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PSYCHOLINGUISTIC BASES OF SPEECH ADAPTATION BY IMMIGRANT CHILDREN

Received November, 12, 2014; Revised December, 7, 2014; Accepted December, 29, 2014

Abstract. The article focuses on the issue of speech adaptation of immigrant children to a foreign environment. Speech adaptation is defined through the main psycholinguistic features and functions of both constituents – adaptation and speech. The concept is viewed as the effective use of all language means available in linguocultural environment for realizing individual needs, motives and obtaining new values. It was found out that in the course of speech adaptation, immigrants were strengthening their cognitive abilities, were developing volition, while manifesting personal growth and self-realization. Because of its individual nature, speech adaptation is not limited by age, temporal features, and area of inhabitancy. The empirical study results clearly show the influence of gender, school type, and psycho-emotional states of immigrant children on their successful speech adaptation. Furthermore, a psycho-didactic training program aimed at developing speech adaptation by immigrant children was designed. The results of a psycholinguistic experiment held with control and experimental groups show the efficacy of the introduced psycho-didactic training program that facilitates immigrant childrens' speech adaptation.

Keywords: *speech adaptation, immigrant children, foreign environment, psycho-didactic training program.*

Тарасюк І. В. Психолінгвістичні основи мовленнєвої адаптації дітей мігрантів

Анотація. Стаття присвячена проблемі мовленнєвої адаптації дітей мігрантів до іншомовного середовища. Мовленнєва адаптація визначається психолінгвістичними особливостями та функціями обох складових: адаптації та мовлення. Запропоновано визначення поняття «мовленнєва адаптація» як ефективного використання особистістю усіх мовних засобів навколишнього лінгвокультурного середовища для задоволення актуальних потреб, мотивів, збереження власних та надбання нових цінностей. З'ясовано, що упродовж мовленнєвої адаптації мігрантів розширюється їх когнітивний діапазон, відбувається розвиток пізнавальних, емоційних та вольових процесів, особистісне зростання та самореалізація в мовленні. Оскільки мовленнєва адаптація – це явище індивідуальне, вона не має вікових, часових та просторових обмежень. Аналіз емпіричного дослідження свідчить про вплив статі, типу навчального закладу, а також психоемоційних станів дітей мігрантів на успіх мовленнєвої адаптації. Результати отриманих протягом дослідження

показників дали змогу розробити та впровадити психолого-дидактичний тренінг, спрямований на розвиток мовленнєвої адаптації дітей мігрантів. Показники контрольного зрізу після формувального етапу експерименту в контрольній та експериментальній групах свідчать про ефективність апробованого психолого-дидактичного тренінгу з розвитку мовленнєвої адаптації до іншомовного середовища.

Ключові слова: мовленнєва адаптація, діти мігрантів, іншомовне середовище, психолого-дидактичний тренінг.

Тарасюк И. В. Психолінгвістическіе основи речевої адаптації дітей мігрантів

Анотація. Стаття посвячена проблемі речевої адаптації дітей мігрантів к іноязычній середі. Речева адаптація определяється психолінгвістическіими особенностями и функциями обеих составляющих: адаптации и речи. Предложено определение понятия «речева адаптація» как эффективное использование личностью всех языковых средств окружающей лингвокультурной среды для удовлетворения актуальных потребностей, мотивов, сохранения собственных и приобретения новых ценностей. Определено, что на протяжении речевої адаптації мігрантів расширяется их когнитивный диапазон, происходит развитие познавательных, эмоциональных и волевых процессов, личностный рост, самореализация в речи. Поскольку речева адаптація – это процесс индивидуальный, она не имеет возрастных, временных и пространственных ограничений. Анализ эмпирического исследования свидетельствует о влиянии пола, типа учебного заведения, а также психоэмоциональных состояний детей мігрантів на успех речевої адаптації. Результаты полученных в течение исследования показателей дали возможность разработать и внедрить психолого-дидактичний тренінг, направленный на развитие речевої адаптації дітей мігрантів. Показатели контрольного среза после формирующего этапа эксперимента в контрольной и экспериментальной группах свидетельствуют об эффективности апробированного психолого-дидактичного тренінга с развития речевої адаптації к іноязычній середі.

