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## WHAT KIND OF BILINGUAL EDUCATION IS MOST BENEFICIAL? THE PSYCHOLINGUISTIC PERSPECTIVE

**Abstract.** The significance of bilingual education has grown remarkably in the modern society since the benefits of bilingualism were affirmed long ago. However, the specific kind of bilingualism resulting in the most favourable effect has not been clarified as much. According to our investigation held on the subject of bilingualism in terms of the comprehension of a third language without its prior learning, bilingualism between two different language families contributes significantly to the understanding of another language belonging to a language family manifested in the bilingual informant. Hence, for example, a person representing a native-like capacity in a Slavic language, such as Russian, and a Romance language, such as Romanian (the case investigated in the research), will present the development of specific psycholinguistic strategies implying particular brain functioning as well as language data analysis resulting in the ability to access and understand, then subsequently acquire another Slavic or Romance language more efficiently. Evidently, this specific example does not refer to the Russian-Romanian bilingualism merely, but to any bilingualism between two language families. Consequently, how can it contribute to the educational system? Providing a child with a strong bilingual education based on the bilingualism between two different language families can result in the subsequent opportunity for an easier acquisition of other languages provided they belong to one of the language families the child masters. Additionally, the knowledge of many languages brings more facility in terms of eventual language learning in general, including dealing with a language from a different language family.

**Key words:** bilingualism; education; bilingual education; psycholinguistics; multilingualism.

## 1. INTRODUCTION

Nowadays, we can observe a remarkable growth of the importance and popularization of bilingual education in the society. This is primarily due to the fact that general benefits of bilingualism were affirmed long ago despite the initial dubious attitude towards bilingualism on the whole, resulted in assumptions that bilingualism is harmful for an individual rather than beneficial. Nonetheless, further studies and discoveries rejected these initial statements manifesting the favourable consequences for a bilingual individual in terms of different brain development, increase of cognitive flexibility among many other beneficial factors. Consequently, many parents and educational institutions became inclined towards the bilingual educational system suggesting a positive consequence in children's development. Today there are multiple educational systems based on bilingualism due to different social and economic situations as well as different target outcome results. However, the specific kind of bilingualism resulting in the most favourable effect for a child has not been clarified as much. Owing to this, we will try to analyse this aspect in more details in order to specify a possible solution for this problem. To begin, it is important to introduce and investigate the psycholinguistic aspect of bilingualism since the very problem of the beneficial effect of bilingualism is strongly linked to brain organization and development. Further, we will focus our attention on different types of bilingual education existing nowadays in order to manifest the present state of affairs in this field. Finally, we will discuss our recent study conducted in the sphere of bilingualism, namely in reference to the access to a third language, what has been the basis for the present paper.

## 2. PSYCHOLINGUISTIC AND COGNITIVE ASPECTS OF BILINGUALISM

It is widely believed that bilingual individuals present two (or more) language systems operated freely and independently. Thus, they present some sort of mental lexicon, connected with each language they operate. Hence, it is important to discover whether in fact these two lexicons operate independently in each language, being mentally and psychologically discrete and presenting two discrete lexicons, or whether it is all combined in a unified system, leading to the existence of a single unified lexicon. It is generally

supposed that bilinguals operate their languages separately, in speaking and understanding. But it is impossible to state certainly if there is one unified lexicon or whether it is a unique unified lexicon. There are many studies carried out in the field of investigation and there are as many different approaches and opinions. Due to this fact it is quite complicated to present a coherent picture of the present situation.

In order to shed light on this confusing matter let us first consider the general study of brain functioning. It is well known that it is composed of two hemispheres: left and right. The left hemisphere is mainly responsible for analytical mechanisms, such as language processing and is particularly strong in right-handed individuals. The right hemisphere is believed to be responsible for the abstract thinking and is generally presented in left-handed individuals. On account of the fact that the left hemisphere is the one responsible for language processing, the subject we are interested in investigating, here on we will talk about the particularities of this. Based on the fact that bilingual individuals present the native use of two languages, the important issue here is to find out whether both language systems are localized in the same area of brain, sharing, therefore, the same neural mechanisms. In order to answer this question, we must resort to another important subject: aphasia. It is a general name for language or speech disturbances resulting from brain lesions caused by accidents, wounds, or a stroke. As the result, the so-called language zones, Broca's and Wernicke's, in the left and right hemispheres are damaged, which results in impairments in phonology, morphology, syntax or lexicon. Paradis in his book emphasizes that "studies involving electrical stimulation of the brain likewise consistently report both languages of bilinguals to be localized in the left hemisphere" (Paradis 2009, 139). However, this is not such a simple conclusion, since in order to receive more information on the subject we are to observe patients' recovery analysing the notion of possible interferences between the languages and different grade of recovery between both languages.

