to achieve mastery of two languages exactly at the same time as two separate monolingual speakers would master two languages. In such a way, we distinguish the following types of balanced ambilingualism:
(a) **Ambilingual Balanced Bilingualism** is the simplest form of sustainable multilingualism. This model is assumed that both language systems are developed to the highest level of perfect mastery of the language as mastering the native one. This model is shown on Fig. 1.

**Figure 1**
The Model of Ambilingual Balanced Bilingualism

![Diagram of Ambilingual Balanced Bilingualism](image)

*Legends:*

- **LS1** – the first language system;
- **LS2** – the second language system;
- **ILP** – the ideal level of language proficiency;
- **RLS** – rudimentary language competence;
- **t** – time of speaking this language in the society;
- **l** – the level of language proficiency (from a low level to a high one).

(b) **Non-Ambilingual Balanced Bilingualism** implies that both language systems are not at the same level of their development. The first language system is developed to the highest level of perfect mastery. The second language system is formed at the intermediate level, however, the formation of this system occurs gradually, with good results. Also for the person it is difficult to reach the level of mastery for the second language system as for his/her native language (see Fig. 2).
Unbalanced or Asymmetric Bilingualism is presented by two sub-models.

(1). **Transitional Bilingualism** is a phenomenon in which the first language system (LS1) is gradually replaced by the second one (LS2), which begins to occupy a dominant position in a bilingual pair of languages. The result of such a process may be a slow return to monolingualism. An example of this type of bilingualism can be the situation with immigrants who are forced to adapt to communication using the second language. At the same time they lose skills of communication in use of their native language, the first one due to various external circumstances (see Fig. 3).
(2). **Stable Dominant Multilingualism** refers to a situation in which Language System 1 is not completely replaced by Language System 2, but two language systems coexist in their modified form. In such a way Language System 2 plays the role of a dominant (primary) language, while Language System 1 functions are displayed as a subordinate (secondary) system (see Fig. 4).

So, the term “multilingualistic interaction” is interpreted by us in the most general form as the individual manifestation of the contacts of languages in the mind of the speaker. In our empirical researches we usually operate with two terms that are often considered synonymous: “language interaction/multilingualistic interaction” and “multilingualistic influence”. We’ll explain these concepts in more detail.
The term “multilingual influence” is mentioned by us as a generalized definition of such phenomena as “transferring” and “interference” (interference), which was studied by us in the paradigm of the theory of the second language acquisition. As for the term “multilingual influence” its definitions are represented by two characteristics – as the interpretation in a narrow and a broad sense.

In a narrow sense multilingual influences include mainly code switching and transferring/interferences. Understanding of the phenomenon of multilingual influences on the territory of Western Ukraine was presented by three main types of them: (1) the mechanism of conversion affecting closely related languages (such as Ukrainian and Russian); (2) the mechanism of interlingual identification, based on the establishment of correspondences between any two or three languages.
within a single language triad (for example, Ukrainian – English – German); (3) switching codes between any languages.

A broad understanding of interlanguage interactions is presented in the dynamic models of multilingualism. This understanding includes the meaning of the term in the paradigm “multilingualistic influences”. It is not only processes of transferring and interference, but also code switching (actualizing of mechanisms of generalizing, identification, transliteration and amplification). These mechanisms help us to investigate terms “multilingualistic influences” and “generalizing”, “identification”, “transliteration” and “amplification”, also “code switching” as interchangeable and synonymous terms. From their point of view, multilingualistic influence arises as one of the ways/options of the functioning of cross-linguistic interactions. In such a way multilingualistic influences would be considered as a more broader concept compared to the concept of cross-linguistic interactions.