Ключевые слова: речева адаптація, діти мігрантів, іноязычная среда, психолого-дидактичний тренінг.

Introduction

Language is an important component of human mind, which provides for a person harmonious development in society and mental health. For children who are born and grow up in the same language environment, it is altogether natural to recognize the processes of language and speech understanding as means of cognition and of creativity, and to understand the development of communication and language culture, and of the ability to assess and initiate things independently. Language is an inherent part of their consciousness. Immigrants face not only the problem of adapting to the new cultural and social environment, but to the speech as well.

The researches conducted in a number of different branches of psychology and psycholinguistics examine some aspects of the social adaptation of immigrants to a new environment. Scholars have a variety of different interpretations regarding adaptation and its components. The issue of social and ethnic adaptation was discussed by many psychologists and psycholinguistics. Among them are O. Blynova (Blynova 2010), N. Zavatska (Zavatska 2011), N. Lebedieva (Lebedieva 1993), L. Orban-Lembryk (2008). Certain aspects of the issue of speech

and its development have been examined by such scholars as L. Vygotsky (Vygotsky 1991), L. Zasiékina (Zasiékina 2008), L. Kalmykova (Kalmykova 2008), O. Korniyaka (Korniyaka 2006), O. Lavrynenko (Lavrynenko 2011), A. Leontyev (Leontyev 2001), M. Orap (Orap 2007), O. Solovey (Solovey 2010). Psychological principles of foreign-language knowledge and teaching have been researched in the works of O. Volobuyeva (Volobuyeva 2011), I. Zymniaya (Zimniaya 2001), I. Kovalchuk (Kovalchuk 2008), T. Shyriayeva (Shyriayeva 2009) and others. However, speech adaptation, which is a key factor in the adaptation of immigrants to a foreign environment, has been largely overlooked. Under speech adaptation we mean the effective use of all language means in the linguocultural environment for the realization of current individual needs, motives, the maintenance of the individual and the obtaining of new values.

Methods

To study speech adaptation by children of immigrants we used such methods: authorial questionnaire “speech adaptation” (Tarasiuk 2013) – for the study of speech adaptation functions, narrative methodology “writer” (Chepeleva et al. 2007; Bokus 2004), associative test (Horoshko 2001; Serkin 2008), Lüscher test (Lüscher 2003; 2005), a projective method “non-existent animal” (Venher 2005; Dukarevych 1990; Romanova 2001).

The study

Under speech adaptation we mean the effective use of all language means in the linguocultural environment for the realization of current individual needs, motives, the maintenance of the individual and the obtaining of new values. Under the linguocultural environment we understand some territorial area with its typical ethnocultural and linguistic features.

The study of functional peculiarities of speech adaptation allowed pointing out its main aspects: during the speech adaptation the cognitive ranges of personality are broadening, its cognitive, emotional and volitional processes are being improved, personality increase is taking place, as well as self-realization in own speech and the active forming of consciousness of an immigrant in accordance with the new living conditions; the speech adaptation foresees not only the use of language means for the realization of current individual needs, motives, the maintenance of the individual, but for obtaining of new values, otherwise we can speak about speech disadaptation. The successful speech adaptation involves a person into the sociocultural environment, but the disadaptation leads to the speech assimilation or speech isolation, psychological defence or solitude.

As the speech adaptation reflects the interrelation of its internal (needs, motives and values) and external components (functions of adaptation and speech), it can be represented in the form of the functional model (Fig. 1)