On the other hand, there have been other studies aiming to discover the nature of the lexicons in bilingual individuals. Particularly, we are going to resort to some experiments with the masked priming paradigm carried out by Kenneth I. Forster and Non Jiang (Nicol 2001, 72–83). The set of studies presented by them concern the process of recognition of the printed word. The aim is to show that lexicons for each language the bilingual individual handles are not only distinct and independent, but also appear to be represented in entirely different processing systems. For example, it seems that

the L1 lexicon is represented in the language zone of brain, while the L2 lexicon is not. These are general conclusions presented as the result of this study. Let us consider some more detailed information about it.

To begin with, let us analyse the method used in the experiment. There was presented to the informant a sequence of letters on a computer display in order for them to decide quickly whether this word is familiar to them or not. It is important to note that half of those words are real words, while another half constitutes just a random set of letters combined in a form that potentially could be a word. The important aspect here is the rapidity of decision making since it does not allow us to search through the large compartment of all lexical forms of a language, but rather involves some kind of direct testing procedure. Thus, the time the informant takes to make a decision about a particular word is crucial and represents an independent variable called lexical decision time. Analysing different factors leading to alterations in lexical decision time we can make conclusions about the nature of the neural machinery responsible for manifesting relevant information of individual's lexical memory. The studies in question revealed an important property of the cross-languages priming effect, which is asymmetry, i.e. priming is observed only if the prime was in L1 or individual's dominant language. However, from L2 to L1 there was no priming observation. There are different possible explanations of this phenomenon, for example the difference in language modes between monolingual and bilingual individuals. Concretely, in the case of monolingual use there is active only the language in use, while in the case of bilinguals both languages are active. But this is not such a simple conclusion, since the language mode performed by the bilingual individual can be of different types as well. On this basis, the bilingual informant might suppress the less proficient L2 and keep it minimally active. This leads to the creation of a monolingual individual language mode, when there is no use of L2 required. On the contrary, when the L2 is active, L1 is in the active mode as well. This leads to the performing in bilingual language mode. Apart from that, we can suggest that lexical asymmetry can deal with specific features of bilingual memory, namely with the fact that L2 words are closely related to their equivalents in L1 through lexical links and conceptual representations. Thus, the latter is stronger for L1, rather than the L2. Thus, under masked priming conditions the L2 connections are too slow and this can explain why there is priming from L2 to L1. Besides, the direct linkage between the two lexicons might play an important role in explaining the asymmetry as well. As the conclusions, we can

deduce that there are many possible explanations of the asymmetry phenomenon, all of which represent different kind of information, thus depriving us from a wholly satisfactory explanation.

If we come back to the subject of bilingual development in children, we must point out that they are not only able to switch from one set of linguistic rules to another, but also to be aware of the existence of two distinct codes. In this way the child creates representations of two differentiated languages in formal aspect as well as in functioning. The use of language as cognitive organizer includes three different levels: first two specified for each language and the third common to both (Hamers and Blanc 2000, 76–77).

Another aspect in the study of the psycholinguistic aspects of bilingualism is the separation and interaction of languages, which has long been the subject of interest for many psychologists, neurologists and linguists. The question is to unveil the underlying psycholinguistic mechanism allowing bilinguals to speak one language or another without interference and mixture of forms. Of course, the suggestion is appropriate assuming that such mechanism actually exists. For example, Penfield (1959), a famous Canadian neurologist, proposed that the bilinguals have an automatic switch allowing each individual to turn from one language to another. Nevertheless, psycholinguists immediately suggested that the idea of a single switching mechanism is not appropriate since there can be situations when bilinguals speak one language and listen to another and vice versa. Thus, there must be a more complex switching system. Hence, Macnamara (1967) developed a model with both output switch and an input switch. The output switch is, therefore, under speaker's control, while the input switch is automatic. There has been a series of studies proving this system on the basis of the French language. Nonetheless, there have been major criticisms concerning this investigation, namely the tasks used, especially the setting of the experiments and the materials involved, and the fact that many of the sentences used are in fact ungrammatical, both within a language and between languages. In addition, the mixed sentences often proved to be impossible sequences. It is important to note that bilinguals do not switch from one language to another in an unsystematic way.