**Discussions**

Depending on the user, in the scientific literature the scientists distinguish between “individual” and “national” multilingual. Two levels of multilingualism are: “the national level” (in other sources – social, public one), characterizing the linguistic situation of the entire nation or society (Piller & Gerber, 2021), and “individual level”, which characterizes both the use of the language and the individual level of language proficiency, which is described in many researchers on multilingualism (Hornberger & Link, 2012; Jiang, Zhang & May, 2019). We think, that our definition of multilingualism is the most relevant to the topic of our research: it is a differentiated phenomenon that extends on a multilingual continuum from monolingual acquisition of a foreign language through balanced bilingualism to mastery of three or more languages.

If national multilingualism is the object of Sociolinguistics, then individual multilingualism is the object of Psycholinguistics. Both social and individual bilingualism are characteristics of multinational states. In our research we have a deal both with this and the second aspects of multilingualism.

Researchers (Chen et al., 2022) distinguish the following forms of the existence of Social Multilingualism:
(1) multilingualism, in which, due to historical processes, two or more languages are approved as state ones (in Canada, Switzerland, Belgium, Belarus);

(2) multilingualism, in which one state and different ethnic languages coexist; at the same time, either one language (a state) or two languages (a state and ethnic ones) can be used in everyday communication (in Ukraine, Great Britain, Spain, Kenya);

(3) emigrant multilingualism, in which migrants (sometimes bilingual migrants) are forced to learn the language(s) of a new state. This form of public multilingualism is characterized by two opposite situations: the additive and subtractive ones. In the first case, the second and subsequent languages are acquired against the background of further mastery of the individual’s first (a title) language, without hindering its development at all. In the second case, each subsequent language replaces the previous one; such a situation is in some a case a characteristics of children from emigrant families (who master the official language of the country of this residence) to the detriment of the development of their mother tongue.

As a part of the discussion of individual and social types of multilingualism special attention is paid to the relationships between the concepts of multilingualism and plurilingualism. In contemporary publications the researches think, that multilingualism and plurilingualism are synonymous concepts (Bialystok, 2018). From the point of view of other researchers (Chen et al., 2022) the difference between them is in the same difference that is presented between individual and social multilingualism. In other words, the concept of plurilingualism marks cases of individual multilingualism, while the concept of multilingualism itself is understood as the phenomenon of using several languages in a given community or the society as a whole. The term “plurilingualism”, according to scientists (Duarte, 2019), specially emphase on the person as a starting point and an active participant in the process of language contacts. Due to the fact that the subject of our research is multilingualism, we will use only this term with a purpose to show generalization of its social and individual types.

If the majority of linguists have similar positions according to the need to distinguish between national/social multilingualism and individual multilingualism (Huang, Loerts & Steinkrauss, 2022). Then various approaches are demonstrated in solving problems in the field of
studying individual multilingualism (Oh, Bertone & Luk, 2023). These problems are related to the search for answers to the following questions: (1). Who is a multilingual and what are the parameters that define him/her as a multilingual person? (2). Are there characteristics that determine the degree of multilingualism? (3). Are there any differences between multilingualism and bilingualism and what they are?

The search for the answers to the first question are in such a way. A multilingual individual is anyone who can communicate in more than one language (Oss et al., 2023). From the point of view of the multilingual approach a multilingual person cannot be considered as a simple sum of several monolinguals (Tran, Tremblay & Binder, 2020). Each individual is the bearer of his/her personal multi-competent knowledge, which cannot be measured in the terms of monolingual standards and, therefore, is a unique linguo-cognitive configuration, the study of which requires a special complex of research methods.

As for the degree of manifestation of multilingualism of the person, linguistic science has not developed yet universal standards for its definition. Some criteria were proposed by scientists (Oh, Bertone & Luk, 2023) according to: (1) the level of language proficiency (linguistic proficiency); (2) language competence (linguistic competence) – it is a system of linguistic knowledge of the speaker about the language/languages; (3) the developmental trajectories of the person.

The largest amount of contradictory views is presented in relations to the criterion “a level of language proficiency”. As in the case of the definition of bilingualism, there are diametrically opposed characteristics about what degree of language proficiency the person has to achieve or possess to be considered a multilingual one.