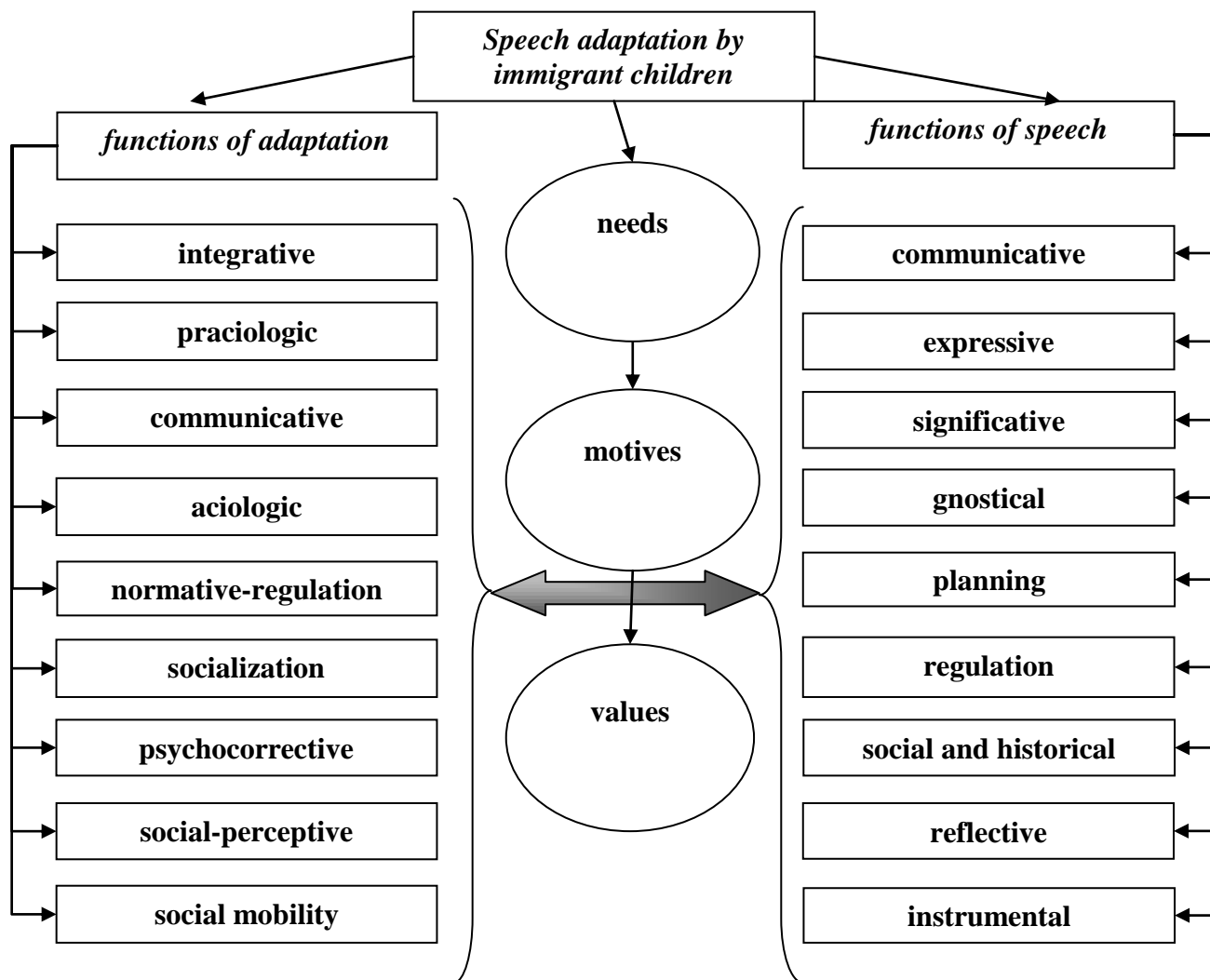


Fig. 1. *The functional model of speech adaptation by immigrant children*

The effective speech adaptation by immigrant children depends also on age peculiarities. In our research, the immigrant children between 9 and 12 years of age had a need in communication with their peers, positive reputation and meaning of others in the class. The main motives were praise, respect, positive judgment of own activities. As to values, cultural, mental, language values and their obtaining were important for immigrants.

Because of the high migration level in Germany, our empirical study was done in four German schools: Städt. Gem. Grundschule Elkenbreder Weg (Bad Salzuflen), Grundschule Ahornstraße (Bad Salzuflen), Gymnasium am Markt (Bünde), Gesamtschule Friedenstal (Herford) and included 237 students (123 boys and 114 girls) between 9 and 12 years of age. From the general group of students, 134 respondents were the children from ethnic German families, and 103 respondents were immigrants' children.

