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**VYRŮSTÁNÍ V BILINGVNÍM PROSTŘEDÍ:
JAK SI BILINGVNÍ DĚTI OSVOJUJÍ JAZYKY?**

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Thesis

**GROWING UP BILINGUAL:
HOW DO BILINGUAL CHILDREN ACQUIRE
LANGUAGES?**

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Tato stránka bude ve svázané práci Váš původní formulář *Zadání dipl. práce*

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ABSTRACT

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This thesis deals with the topic of bilingual children. The aim of this thesis is to learn about facts which are connected with the bilingualism. Firstly, it deals generally with the meaning. This means, what bilingualism is, or who can be bilingual. Moreover some types of bilingual families are described. Secondly, the development of bilingualism is described. Thirdly, this thesis deals with some things which parents should know, when they are expecting their bilingual child. Furthermore, culture is associated with every language, and so in this thesis the attitude to the culture of bilinguals is described. Some problems occur in connection with bilingualism as well, and some of these are also described here, for example the divorce of parents. Finally, the practical part deals with a research pilot study in bilingual families. Six families answered seven specific questions about raising their children bilingually in the Czech Republic. Their answers are used to develop this practical part.

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1. INTRODUCTION

This thesis is going to deal with acquiring the language of bilingual children. In every case this bilingualism is associated with English. It does not only deal with children living abroad but it deals with bilingual children, who live in the Czech Republic with their parents as well. One of the parents is an English native speaker and his or her child can acquire English naturally like the other language of the second parent.

I started to be interested in this topic when I started my teaching career. I realized more and more the connections between small children and their learning foreign languages. In the connection with this I really started to be interested in bilingualism. I wanted to know as many things as possible about bilingualism and mostly about the acquiring of the second language.

Generally this thesis is divided into two parts. The first one is the practical part and the second one is the theoretical part. The first part includes five chapters which deal with bilingualism generally. In the second chapter I deal with the meaning of bilingualism. It means what bilingualism is or who actually bilingual is or can be. This chapter also explains what diglossia is and some types of bilingual families are described here. The third chapter deals with the development of bilingualism. This chapter describes the development of the language from the earliest age of children. It means the development at home or at school. Or mixing and switching the languages are described in this chapter. And it also deals with the advantages or disadvantages of being bilingual. The fourth chapter describes as most things as parents should know when they are expecting their child. Firstly, they should think about some things and set the rules. Some myths about bilingualism are also mentioned in this chapter. The fifth chapter deals with the culture. Firstly, there arises a question if it is important for bilinguals to know more than one culture and then this chapter deals with some more things connected with the culture, like acquiring some information from parents or celebrating fests, or for example food that is associated with the culture as well. The last chapter in the first part, the sixth one, deals with some problems of bilingualism which can appear. It means for example a refusal to speak the language or a divorce of parents, etc. The second part includes the chapter number seven. This whole chapter is based on a research in six bilingual families living in the Czech Republic. One of the parents speaks English. In all these cases it is the father, who is the English native speaker. The research was carried out by using questionnaires containing seven questions. The aim of this research is to discover how the children in

these families acquire their English, if they have any problems with that and if they feel more a Czech or an English speaker.

Part one

2. What is it bilingualism?

Nowadays life is very modern, in most cases very hurried and not easy. People run after their money, successes, and knowledge. To acquire knowledge that is of a high quality is often difficult. Some students travel abroad to learn as much as possible. Therefore it is necessary to know foreign languages. Most students in the Czech Republic learn foreign languages at school during their studies. Nevertheless, there are some luckier children who come from bilingual families. These children do not have any problems in learning a foreign language. They acquire it at home, in their families, and this sounds quite easy

Bilingual families are not anything new. Such families have existed for many years but maybe there were not widely discussed. However, it can be said that nowadays we can meet these families or partnerships more frequently than twenty or thirty years ago. Firstly the borders are open; it is no longer a problem to travel abroad for a holiday and this can provide an opportunity for finding a partner. Secondly, people move abroad because of their studies or jobs. To put this very simply and generally, a bilingual family is a family where each of the parents or partners speaks in a different language and they bring up their child or children together.

This work deals with bilingual children. But it is not a rule that bilingual family is a family with children. We can also speak solely about the two partners. For example in the Czech Republic there are many families where one of the parents, for example the mother is a Czech and the father is American, or British. And conversely. However bilingualism is not only about the relationships between Czech and English. It can be about the relationship between a Czech and a German, a Czech and an Austrian near the Czech borders as well. Bilingualism can appear in other countries, not only in the Czech Republic. Lewis (1981) cited in Harding-Esch & Riley (1986 [2003]:27), "Many different people were attracted from many parts of the world. An intensive process of ethnic and linguistic convergence resulted and the colonial movement is centripetal. In Europe, the process has been one of divergence: the colonial process is centrifugal."

Just one more thing can be mentioned. There are different types of “bilingual”. So far we have mentioned the families where one of the partners moves into another country where he or she meets his or her partner. Later they become a family. But what about a complete family where both parents come from one country? They decide to move abroad because they are refugees. Both types of families have something in common. At least three people are emigrants and they have to adopt a new language and a new culture as well. This second type of bilingual family serves only as an example of another possibility, but it will not be studied in this thesis.