There is also the problem of interferences, which must be taken into account. For example, Paradis (1980) believes that a bilingual switching mechanism has no neurological or psychological nature. Thus, according to him, there is no need to assume the existence of a particular switching mechanism due to the fact that the languages spoken by a bilingual indi-

vidual are already separated, i.e. the choice of switching from one language to another is no different than the choice of speaking or remaining silent. However, this position needs experimental evidence. All in all, a psycholinguistic model would have to account for the bilingual's ability to maintain their two languages separate in certain situations and to integrate them in others (Grosjean 1982, 253–255).

There are some other domains of great interest in the study of the psycholinguistic aspect of bilingualism, namely the processing of language by non-balanced bilinguals, the comparison of monolinguals and bilinguals on various language tasks and the translation abilities of the bilinguals.

Talking about the first domain of the three mentioned above, i.e. the processing of language by non-balanced bilinguals, we can state that it mainly counter-stands the balanced type of bilingualism, which implies having equally high competence in both languages. Dornic (1979) states that the non-balanced type of bilingualism is more common than the balanced one. It shows a bilingual individual uses the two languages they speak for different purposes and with different people, under different circumstances and in different environmental situations. Thus, they often appear to be more fluent in one language than another. Hence, under a stressful occasion, they will be tempted to turn to the language of which they have more personal code.

The second domain mentioned above was the comparison of monolinguals and bilinguals on various tasks. There have been several studies on this subject. For example, Magiste (1979) compared the following groups of informants: a German-Swedish group of bilingual individuals, a trilingual group (with German and Swedish involved) and two monolingual groups of German and Swedish individuals. There were two naming tasks involved with timing. The results showed that on all these tasks bilinguals were slower than monolinguals and that trilingual individuals at their time were slower than bilinguals. According to these results, Magiste proposed two possible explanations on these phenomena: 1. Bilingual individuals use each language less frequently than the monolingual individuals, 2. The two language systems interfere with each other. Nonetheless, it is important to state that the tasks were based on timing aspect, which has little to do with actual fluency in a language. Thus, in order to make a statement about the bilingual individual's efficiency or inefficiency it is important to take into account the overall, or combined, use of the two languages, rather than using one language or another separately, especially under such limited conditions and purposes.

The last mentioned aspect concerns the translation abilities of bilinguals. Many mistakenly think that a person being bilingual has no problems in translating from one language to another. Nevertheless, this is not always the case since many people encounter difficulties in the task of translating something from one language to another. This situation can be explained by the fact that bilingual individuals use each of their languages for different purposes and tasks and under different circumstances. It is quite an uncommon situation when a bilingual individual uses both languages equally in all domains of their life. Apart from that, it is important to state that translation is not an ability but rather a skill that can be developed and trained. For example, Paradis (1980) assumes that the process underlying translation is quite different from those underlying speaking, understanding, reading or writing. Thus, contrary to popular opinion, we can note that translation also has little to do with fluency and there is no absolute category in this situation. Bilinguals can range from being very poor at translating to being very good at it (Grosjean 1982, 256–257).

All in all, we must state that this field of investigation is quite open to new researches and new conclusions, since there are many aspects that do not draw a clear line on the problems evolved. On the other hand, many researches have been conducted on the subject of balanced bilingualism, which represents the minority contrary to the non-balanced bilingualism. It is important to put more stress on the processing of the language in bilinguals in order to determine the similarities and differences of their mechanisms to those of monolingual individuals.

Talking about the cognitive aspect of bilingualism on the whole, it is important to state that there are manifested many cognitive skills being strengthened not only referring to the linguistic scope merely, e.g. metaphor processing, mathematical reasoning and even logical deduction among others, apart from the cognitive flexibility and metalinguistic awareness. Moreover, there are some data emphasizing the positive effect of bilingualism on L3 learning as well (Bild and Swain 1989; Swain and Lapkin 1991; Jorda and Pilar 2003; Chin and Wigglesworth 2007, 60–69).