Discussion and results

The results of the authorial questionnaire (max. 90 points) have showed, that the school environment of children is quite important. The students from

gymnasium ($80,3 \pm 5,4$), in comparison with students from general not specialized school ($74,5 \pm 4,1$), have more communication with the children of ethnic German families. Those students can learn more phonetic and stylistic features of German language, can notice own mistakes and correct them. The students have also better chances to gain the necessary vocabulary. In this way they integrate to the new language space faster.

According to the criteria of school knowledge achievement (narrative methodology “writer”) the immigrants children have got such results: 9,0% of written stories by immigrant students (gymnasium) conformed to the beginner level, 15,9% – middle, 57% – sufficient and 18,1% – high level. The written stories by immigrant students (general not specialized school) have got such percent assignment: 22,2% – beginner level, 30,5% – middle, 45,7% – sufficient and 1,6% – high level. The fixed results have demonstrated, that the students from gymnasium have shown the better results as the students of general not specialized school.

The associative test also proved the idea of social environment influence on immigrant children’s speech adaptation to the foreign language space. Thus, the gymnasium students demonstrated quite high rates of central logical associative connections to words stimuli (69,7%), as well as grammar paradigmatic reactions to words stimuli (47,1%). However, the students of general schools have demonstrated 58,8% of central logical associative connections and 44,9% grammar paradigmatic reactions to words stimuli. The results of the study show that the immigrant students of general, but not specialized schools have more difficulties with the perception and understanding of language as well as some instability of thinking processes. In many cases the words as lexical units, as used by immigrant students, lost their conceptual meaning, didn’t express their view of reality, but only reflected the direct lexical meanings.

Correlations between school knowledge achievement and the functions of speech adaptation ($r=0,204$, by $p<0,01$), as well as central logical associative connections according to the associative test ($r=0,364$, by $p<0,01$), confirms the expediency to figure out such functions of speech adaptation as communicative, expressive, significative, gnostical, planning, regulation, social and historical, reflective and instrumental. Exactly effective realization of all this functions provides the successful learning process at school.

Lüscher test made it possible to distinguish the differences in emotional states of immigrants children of different school types and to notice its connection with the adaptation to the foreign language area. The choice of colors determined that the confession and attention of other children is more important and necessary for immigrants children of general, but not specialized schools. But increasing level of self-esteem was more important to immigrant children of gymnasium.

With the help of the projective methodology “non-existent animal” we analyzed integrity of pictures, technique of their painting, placing and also separate component elements. All these elements illustrated the level of comfort of immigrant children in a narrow sense (group, class) as well as in a wide sense (in their sociocultural surroundings). After studying their pictures we was found out

that the most children in gymnasium were mostly concentrated on themselves, had high self-esteem, needed respect in their environment. Sometimes they were able to show verbal aggression and to protest against the fixed rules and limitations. At the same time, they were efficient, independent in making decisions. Besides, picture analysis demonstrated that the students of general, but not specialized schools were less confident in themselves, their own abilities, their views. Such children were able to think about their own actions theoretically, but not to realize them practically. They feared to lose authority in the class and among other teenagers, manifested some demonstrative elements not only in their behavior, but also in the style of clothes. In such a way they tried to draw attention to themselves, their sex, and to improve themselves.

We suppose that the most challenging issue of immigrants' children of general schools is insufficient knowledge of German. It is an obstacle on the way to realize current individual needs, motives and values.

Thus, on the basis of the analysis of the research results and psychological principles of successful speech adaptation, a special psycho-didactic training was designed and introduced, which was directed towards the development of speech adaptation on the part of immigrants' children.