Cunningham-Andersson & Andersson (1999 [2008]: 2) describe the development of using languages of a mixed couple:

An American woman and a Swedish man met while they were both studying in Germany. They began by speaking German together. When they subsequently married and moved to Sweden they gradually started to speak English together. When the woman started learning Swedish she wanted them to speak Swedish together, which they still do although it is alternated with English, depending on the subject matter. When their son was born, they each spoke their own native language with him.

Also what do these families mean for the children who are brought up in this environment? In my opinion, these children have a great advantage and they are children of happiness.

2.1. Some definitions of bilingualism

If people are asked in the street what does being bilingual mean, most of them answer that it is an ability to speak two languages perfectly correctly. But it is rather difficult to explain what is meant by speaking two languages perfectly correctly.

The problem can be explained with the example of a girl, whom we will call Maria. She works as a hospital doctor. The language she speaks at work is English. She speaks it very well; moreover her English has to be highly specialised (technical). This girl comes from a French family and so at home she speaks French. But it is logical that we cannot compare the levels of these two languages. Her English is more technical and thus this technical English is better than her French. On the other hand, the native French she uses at home is better than her English. Consequently it cannot be said that bilingual people use two languages perfectly correctly. We can see from the example of Maria that every language can be used in different ways and they are not equal. Furthermore, every human being is individual and different, not only in their languages. This can also explain the

existence of so many opinions and definitions of the word “bilingual” and a general problem about bilingualism. Bloomfield (1933) cited in Harding-Esch & Riley (1986 [2003]: 23), “Bilingualism [is] native-like control of two languages...Of course, one cannot define a degree of perfection at which a good foreign speaker becomes a bilingual: the distinction is relative.”

Haugen (1953), cited in Harding-Esch & Riley (1986 [2003]: 23), says “Bilingualism is understood...to begin at the point where the speaker of language can produce complete, meaningful utterances in the other language. “

Mackey (1962), cited in Harding-Esch & Riley (1986 [2003]: 23), puts it thus: “The phenomenon of bilingualism [is] something entirely relative...We shall therefore consider bilingualism as the alternate use of two or more languages by the same individual. “

Grosjean (1992), cited in Harding-Esch & Riley (1986) [2003]: 23), says that:

The bilingual or wholistic view of bilingualism proposes that the bilingual is an integrated whole which cannot easily be decomposed into two separate parts. The bilingual is NOT the sum of two complete or incomplete monolinguals; rather, he or she has a unique and specific linguistic configuration.

For Lam (2001), cited in Harding-Esch & Riley (1986) [2003]: 23):

Bilingualism refers to the phenomenon of competence and communication in two languages...A bilingual society is one in which two languages are used for communication. In a bilingual society, it is possible to have a large number of monolinguals...provided that there are enough bilinguals to perform the functions requiring bilingual competence in that society. There is, therefore, a distinction between individual bilingualism and societal bilingualism.

It can be said, these opinions are in some respects contradictory. The opinion I like and I agree with is the second definition. I would say it is easy, clear and it fully corresponds to my idea about bilingualism. The last explanation deals with societal bilingualism, and is, for our purposes, unnecessarily complicated.

Here is a brief description of the meaning of bilingual societies. Firstly, one form of social bilingualism is known as diglossia. In simple terms this means that the formal language used in an office or used for writing is considered as a “high” form of language, whereas ordinary or everyday speech is considered as a “low” form of language. There is a rather considerable difference between individual bilingualism and diglossia. One dimension is the ability to use either the “high” or the “low” form of language. And

another aspect is the knowledge of the culture, history and geography of the country where the language is used. Here we are speaking about individual bilingualism.

Secondly, some professions are connected with bilingualism, for example translating, travelling, journalism, some branches of IT software production and others. It is also the case that bilingualism is often considered as a hallmark of the upper classes.

On the other hand, bilingualism is not anything special. Baker (2001 [2002]: 43) says, “Numerically, bilinguals and multilinguals are in the majority in the world, with estimates of their size being between half and two thirds of the world’s population.” This is quite surprising for many people. In my opinion, there are still many people who are not able to explain the term “bilingualism”. They have never met such people, or maybe they are not even familiarized with the possibility of being born into a bilingual family or of living in this way.

2.2. Who is/can be bilingual?

This part is very similar to the section on “What is bilingualism”. When speaking about bilingual children, my first idea is about children who are born to parents each of whom uses his or her mother tongue. This parent certainly speaks to his or her child with the appropriate language and so the child is able to understand and to speak two languages fluently. Nevertheless to understand and to speak two languages is not everything. To be bilingual means to know the culture of both languages, or possibly to know the culture of the two countries where the languages come from.

People still talk about bilingualism in connection with an individual person. But there exist bilingual societies as well. This is not closely related to the situation of individual children. Consequently it is necessary to explain a few things.