Thus, according to the first point of view, multilingualism implies a free possession of speakers of all languages. Scientists (Oss et al., 2023) define multilingualism as the active completely equally strong command of two or more languages. Other scientists (Jiang, Zhang & May, 2019) propose a definition of multilingualism from the point of view of Sociolinguistics, where individual multilingualism is defined quite categorically as an equally free use by the person of at least use of three different foreign languages in everyday life.

According to the second point of view the idea of multilingualism corresponds to the initial, elementary knowledge of the second and
subsequent languages. Multilingualism, which includes a balanced, fluent command of all languages of the person, is a rather rare phenomenon; most often, multilinguals demonstrate various degrees of mastery of different components of their “language arsenal”. Based on this, some linguists (Bialystok, 2018) believe that the study of multilingualism should be carried out from the point of view of the opposition “balanced – unbalanced multilingualism”, which allows considering multiple variants of individual multilingualism in different ego manifestations as a variety of one and the same phenomenon.

The difference in the level of speaking of different languages can vary from the knowledge of a few lexical units, such as greeting clichés, rudimentary colloquial phrases, etc., to excellent commands on Grammar and Vocabulary, as well as the appropriate register (a variant of the language use appropriate for the given communicative situations) and styles of speech. Multilinguals develop their language competence by each of the language codes only up to that level and for those communicative situations in which these languages are used. The situational context determines the choice of the languages, which affect social self-identification of the person. In order to remain socially competent in a multilingual society, the person needs to determine what language, when and for what purpose it should be used. As a part of the discussion of this issue, it is interesting to dwell on the concept of receptive multilingualism, which denotes the process of communication in a group where each member of communicative act speaks exclusively using his/her own native language, while all other participants of the communication understand it (Collins, Sanchez & Espana, 2023). The most vivid example of receptive multilingualism is multilingualism in Scandinavia, where many residents speak only their native language – Danish, Swedish or Norwegian, but understand all other Scandinavian languages.

The third problematic question concerns different, often opposing points of view of linguists about the relationships between understanding of “bilingualism” and “multilingualism”, which can be divided into three main groups.

The first one is bilingualism as a basic concept. Developed in the 1960s, this concept had had dominant influences on the researches in the paradigm of language contacts for a long time. Multilingualism was
understood exclusively as a type of multiple bilingualism and its natural continuation. So, unless there is a special reservation, all further remarks about bilingualism will also refer to multilingualism – the practice of alternating use of three or more languages. Bilingualism is perceived as a generalizing concept for all forms of multilingualism (Duarte, 2019). From the point of view of the theory of language acquisition, multilingualism was studied within the paradigm of the concepts of the second language acquisition (Alyami & Mohsen, 2019).

The analysis of the definitions of the term “multilingualism”, presented in the first group, allows us to conclude that multilingualism as a scientific term was used more than fifty years ago, but was interpreted mainly through the prism of bilingualism studies, remaining the interchangeable term for it. This point of view was replaced by multilingualism in the 1990s. In this period of time we came to the second group of definitions.

Multilingualism as a basic concept, denoting mastery of more than one language (Bialystok, 2018). This group of concepts is the most popular nowadays. Based on the premise that bilingualism and trilingualism are special cases (variants) of multilingualism (Chen et al., 2022), we’ve to note that bilingualism and multilingualism have many common features in both psycholinguistic and sociolinguistic aspects, while at the same time insisting that multilingualism has its own distinctive features.

The difference between bilingualism and multilingualism lies not only in the quantitative plan, that is, in a larger “linguistic baggage”, but also in the functional plan – as a larger set of linguistic situations in which multilinguals participate, making the correct language choice and demonstrating multilingual skill to balance communicative needs with their own language resources. Qualitative differences between bilingualism and multilingualism is in the different experiences of bilinguals and multilinguals in language acquisition: multilinguals overcome qualitatively different routes and develop such strategies of acquisition and learning a new language that differ from the strategies of acquisition of the second one in order, more often a foreign language, by monolingual individuals.