The training provided for: the positive motivation of development for all speech functions of immigrant children, taking into account their psychological cognitive, emotional and volitional processes; the creation of a favorable working atmosphere in a group; tactful realization of the correction of separate functions of speech, without focusing excessive attention on errors; the expansion of the range of communicative skills of students in socializing with peers and adults; their orientation in the process of interaction not only with their interlocutors but also towards self-realization in speech; the stimulation of respondents towards the use of literary language and the avoidance of colloquial slang; the emotional encouragement of children and the forming of confidence in the process of speech actions; the incentive towards a transformation of students from passive to active involvement; positively motivated communication participants; developing creative skills in children; association of multinational group, the formation of a positive microclimate, and the display of mutual respect and tolerance.

All tasks, exercises and games that constituted a psycho-didactic training had developing, intellectual, communicative direction, including all the cognitive processes of students (perception, thought, memory, attention, and imagination), emotional (emotions and feelings), and also volitional, and abstract processes. As Vygotsky noted, exact speech combination with other types of activity of children (by a game, music, socializing with nature and other similar activities) makes it possible for them to understand grammatical abstractions of language and spelling skills and to attain considerable changes in speech and general development on the part of students (Vygotsky 1991).

The psycho-didactic training program also contained many creative tasks, as, according to the prominent teacher V. Sukhomlynskyi, they assist in the development of the imagination, activate the emotionally-perceptible sphere of a

child, and develop his/her logical, deductive and inductive thinking processes (Sukhomlynskyi 1976).

The group included 45 students (25 girls and 20 boys) between 11 and 12 years of age. The training was carried out in 2012 in the Friedenstahl school (Herford, Germany). 6 respondents from the group were the children of ethnic German families, while 39 respondents were the children of immigrants.

The first stage of the experiment envisaged the solution of two tasks by all the respondents: carrying out associative test and the author questionnaire.

At the second stage, an experimental group was formed (23 respondents – 13 girls and 10 boys), where the author’s psycho-didactic training program was introduced. 22 students (12 girls and 10 boys) formed a control group and attended their lessons in the usual manner.

To demonstrate the effectiveness of our psycho-didactic training program, the students of both groups once again carried out at the final stage of the experiment the same two tasks – the associative test and the author's questionnaire.

The results of the experiment indicate positive dynamics in the experimental group as to all features and in both tasks, the associative test and the author’s questionnaire (see Table 1).

Table 1

Dynamics of indices of speech adaptation by the children of immigrants

#	Type of work	Before experiment (results in points) (M ± σ)		End of experiment (results in points) (M ± σ)		Student's t-test
		EG	CG	EG	CG	
1	central logical reactions (max. 30)	14.43 ± 3.10	13.90 ± 4.29	19.73 ± 4.03	13.81 ± 4.29	8.823**
2	peripheral logical reactions (max. 30)	15.56 ± 3.10	16.09 ± 4.29	10.26 ± 4.03	16.18 ± 4.29	8.823**
3	syntagmatic reactions (max. 30)	18.08 ± 3.05	16.59 ± 5.94	16.47 ± 4.04	15.68 ± 5.45	2.077*
4	paradigmatic reactions (max. 30)	11.91 ± 3.05	13.40 ± 5.94	13.52 ± 4.04	14.31 ± 5.45	2.077*
5	questionnaire (max. 90)	80.52 ± 5.06	79.59 ± 6.32	84.08 ± 4.54	80.40 ± 7.54	4.939**

Note: * – relevance on level 0,05

** – relevance on level 0,01

Conclusions

The development of central logical connections and paradigmatic reactions to word stimuli in an associative test and increased middle points in a questionnaire improve our success in developing psycho-didactic training program. In our opinion, one of the prospective directions of further research is the study of the individual and psychological features of other age-related groups of immigrant children. This study could provide an opportunity to complete our training program with new tasks.

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**“LITTLE THINGS MAKE BIG THINGS”.
A PSYCHOLINGUISTIC ANALYSIS OF IMMIGRANTS’ LIFE STORIES
OF CULTURAL INTEGRATION IN ITALY**

Received September, 11, 2014; Revised September, 28, 2014; Accepted October, 12, 2014

Abstract. Within the last decades, the global economical revolution which has invested the labor market has prompted calls for a redefinition of traditional human resource management

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