The development of bilingual societies is often connected with economics or commercial factors. Therefore different language groups come into contact and it is necessary to find the same way how to make oneself understood. As an example we might consider Spanish-speaking Mexico or English-speaking USA.

It is interesting that some people, like, for example, teachers, journalists, or interpreters, who are in everyday contact with the second language, are often considered to

be bilingual people. This is only marginal information, for in this work we are concerned only with “child bilingualism”.

2.3. Diglossia vs. bilingualism/Types of bilingual families

This chapter is divided into two categories. Firstly, it returns to diglossia and explains the connection between this and bilingualism. Secondly, in this chapter we shall identify five main types of bilingual families.

2.3.1. Diglossia vs. Bilingualism

The term bilingualism has been already mentioned in previous parts of this work. We shall now add two more definitions of the term “diglossia” are added for the better understanding of the difference.

“A *diglossia* is a language that has two forms, where one is regarded as prestigious and associated with the language of law and government, etc, and the other form is a colloquial vernacular form that is widely used but less prestigious.“

(<http://www.usingenglish.com/glossary/diglossia.html>, 29 April 2011)

“**DIGLOSSIA.** A term in SOCIOLINGUISTICS for the use of two varieties of language for different purposes in the same community. The varieties are called *H* and *L*, the first being generally a standard variety used for ‘high’ purposes and the second often a ‘low’ spoken vernacular. In Egypt, classical ARABIC is *H* and local colloquial Arabic is *L*. The most important hallmark of diglossia is specialization, *H* being appropriate in one set of situations, *L* in another: reading a newspaper aloud in *H*, but discussing its contents in *L*. Functions generally reserved for *H* include sermons, political speeches, university lectures, and news broadcasts, while those reserved for *L* include everyday conversations, instructions to servants, and folk literature.”

(McArthur 1998: 1)

Diglossia was first described by Charles A. Ferguson. He described it as two varieties of the same language (dialects). He uses the abbreviations *H* and *L*, as we can see above. The letter *H* is for the high level of language and the letter *L* for the low level of language (Colin Baker 2001 [2002]: 44-45). Joshua A. Fishman is a university research professor who deals with an extension of the term diglossia. He still talks about two languages, but they exist side by side within a given geographical area. It can be said that

there exist different situations with a different usage of language (Colin Baker 2001 [2002]: 44).

In this table Baker (2001 [2002]: 44) defines where a high language variety (called H) and a low variety (called L) can be used:

	Context	Majority Language (H)	Minority Language (L)
1.	The home and family		√
2.	Schooling	√	
3.	Mass Media	√	
4.	Business and commerce	√	
5.	Social and cultural activity in the community		√
6.	Correspondence with relatives and friends		√
7.	Correspondence with government departments	√	
8.	Religious activity		√

2.3.2. Types of bilingual families

In the whole world there live countless families. Although there are millions of these families, it cannot be said that they are similar or even the same. It is not possible. The number of the bilingual families is not equal to the number of monolingual families, but these bilingual families differ from each other as well. In the technical literature on bilingualism five main types are described. They differ from each other because of their own particular characteristics.

According to Harding-Esch & Riley (1986 [2003]: 52 here is a description of the first type of bilingual families:

Parents	The parents have different native languages: each parent has some degree of competence in the other's language.
Community	The language of one of the parents is the dominant language of the community.
Strategy	The parents each speak their own language to the child from birth.

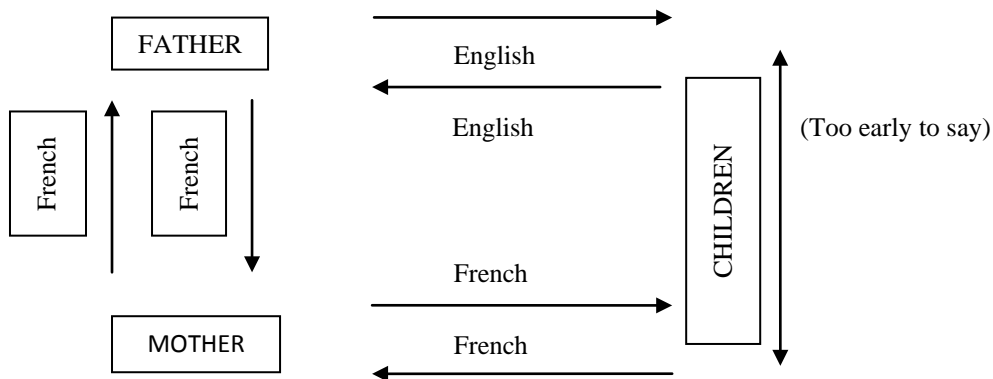
Studies include:

Author's name	Mother's language	Father's language	Community language
Ronjat	German	French	French
Leopold	German	US English	US English

In this family model belong parents who are living in France together with their two girls. The father is English, or to be more precise British. And the mother is a Frenchwoman. Each parent uses his or her own native language and the children are able to communicate with their parents in both languages without problems. The parents speak French to each other. The mother understands English, but she admits that sometimes she has problems in understanding the conversation between her husband and the elder daughter. They speak too quickly. The father's access to English is very responsible. He lavishes his daughters with lot of English conversation and records, songs or rhymes.