The next important difference concerns cross-linguistic interactions: experiencing difficulties in learning and further using the third and
subsequent languages. Multilinguals rely not only on their native or dominant language, but also on all languages, which the person knows, according to his/her social status. Such a situation creates the most diverse scenarios for interlanguage interactions of multilinguals, which are unavailable to bilinguals (Oh, Bertone & Luk, 2023).

Also, the third point of view cannot be ignored. Bilingualism and multilingualism as separate concepts denoting qualitatively different phenomena. With such an approach, we proved that multilingualism has its own, more complex and diverse characteristics compared to bilingualism. Such characteristics, according to the results of our research, can include strategies for learning the third language, especially interlanguage interactions and interlanguage influences in multilingualism. In our research we will adhere to the second concept, in which the term “multilingualism” is used as a categorical concept. In such a way we summarize all options for mastering more than one language, including bilingualism, trilingualism and multilingualism.

Conclusions

Studying the problem of dynamic models of multilingualism on the territory of Western Ukraine allows us to make a list of the main points of dynamic models of multilingualism.

(1). Any multilingual system is not reduced to the summation of different monolingual systems.

(2). Great efforts to maintain a high level of the language proficiency is increased in direct proportion to the development of this language system.

(3). The assimilation of a new language system, on the one hand, is limited, and, on the other hand, it negatively affects great efforts “to exploit” already established language systems. This is due to the fact that the multilingual’s resources are limited in terms of time and energy, which the person is able to spend on learning a new language and maintaining language systems having already been learned. As a result, if we describe dynamic models of multilingualism, we’d note two simultaneous opposite processes of multilinguals: loss of a foreign language and (or) the process of maintenance of the language. Gradual loss (or weakening) of the language system is analyzed by us as
a process that displays the processes of foreign language assimilation, if the individual does not put enough efforts and spends time for its reactivation. The result of the interaction of these two processes we mean the processes of adaptation of the level of foreign language competence to the communicative requirements of the person.

(4). Strengthening the processes of “language support” leads to a decline of the language assimilation.

(5). Multilingual psycholinguistic systems of the person are open ones. They are influenced of a wide variety of psychological and social factors. In other words, the interaction between psycholinguistic, sociolinguistic and situational aspects is understood as the process of interaction between a social context, physical environment (surrounding us world) and cognitive tasks.

(6). The bilingual’s metalinguistic abilities show a strengthening effect when the person is studying the third or more languages. Accumulating such advantages as cognitive variability (mobility), metalinguistic abilities, metapragmatic and sociocultural “awareness”, multilinguals also accumulate some disadvantages: a deficit in the level of language proficiency due to interlanguage interactions; limitations in language acquisition and language efforts. Both these and other changes demonstrate a qualitatively new level of assimilation of new linguistic material and support a foreign language systems having been already mastered. It is the difference between monolinguals and bilinguals learning the second language.

Thus, the empirical study of interlingual and bilingual interactions in a multilingual system, which includes two or more languages that mutually influence each other, requires the use of qualitatively different approaches. These approaches should be based on the use of such research methods that will allow, firstly, to identify multiple multidirectional influences of the elements of some multilingual system on the other one (we mean the interactions of several different languages in one linguistic paradigm) and, secondly, to analyze the dependence of the nature and severity of these influences on a number of variables (linguistic, sociolinguistic and psycholinguistic) factors. We will study these questions in our further researches. Studying dynamic models of multilingualism on the territory of Western Ukraine in further our researches we also have to learn the influence of Polish language on the Ukrainian language system.