Finally, it is important to note that the original notion of harmful and detrimental effect of bilingualism, which was expressed in the mid-20<sup>th</sup> century by many researchers, can be explained by methodological and theoretical imperfections in the studies implied, what led in its turn to the conclusion that bilingualism represented a negative effect on individuals. However, according to further studies, we could have stated the positive effect of

bilingualism, showing high performance in many tasks compared to that of monolingual individuals. Thus, bilinguals are especially better at those tasks involving cognitive flexibility and metalinguistic awareness. Nonetheless, it is important to state that cognitive skills vary from one individual to another and depend on a number of aspects. At the same time, bilinguals may function as monolinguals in some tasks, but be very different in others. Hence, theories considering a bilingual individual as the sum of two monolinguals is not accurate due to a variety of reasons (Grosjean 1989).

### 3. BILINGUALISM AND EDUCATION

Talking about the problematic of bilingualism in the modern world we have noted that it is widely spread nowadays, becoming even more popular over time. Many parents, after having heard of the positive effect of bilingualism on cognitive skills, seek to educate their children in a bilingual way in order to acquire not only bilinguality, but also biculturalism, since these two notions go hand in hand with each other. Coming from this, it is important to consider different key aspects considering bilingual education in order to comprehend the full scale of the problematic today, as bilingual education, despite its apparent unambiguity, represents a complex phenomenon, related to different variations of the original term, whose distinctions must be definitely taken into account.

The first main difference considers those situations, where the education encourages the development of bilingualism and those, when bilingual children are present in a classroom, although the education is primarily considered monolingual. The notion of bilingual education is attributed to both situations, what creates certain ambivalence of the problematic. Nonetheless, in order to draw a clear distinction between a great variety of specifications, let us consider the major types of bilingual education, as those proposed by Mackey in 1970. Thus, he differs two major kinds of that: transitional and maintenance, with the first aiming to move the child from home minority language to the dominant, with majority language of the society resulting, therefore, in social and cultural assimilation of the individual, while the second, maintenance type of bilingual education, aims to strengthen the minority language of children, encouraging their cultural identity with the minority language.



Moreover, in addition to the differentiation of transitional and maintenance types of bilingual education, in a further study led in 1980, Otheguy and Otto differ static maintenance and developmental maintenance. Thus, static maintenance aims to maintain children's language skills at the level when they enter school, whilst developmental maintenance puts as objective development of children's home language skill to the proficient level, rather than leaving it on the same level of competence. Developmental maintenance is sometimes referred to as Enrichment Bilingual Education and aims to eventually reaching cultural pluralism and plurilingualism, while static maintenance only seeks to avoid the minority language loss without its possible further development.

Later on, in 1977, Ferguson proposed 10 aspects of different aims related to bilingual education, presenting them in the following list:

1. To assimilate individuals into the mainstream of society;
2. To unify a multilingual society;
3. To make people communicate with the outside world;
4. To provide marketable language skills;
5. To preserve ethnic and religious identity;
6. To bring together different linguistic communities;
7. To spread the use of a colonial language;
8. To strengthen elite groups preserving their privileged position;
9. To give equal status in law to those languages which do not have it in daily life;
10. To deepen an understanding of culture and language. (Baker 2006, 214).

As we can see from the list above, behind the notion of bilingual education there lay a lot of controversial aspects related to politics, social status, economics etc., all in all manifesting that bilingual education is not only education per se, but rather a complex phenomenon touching upon a variety of aspects of modern life.

There is a large number of different models of bilingual education nowadays. Let us consider the model, presented by Baker (2006), according to which he distinguished the following three types:

1. Monolingual forms of education for bilinguals,
2. Weak forms of bilingual education for bilinguals,
3. Strong forms of bilingual education for bilingualism and biliteracy.

Nevertheless, according to Hamers and Blanc (2000: 321), bilingual can be called any system of education at school, implying simultaneous or consecutive instructions-giving in at least two languages (Chin and Wiggles-

worth 2007, 83). Thus, from their definition we can recognize the third group of models presented by Baker, discarding the first weak forms of bilingual education as not actually belonging to this type of education.

All these three types altogether present ten broad types of bilingual education program.

Let us consider them below.

1. Monolingual forms of education for bilinguals:

– *Mainstreaming / submersion education*

This is the situation when a child representing a language minority is educated in a mainstream school, i.e. a school with majority language, implying the idea that the minority language child must assimilate the majority language by means of being taught all day long in the majority language, rather than their minority language. However, the main criticism of this type of bilingual education concerns the fact that by not knowing the majority language the first days at school are incredibly complicated owing to the fact that children simply do not understand their teacher, what they are saying or tasks performed in the class.