The elder eight-year old daughter really enjoys being bilingual. At her age she can appreciate the ability to speak two languages. She finds it great to speak English to her father and she even admits that if she could not speak English, she could not communicate with her family in England (Edith Harding-Esch & Philip Riley 1986 [2003]: 96-97).

According to Harding-Esch & Riley (1986 [2003]: 96) the pattern in the family is as follows:



According to Harding-Esch & Riley (1986 [2003]: 52) here is described the second type of bilingual families:

- Parents The parents have different native languages.
- Community The language of one of the parents is the dominant language the community.
- Strategy Both parents speak the non-dominant language to the child, who is only fully exposed to the dominant language when outside the home and in particular when he or she starts nursery school.

Studies include:

Author's name	Mother's language	Father's language	Community language
Fantini	Sth Am. Spanish	US English	US English
Deuchar	UK English	Spanish	UK English

According to Harding-Esch & Riley (1986 [2003]: 52-53) this is a description of the third type of bilingual families:

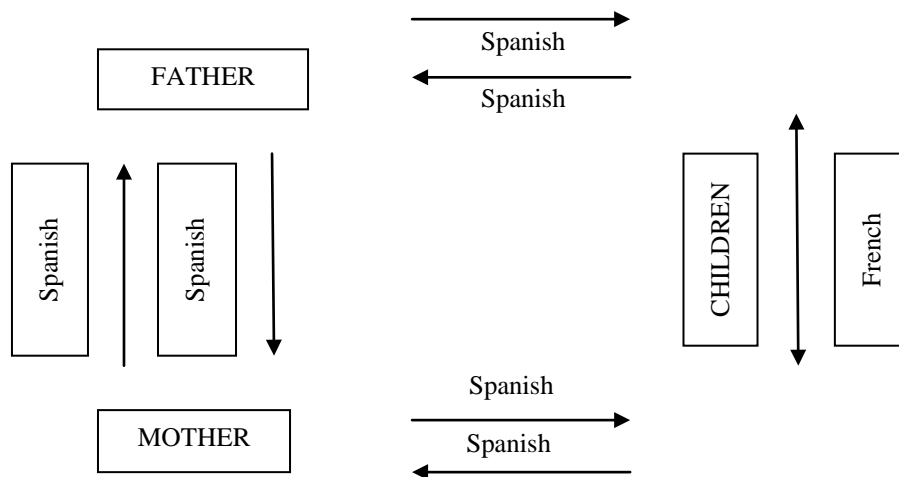
Parents	The parents share the same native language.
Community	The dominant language is not that of the parents.
Strategy	The parents speak their own language to the child.

Studies include:

Author's name	Parents' language	Community language
Haugen	Norwegian	US English
Bubenik	Czech	Canadian English

To describe and explain this type of the family, a family with a Spanish origin, who came to France in the 1960s, was chosen. This family seems to me to be very interesting because of the use, learning and acquisition of both languages, of course. Everything started with the father's emigration from Spain to France. Some time after his emigration, his wife followed him together with their two sons born in Spain. The boys learned French themselves. Moreover, they were young and they could easily adapt themselves to the French background. Even the French of the father made some progress thanks to listening to his two sons, when they were speaking French. The mother still has problems with French, as she is a housewife. This is not meant to suggest that there is anything wrong with being the housewife. But it is caused by the fact that she is not so much in contact with French people. But it is not a problem for her. They all speak Spanish at home. After some time, three more children were born in France. At first, these children started to speak Spanish. It is natural when both parents speak Spanish to each other. But these three children started to learn French when they were four years old and they were about to enter the nursery school. Also the parents speak Spanish to each other and to their children. In contrast, the children speak entirely French to each other (Edith Harding-Esch & Philip Riley 1986 [2003]: 129-130).

According to Harding-Esch & Riley (1986 [2003]: 96) the pattern in the family is as follows:



According to Harding-Esch & Riley (1986 [2003]: 53) here is described the fourth type of bilingual families:

- Parents The parents have different native languages.
- Community The dominant language is different from either of the parents' languages.
- Strategy The parents each speak their own language to the child from birth.

Studies include:

Author's name	Mother's language	Father's language	Community language
Elwert	Br. English	German	Italian

This example deals with the father, the Frenchman, the mother, the Austrian, their three years and nine months old son and the daughter (but she is too young to be discussed and observed in the connection with languages). After the marriage the family moved to Brazil. Their son was born there (the daughter as well). The parents decided that their son would grow up as a bilingual child. It means that they will speak to him in their native languages. After some time, he will start learning Portuguese, they thought. The first

Studies include:

Author's name	Parents' language	Second language chosen	Community language
Past	US English	Spanish	US English
Saunders	Aust. English	German	Aust. English

This fifth type of family I do not consider to be bilingual. In my opinion if one of the parent teaches the child a language which is not a native language of his or hers, the knowledge will never be on the same level as if the parent teaches the native language.