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ADHERENCE TO ETHICAL STANDARDS

Ethic declarations. Prior to the start of the study, informed consent was obtained from all participants for voluntary participation. The study was conducted in compliance with domestic (Ethical code, 2009) and international ethical standards (American Psychological Association, 2002). The study was approved by the Scientific Ethics Committee of the Scientific Researches of the Public Organization “National Academy of Sciences of Higher Education of Ukraine”.

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Levchuk P.: preparation of the initial version of a manuscript, planning and managing the implementation of experimental activity, selection of linguistic material, organizing the experiment. Empirical collection and analysis of the results of the research, interpretation of the results of the research in a psycholinguistic paradigm. Drawing up a list of sources used in the APA style.

Ivashkevych E.: Proposing psycholinguistic theoretical conception of the research. Proposing and describing the whole paradigm of organizing psycholinguistic researches, deal with the problem of analyzing American and Ukrainian students’ slang, examples of explication of the mechanism of the restrictions having been imposed by free morphemes in the Ukrainian language by surzhik, which took a place because of the influence of Russian. Offering for the first time phraseological units with the “clothing nomination” component, emphasizing the impossibility of absolute code switches between them. Submission of data of the research to the international repository.

Nabochuk A.: preparation of tables and figures in their original form, summarizing the data of the research, writing abstracts to the article, preparation of documents and collection of informed consent from potential participant of the experiment, getting the respondent’s agreement for compliance with ethical standards of the experiment, collection and analysis, psycholinguistic and linguistic interpretation of data of the research.

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АНОТАЦІЯ

Метою статті є дослідження лексичних одиниць, за допомогою яких було побудовано моделі мультилінгвізму, що домінують серед населення на території західної України.

Методи. Теоретичні методи – категоріальний та структурно-функціональний аналіз текстів, методи систематизації, моделювання, узагальнення; емпіричні – аналіз лексичних одиниць, експеримент. Для дослідження моделей мультилінгвізму нами використано “Методику дослідження моделей мультилінгвізму на території західної України (які виникають під впливом російської, англійської та німецької мов)” (Mykhalchuk & Ivashkevych, 2022).

Результати. Динамічними моделями мультилінгвізму на території Західної України є: Модель збалансованого амбілінгвізму та Модель незбалансованого або асиметричного білінгвізму. Показано, що існують два типи збалансованого амбілінгвізму: (1) Модель амбілінгвального збалансованого білінгвізму. Наголошується, що обидві мовні системи у суб’єкта мають найвищий рівень сформованості, тобто людина досконало володіє іноземною мовою як своєю рідною. (2) Модель неамбілінгвального збалансованого білінгвізму передбачає, що рідна мова сформована на досконалому рівневі володіння. Друга мова система вирізняється середнім рівнем, однак формування цієї системи відбувається поступово, з хорошими результатами. Також людні важко досягти рівня володіння системою другої мови на тому ж рівневі, як рідної. Незбалансований або асиметричний білінгвізм представленні двома підмоделями: (1) перехідний білінгвізм; (2) стійкий домінантний мультилінгвізм.

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Висновки. Будь-яка мультилінгвальна система не зводиться до сумації характеристик різних монолінгвальних систем. Мультилінгвальні психолінгвістичні системи людини є відкритими. Металінгвістичні здібності білінгва суттєво актуалізуються, коли людина вивчає не лише другу, а її третю чи більшу кількість мов. Акумулюючи такі переваги, як когнітивна варіативність (мобільність), метамовні здібності, метапрагматична та соціокультурна “обізнаність”, мультилінгвали також вирізняються деякими недоліками: дефіцит рівня володіння мовою через кроскультурні взаємодії; обмеження в оволодінні іноземною мовою та недостатній рівень сформованості лінгвістичних здібностей для вивчення іноземної мови.

Ключові слова: динамічні моделі мультилінгвізму, модель збалансованого амбілінгвізму, модель незбалансованого або асиметричного білінгвізму, перехідний білінгвізм, стійкий домінантний мультилінгвізм.