– *Mainstreaming / submersion with withdrawal classes*

This is another type of mainstream education involving pull-out classes, i.e. compensatory classes for language minority children conducted in the majority language aiming to keep such children in mainstream schooling. Nonetheless, such model of education must imply children falling behind their curriculum content or even bullying from the part of their language majority counterparts.

– *Segregationist*

This is the type of education implying only the minority language programs, involving a clear separation between language minority and majority children due to the fact that language minority students are simply denied access to programs designed for majority language speakers.

2. Weak forms of bilingual education for bilinguals:

– *Transitional*

This is the first type of weak bilingual education models, aiming to create assimilation of language minority children into majority language main-

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stream schooling with the main difference from the mainstreaming or submerging type consisting in the fact that these language minority children are allowed to use their mother tongue, particularly at the beginning of their education in order to establish the basic principles and then be submerged completely into majority language educational programs.

– *Mainstream with foreign language teaching*

This educational model involves majority language students attending a foreign language classes in order to acquire limited enrichment of those languages. However, implying only a few hours of classes a week this model of bilingual education does not result in a high level of competence of majority language children in a foreign language. Thus, in the output, mainstream education rarely shows as the result functionally bilingual students owing to the limited knowledge of a foreign language.

– *Separatist*

This model involves minority language children being educated in their minority language, aiming to protect the minority language by means of monolingualism and monoculturalism out of individuals' own choice in order to prevent the minority language from being totally governed by the majority language or due to some political, religious and cultural reasons.

3. Strong forms of bilingual education for bilingualism and biliteracy:

– *Immersion*

The modern model of this type of bilingual education came as the result of an experiment in the Montreal suburb of St. Lambert in 1965, when an experimental kindergarten was set up to make children competent in reading, writing and speaking in French, at the same time to make pupils reach normal achievement levels in all subjects of their curriculum and appreciate the traditions and culture of French- and English-speaking Canadians. The final goal is to become bilingual, bicultural and bilateral without loss of achievement. This model comprises many subtypes depending on a variety of aspects: age of immersion, leading to the notions of early immersion, middle immersion or late immersion; time spent in immersion, implying the notions of total immersion and partial immersion.

– *Maintenance / heritage language*

This is another strong form of bilingual model of education, implying that language minority students use their mother tongue as a medium of instruction aiming to reach full bilingualism. In this case “heritage language” is referred to as “native language”, “ethnic language” or “minority language”, being or not necessarily being indigenous.

– *Two way / dual language*

This educational model is applied in those cases when in the same class there are roughly equal numbers of language minority and language majority children and both languages are used in for instructions. Thus, the aim of this type of model is to produce relatively balanced bilinguals. Another aim of such model is biliteracy, i.e. the situations when literacy is acquired sequentially in both language groups or even at times simultaneously. Apart from these, communicative competence and cultural awareness must also be presented for successful studying. Nevertheless, despite the apparent clearness of the notion, the reality often varies since there is often an imbalance towards larger numbers of the language group presented. This, in its turn, can lead to segregation. Hence, in order to make this model effective, there must be implied ways to ensure psychological language balance.

– *Mainstream bilingual*

This last model of strong bilingual education refers to the joint use of two majority languages in a school, having as objective bilingualism or multilingualism, biliteracy and biculturalism or multiculturalism. As the result, students are encouraged to respect each other’s native language, they are mixed to avoid prejudices and stereotypes. (Baker 2006, 215–253).

Thus, we have considered 10 types of bilingual education, starting from monolingual models of education of bilinguals and finishing with strong bilingual educational models. It is important to state that apart from individual classroom and school characteristics, for an effective bilingual education it is also important to take into account other aspects, e.g. social, economic, political and cultural. Therefore, an effective bilingual education is not only characterized by a simple use of child’s first or second language in school, but rather family, community and society effects as well, all being responsible for a successful outcome of bilingual education.

On the other hand, there is another key issue to be discussed closely related to the subject of bilingual education, i.e. biliteracy. According to Pérez and Torres-Gúzman (1996), biliteracy is the “acquisition and learning of the decoding and encoding of and around print using two linguistic and cultural systems in order to convey messages in a variety of contexts” (Chin and Wigglesworth 2007, 95). Hence, we must understand that biliteracy does not only comprise such fields as reading and writing, but wider, understanding cultural systems on the whole. Furthermore, being biliterate implies not only being able to read and write correctly in a language, but also functioning independently in either of the languages implied, being engaged in reading and writing at any level and in any context.