I do not say that it is not appropriate to teach the child a second language from babyhood. It is still a very good policy, but I would not call it bilingualism.

There exist many types of bilingual families where there are two languages spoken. There are different ways for bilingual children how to learn languages. They learn or acquire the languages on the same principle as monolingual children do, or acquire one native language. The only difference is that they have to be able to distinguish them.

3. The development of bilingualism

3.1. The development

Many people think that bilingual children are children of happiness. It is a great gift to speak two languages fluently, moreover to use two mother tongues. To be bilingual is not only about using two languages, but it is about the culture and customs as well. There are many ways to become bilingual. When we speak about bilingualism, we speak about adults as well, not only about children. In the past, I never thought about adults who are bilingual. Or rather, I never thought about the possibility that adults can become bilingual later in their lives. I always associated this term with children. Nowadays it is natural that bilingual families arise. So it is natural that parents from these families bring up their children. And when both parents have their own mother tongue, it is natural that their child or children speak with both languages. For me this is the obvious way how to become bilingual.

According to Baker (2001 [2003]: 86):

There are various routes to bilingualism. Such routes include: learning two languages early on in the home; acquiring a second language in the street, in the wider community, in the nursery school, elementary or high school; and, after childhood, learning a second or foreign language by adult language classes and courses.

I do not consider students who are learning a foreign language at school as bilingual, and certainly not adults who are learning the second language in some evening classes. In my opinion this has nothing in common with bilingualism.

The development of bilingualism is closely connected with the development of the family language system. The system of family language has to be very flexible. The explanation is very easy. Firstly the couple has to make a decision which language they will use when speaking to each other (It is supposed that the two people are of different nationalities). The situation may change, when the child is born of course. This depends on where they live, which language is a minority or majority language. The child may need help with a minority language so the family has to change the language of domestic intercommunication. A problem can arise when the family moves and the child needs to use the language that was the language of the minority in the country where they lived before moving. Apart from moving, some other problems can arise. For example, the parents may divorce. Or a new member joins the family, for example a grandmother, or a grandfather.

Cunningham-Andersson & Andersson (1999 [2008]: 27-28) describe a usage of languages with some changes:

A family with a Swedish father and an American mother lived for many years in Sweden, where both the mother and father spoke English at home to the children. Outside the home, the father spoke his native Swedish to the children, while the mother continued to speak English to the children in all situations. When the family went to live in the USA for two years, they needed to ensure that the children's Swedish was kept up, both for the sake of their communication with their Swedish relatives, and since they knew all have been speaking Swedish at home, but it did not work for two reasons. First, the mother did not feel comfortable speaking Swedish to the children at all; she had never done so and her Swedish (which had never been that good) was rapidly weakening while away from Sweden. Second, the father was required to work long hours and was often away from home from early morning to late evening, and rarely saw his children during the week. He was not around to speak Swedish to either his wife or his children. The result was that by the time the family moved back to Sweden the children were monolingual in English, and seemed to have forgotten all the Swedish they had ever known. Fortunately, it gradually came back to them once they got back to school and got into the way of Swedish things again. Now the children are very competent in both languages.

In my opinion, the decision of the mother who wanted to speak Swedish to her children in the USA, could not work at all. If the children were not used to speaking Swedish to their mother in Sweden, then this situation was totally unnatural for them. And the fact that the father was rarely at home certainly caused them to forget Swedish. Moreover the children were not forced to use this language when living in the USA.

On the other hand there is one very good thing in this example. It is the fact that children are so adaptable with regard to language. Nevertheless the parents were afraid of their children forgetting their Swedish, but after they moved back to Sweden, the children remembered all their knowledge of Swedish. They were forced to use it. And this was a very good outcome.

3.2. Bilingualism & Age

Bilingualism can be divided into four time periods. Infancy, childhood, adolescence and adulthood. Another important point connected with bilingualism and age is the distinction between simultaneous and sequential childhood bilingualism.

Infancy is often automatically understood as simultaneous bilingualism. In this period of time a baby grows from being a non-speaking person to a person using the two languages. Simultaneous childhood bilingualism also involves children who acquire two languages from birth at the same time. And so basically it is the same. In both cases, as an example, we can use parents who speak different languages.

Sequential bilingualism is connected with children who acquire a second language later. Of course, many authors have many opinions. According to Edith Harding-Esch and Philip Riley infancy, childhood, adolescence and adulthood are strictly defined. In child bilingualism they admit that the distinction between simultaneous and sequential acquisition is sometimes difficult to make.

In my opinion infant bilingualism is synonymous with simultaneous bilingualism. It is connected with the acquisition of languages. Babies can acquire two languages from their parents on the same level and at the same time. In my opinion sequential childhood bilingualism can be connected with child bilingualism, but with a small difference. When we talk about children in this respect, we speak about children who are approximately three years old. The second language is not connected with the acquisition, but with the

learning of languages. These children can learn the second language in nursery school (Harding-Esch & Riley 1986 [2003]: 44).

Adolescent bilingualism is connected with becoming bilingual after puberty, and adult bilingualism with becoming bilingual after the teenage years. But these types of bilingualism are not the concern of this work.

3.3. Development by infant bilingualism

In our lives it is very important to be able to speak. Speech, or to be more precise language, helps us to communicate in our daily life. It is a rather long way to use the language fluently and exactly.

We first encounter the language as newborn babies. Every child is individual and also every child grows up and develops individually. But generally it is true, that every child, by the age of five, can use a language adequately and becomes an adequate speaker.

The first year of a child's life is very important for the development of their language. During their first year children learn many facts about language. Firstly we speak about the recognition of many words. In addition to learning to recognize the words, they learn to recognize the sounds of the languages, and on the other hand they recognize sounds which are not connected with the language being spoken to them. Secondly, they train their speech organs by babbling. Thanks to this babbling, they practise the sounds of the language. And together with the intonation their body language is practised.

When the children are at about the end of the first year or about the beginning of the second year, they are able to produce few words. They produce them in isolation, or with babbling. About the end of the second year, the children are able to use more than one word.

These things are generally true for monolingual children as well. When the child is bilingual, the situation is little more complex. Very important for the child are the parents. It is necessary for parents to arrange unwritten rules and keep to them. When speaking to their child they should use both languages as much as possible. They should not use one language less than the other. If the child is used to hearing for example English from the mother, she should not change it to the father's language, for example German. The

parents should decide which of them uses which language, to whom they are speaking when using the language, and in which situations.

The bilingual child about two years old is normally able to distinguish which language he or she should use to which parent and even in which situation. This reality supports the fact that the child is aware of the existence of two systems. Two languages are two systems. The child does not understand what the system means, but he or she can feel the difference.

When the bilingual child is three years old, and has to speak to a monolingual one, he or she can choose the language appropriately.

De Houwer (1995: 248) cited in Baker 2001 [2002]: 91-92):

... more and more evidence suggests that bilingual children do not differ much from monolingual children in their approach to the language learning task. Like monolingual children, bilingual children pay a lot of attention to the input they receive. They soon notice that this input differs depending on who is talking or where and in what situation someone is talking. Just like monolingual children, bilingual children attempt to talk like the people around them. Because of the bilingual situation, however, the bilingual child has more options than the monolingual one:...at a very young age bilingual children are skilled conversationalists who easily switch languages.

3.4. School vs. informal and formal language

The majority language is often acquired informally. The explanation is easy. The informal language appears around the children in everyday situations. For example, when they watch TV, there are certain TV shows or cartoons that are informal. As another example, friends in the street or from neighbourhood can serve this purpose.

The formal language is often learned at school. Of course, the second language is learned at school formally as well. When we speak about bilingualism, there is a big difference between the first and the second language at school. This is a case of families where the members of the family use the majority language at home and the minority language is used only minimally or is not taught at school at all. Therefore sometimes there exist voluntary language classes, like local community schools, or extra schooling for children where the immigrant languages are supported, for children to stay in touch with

the language of their parents or grandparents. To explain this situation, the parents have decided to speak English; however English is not their native language. Their native language, for example Czech, their children can learn in the local community school.

On the other hand, there are many children who use the minority language at home, and their first contact with the majority languages appears when the children start to play with other children from the neighbourhood or when they start going to nursery school. It is generally said that younger children have fewer problems in accommodating. Moreover they try to find a way of communication: they are therefore more motivated than older children who move, for example, with their parents to a new country.

Gregory Grefenstette, a French father cited in Cunningham-Andersson & Andersson (1999 [2008]: 65):

Before my first son went to the USA, he was fluent in French and he could understand everything in English but would never produce any utterance more than one or two words in English. After his first month in the USA, in kindergarten, he spoke perfectly.

3.5. Mixing the languages

Mixing is an absolutely natural phase in development of bilingual children. Up to the age of four, it is very common. It occurs in children who learn two languages simultaneously. Also the mixing of both languages is natural. This can arise in the case of the child's speaking one language, but he or she cannot find the right word in this language, so he or she simply switches to another language. They use the words of the minority language in their majority language. Or the words from the majority language they use in their minority language. Or when they are speaking they simply use the first word which comes into their head.

The mixing of languages can concern all the persons who participate in conversation. For example, when one of the parents mixes the languages, the child mixes them as well.

Of course, in the family, where all members understand both languages, there is no problem into understanding the child's mixed language.

For parents there is no reason to be afraid of this situation. Adults sometimes have problems in focussing on one language as well. They sometimes tend to switch the

languages when they cannot remember a word from one language, but they know the word in the second language. Moreover, time can help the children, and mixing can be improved or eliminated after some years. At first the children can mix the languages without realizing it. Later, when requested, they repeat the sentence in the right way. Cunningham-Andersson & Andersson (1999 [2008]: 52) quote this example as mixing the languages, “Leif (9;7): ‘I don’t want to åka to skolan, how many more veckor is it in the sommarlov?’ (I don’t want to go to school, how many more weeks are there in summer holidays?)”.

We may distinguish various terms in connection with switching, and it is important to explain them.