Thus, as we have seen, bilingual education involves many notions and aspects, considering a variety of bilingual educational models, be they weak or strong, and implying other aspects which are closely related to it, such as biliteracy and biculturalism. All in all one of the crucial aspects of bilingual education, namely considering strong types, is the ability to preserve and support minority language, not forcing children, therefore, to a loss of their self, their identity and culture.

#### 4. BILINGUALISM AND ACCESS TO A THIRD LANGUAGE

Consequently, after having observed the psycholinguistic aspect of bilingualism and different types of bilingual education existing nowadays, we have to consider the last point in order to draw some crucial conclusions. Particularly, we refer to the existence of bilingualism between different language families as opposed to bilingualism between languages belonging to the same language family and the problematic of access to a third language without its prior learning.

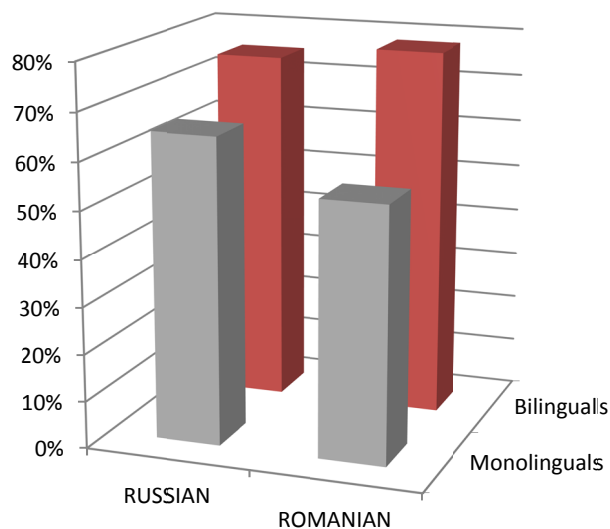
Thus, in the course of our study conducted on the subject of Russian-Romanian bilingualism (Antonchuk 2017, 102), as an example of bilingualism between languages from different language families (Slavic and Romance), and the access to a third language without its prior learning, on the example of the Spanish language, we were able to state that our hypothesis, implying the assumption that bilingual individuals show a higher understanding facility in respect to an unknown language belonging to any of the language families related to the languages they speak natively, was proved to be correct due to both monolingual sample groups presenting significantly

lower results in comparison to those obtained by bilingual individuals in reference to both languages involved (Russian and Romanian).

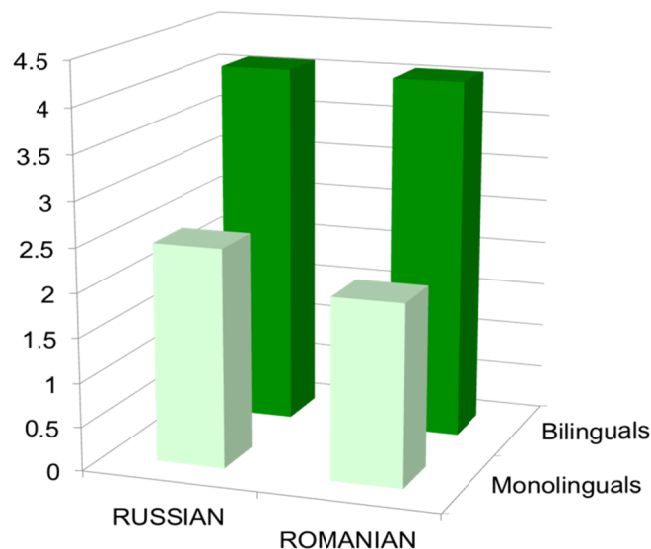
It was an experimental study based on the completion of created questionnaires by three groups of informants: Russian-Romanian bilinguals, Russian monolinguals and Romanian monolinguals. The questionnaires created were based in their turn on the data corpus collected and divided according to different purposes: texts, statements and word forms. Thus, Russian monolinguals were to complete all three questionnaires in the Russian language, Romanian monolinguals in Romanian, whilst Russian-Romanian bilinguals had to complete both sets of questionnaires in Russian and Romanian subsequently.