Codeswitching – nowadays this term generally describes any switch. But in a narrow explanation, this term can be used when the speaker changes his or her speech in whole sentences. Baker (2001 [2002]: 101) describes this situation by this example, “‘Come to the table. Bwyd yn barod’ (food is ready)” when the speaker says one sentence in English and the second sentence in Welsh.

Codemixing – codemixing is described as a mixture of words, especially when one or more words are mixed. Baker (2001 [2002]: 101) describes this situation by this example, “‘Leo un magazine’ (I read a magazine)”.

Language borrowing – this means that words or word phrases from one language are permanently used in another language. Baker (2001 [2002]: 101) describes this situation by this example, “‘le weekend’ “. The word le is used from French and the word weekend is used from English.

Language choice – from one language a switch is made to another language according to the person to whom the speaker is speaking.

Harding-Esch & Riley (1986 [2003]: 63-64) cite these two dialogues as examples:

Philip (6yrs), who is staying in France, wants to phone his English nanny:

PHILIP: *Maman, quel numéro il faut faire?* (‘Mum, what number should I dial?’)

MOTHER: *C’est écrit sur la carte qui est devant toi.* (It’s written on the card in front of you.)

(Philip dials the number)

PHILIP: Hello, Nanny, how are you?

According to Baker (2001 [2002]: 102-104) here are some purposes of codeswitching/mixing the languages.

Codeswitches may be used to **emphasize** a particular point in a conversation. If one word needs stressing or is central in a sentence, a switch may be made.

If a person does not know a word or a phrase in a language, that person may **substitute** a word in another language. This often happens because bilinguals use different languages in different domains of their lives. A young person may, for instance, switch from the home language to the language used in school to talk about a subject such as mathematics or computers.

Words or phrases in two languages may not correspond exactly and the bilingual may switch to one language to **express a concept that has no equivalent** in the culture of the other language.

Codeswitching may be used to **reinforce** a request. In a majority / minority language situation, the majority language may be used to underline authority.

Repetition of a phrase or passage in another language may also be used to clarify a point.

Codeswitching can also be used to **exclude** people from a conversation. For example, when travelling on the metro (subway, underground), two people speaking English may switch to their minority language to talk about private matters, thus excluding others from the conversation.

3.6. Mixing the (language) & accent

Mixing of languages is not only about the mixing of the language systems, like switching words or sentences into another language. A foreign accent can be a further problem that can occur. We cannot call this a problem of mixing languages. Children or adults who learn a second language will probably never use the perfect accent of the language that is being learned. There are many bilingual children who speak with an accent of the majority language in the minority one. The majority language is mostly the dominant language of children, because it is used at school and everywhere else. In the same way as these children switch some words or sentences, they always use the accent of the majority language.

An interesting thing is that they lose the accent of the minority language when they are older. This is caused by an awareness of phonetic differences between the languages. But it is still true that every child is an individual person, with individual habits.

3.7. Bilinguals vs. monolinguals in connection with the development of the language(s)

When we think about the development of the language (or languages) by monolingual or bilingual children, maybe some of us would say that it has to be very easy for the child to learn two languages when he or she has parents each of whom speak

another language. Maybe some of us would say that the child is a deprived baby, because he or she will never speak correctly either of the two languages.

In my opinion either of these two possible answers may be correct. The child is not a deprived baby, he or she will speak both languages, but it will be a long and a hard process for the child and for the parents as well. To a certain extent, the switching of languages is a natural process.

Generally speaking, the development of the language of monolinguals and bilinguals is the same. Sometimes it has been pointed out that bilingual children start to speak later than monolinguals, but it can also be said that the difference is within the limits of few months: researchers have determined the interval as between three and six months. Moreover the research data can be different because all parents are proud of their own children and they are impatiently waiting for a first word from their child. Also maybe whatever attempt can be considered as the first word.

On the other hand there are also investigations that are completely supported by proof. Both monolinguals and bilinguals start with the pronunciation of less difficult sounds like p, b, d, f, m, n. They start to pronounce the more difficult sounds later. These sounds are ch (in cheese), or j (in the word “jump”). Groups of consonants like fr, st, or the diphthongs are more difficult for them.

In the same way as they start with the pronunciation of easier sounds, they also start with easier of sentence constructions.

Finally, there are more similarities than differences in the development of the language in mono and bilingual children.

3.8. Is it an advantage or a disadvantage to use two languages?

When adults are asked this question, they all answer that it is totally an advantage. Moreover, the more languages we know the better. But do the children agree?

Yes, it is a big advantage to be able to use two languages fluently, but it is an advantage in the final development of the child? How does the child himself or herself feel when he or she is very young? Some people would say it is a natural development when the child can hear two languages from the time of birth.

But this is not necessarily true. For younger children it can be a problem. They can be easily confused. They hear many more words than monolinguals. To be specific, they hear two words for one thing. It is necessary for them to recognize which of the parents uses which language, when, in what situation and to whom. And it is not easy. There is no doubt that younger children may perceive this in a negative way. When they are older, there is no change: they still have to learn more words than monolingual children.