The results of the questionnaires completion (see Graph 1 and Graph 2) showed that bilingual individuals can access a third language more easily manifesting more facility in understanding the language even without its prior learning or contact with it. This aspect was surprising in reference to the distinction between bilinguals and Romanian monolinguals since both groups presented a native capacity in a Romance language. Nonetheless, the existence of the Russian language system altogether with the Romanian language contributed to the creation of specific psycholinguistic strategies resulting in a highly beneficial effect for bilinguals.

Graph 1. Results obtained for questionnaire “Text.”



Graph 2. Results obtained for questionnaire “Statement.”



These results are extremely important since they manifest that apart from a simple knowledge of another language at a native level, bilingualism also implies a distinction in the way of thinking and consequent analysis of obtained linguistic data, what results in a benefit in understanding in spite of not having learnt the language considered. This statement is crucial due to the fact that it can determine the educational methodology implied for a successful understanding and further acquisition of foreign languages based on the acquired bilingualism between different language families.

Being an experimental research, this study presents a new view of the analysis of bilingualism with a possible practical application in different domains, including the formation of beneficial educational methodology. On the other hand, it is important to state that the specific problematic of this study with the emphasis on bilingualism between different language families in terms of the access to a third language, rather than the mere understanding or learning of this, manifests an original perspective of the study of bilingualism, which is to be analyzed and developed further in terms of other languages involved with the addition of possible neuroanatomical interpretation and analysis of brain functioning in bilingual individuals as opposed to that of monolingual people as refers to the specific problem of the access to a third language without its prior learning.

## 5. CONCLUSIONS

In conclusions, it is important to state that despite the existence of different kinds of bilingualism nowadays, the native-like bilingualism, i.e. when a child acquires both languages roughly simultaneously at an early stage of their development, is clearly the most beneficial type in terms of acquisition facility with which the child accesses given languages. However, any kind of bilingualism results in highly favourable brain development for an individual, independently of the acquisition age or method. Thus, providing a child with a strong bilingual education based on the bilingualism between two different language families can result in the subsequent opportunity for an easier acquisition of other languages provided they belong to one of the language families the child has contact with. Additionally, the knowledge of many languages brings each time more facility in terms of eventual language learning in general, including dealing with a language from a completely new, unknown or different language family. Thus, modern educational system must provide stronger methods in terms of bilingual education based on bilingualism between two language families, therefore, supplying the child with the possibility to benefit from such bilingualism by means of developing specific psycholinguistic strategies contributing to a significant facility in understanding and acquiring a third (or more) languages.

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#### JAKI TYP EDUKACJI DWUJĘZYCZNEJ JEST NAJSKUTECZNIEJSZY? PERSPEKTYWA PSYCHOLINGWISTYCZNA

##### Streszczenie

Od momentu, gdy rozpoznano korzyści płynące z dwujęzyczności, dwujęzyczna edukacja zaczęła zyskiwać na znaczeniu. Mimo to nie udało się do tej pory ustalić, który rodzaj dwujęzyczności jest najkorzystniejszy. Według badań autora niniejszego artykułu przeprowadzonych nad dwujęzycznością pod kątem zrozumienia trzeciego języka bez jego uprzedniej znajomości znajomość dwóch języków pochodzących z różnych grup językowych przyczynia się w znacznym stopniu do zdolności zrozumienia trzeciego języka należącego do jednej z grup językowych informatora. Na przykład osoba władająca językiem słowiańskim (np. rosyjskim) i romańskim (np. rumuńskim, któremu poświęcony jest niniejszy artykuł) wykształci pewne strategie psycholingwistyczne, które umożliwią jej łatwiejsze zrozumienie i bardziej efektywne przyswojenie kolejnego słowiańskiego lub romańskiego języka. Wniosek ten nie dotyczy wyłącznie tych dwóch języków, lecz może być zaaplikowany do każdego typu dwujęzyczności obejmującego dwie grupy językowe. Artykuł stawia pytanie o sposób, w jaki wiedza ta może być wykorzystana w nauczaniu. Umożliwienie dziecku edukacji w zakresie dwóch języków z dwóch grup językowych ułatwi mu w przyszłości naukę języków należących do jednej z owych dwóch grup. Co więcej, znajomość wielu języków ułatwia akwizycję języków z innych grup językowych.

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**Słowa kluczowe:** dwujęzyczność; edukacja; edukacja dwujęzyczna; psycholingwistyka; wielojęzyczność.