Being bilingual means being rather different compared to the others. It is true that these children can be interesting for other people and when they are using another language than the majority one, it always attracts attention. There are still places in the world where people are not used to meeting such children. And naturally for children this can be unpleasant. They are sometimes asked if they are bilingual, or where they come from. There are even some people who are not familiarized with this topic at all and they think that there is something wrong with their education. On the other hand, there exist people who admire them.

There is one question that can be considered. How do the children themselves feel? Even young children who are able to speak are aware of their ability to speak two languages. And some situations are not pleasant for them because they know it is not usual. As it has been already said, they do not like to attract the attention. One of the unpleasant situations for them comes when they are outside the home and at least one of their parents speaks the minority language. Nevertheless these children are clever (the others are clever as well, of course) and they can face this situation. When the parent speaks in the minority language they simply answer in the majority one. The second situation comes when the parent tries to speak in the majority language in which he or she is not good enough. This can be even worse for the child. R. Chandler-Burns, a parent from Mexico cited in Cunningham Andersson & Andersson (1999 [2008]: 63), said “Our children used to say that I should not speak Spanish as my accent sounds like a Cuban and they would get embarrassed when I would speak!”

4. What should parents know when expecting a child?

4.1. Generally

Every couple who decide to raise their common child have to solve many questions and in a certain manner they have to change and accommodate. Definitely, this is difficult. But what about a couple where there are two native languages? This couple has to solve many more things.

One question, for example, is connected with domicile. The parents should make clear if the country where they live (or are going to live) is intended only for few years, or if it is to be their permanent residence. R. Chandler-Burns, a parent from Mexico cited in Cunningham Andersson & Andersson (1999 [2008]: 63) explains, “We knew we were going to live in Mexico and gave our kids Spanish first names. This makes for a more comfortable environment for them.”

Every parent wants to be sure that his or her child acquires and is able to speak his or her native language. There are many reasons for that, not only that it is good to know more than one language, for personal reasons as well. Everything can happen and one day, for whatever reason, the minority language speaking parent may decide to return to the native country. Then it is important for the child to understand the people and children who live there. Without returning to the native country the parent wants the child to understand the relatives. Moreover, he or she wishes the child to feel at home in this country. Last but not least, today’s student exchanges are quite normal and the possibility of studying in the parent’s native country is attractive. Everything there can be easier with the knowledge of the language and culture from one’s own parent. Sometimes it can be difficult for the parents to decide or to choose the appropriate language. For example when both parents are immigrants from one country, they probably use their native language which is, in this case, the minority language. Later when their child starts going to a nursery school, the parents might be worried about their child’s weaker knowledge of the majority language. But investigators assure us that children are great language learners and it is not necessary to be anxious of that. Also it is important that the children are aware of the fact that their parents are immigrants from their native country. And definitely it is great for the grandparents when they can communicate in their mother tongue with their grandchildren.

William C. Brown, from Delaware, cited in Cunningham-Andersson & Andersson (1999 [2008]: 15) says:

I spoke less and less German once I entered school and did not speak any at all, except isolated words or greetings, from about age 8 till 14. That spring my German grandparents visited and I was very ashamed at not being able to speak with them.

At the present time, a knowledge of foreign languages is necessary. In my opinion in some cases this is considered indispensable. There are many foreign companies, for example, here in the Czech Republic (and not only here) where an applicant for a job has to make a job application in a foreign language, for example in English. It is true that schools offer to teach their monolingual pupils or students many foreign languages. And these schools try to offer the maximum in connection with the teaching of languages. But what about pupils and students? Are all of them willing to work at school hard? Are they motivated enough? Not all students are. Maybe it is not fair to say that, but according to my experience, they are too young to understand that it is all for their own good. After some time when they realize that they need to speak a foreign language, it may be too late. Attending some evening classes or private lessons is not cheap.

Also, there is no doubt, that the parents from a bilingual family teach their child languages, the majority and the minority one as well. They think of their future. They know that knowing two languages can help them in their career, especially when one of the parents speaks a language that is not well known and not widely used in the world, for example Korean, Latvian and so on.

What may be very helpful for the future parents is to communicate with parents (or families) who have already had some experience in this respect. This may be very valuable. They can ask whatever is possible. They can ask about their rules and habits, or about problems that might occur. They have to be aware of problems that would otherwise surprise them. The other family can suggest a suitable nursery school. If it is possible, the future parents can even stay in the family and observe them, especially the behaviour and reactions of the children. They can learn from the mistakes of others and in this way they can be prepared at least minimally.

4.2. The language of parents

For future parents it is necessary and important to set up the rules of communication before the child is born. For example a couple has lived together for many years and the partners have used the language of one of them, for example the minority language. Then they realize that if they use the majority language in their family this would be better for their child's upbringing. It is good to change the way of speaking between them before the birth. To try to change the situation after the birth, might be complicated and for the child very confusing. Moreover when a couple uses a language that is not the mother tongue of either of them, the child can even become a trilingual. For example the mother is German, the father is French, but their common language of communication is English.

There are of course at least two more possibilities of communication between the couple. Firstly, one of them speaks in one language, the other replies in the second language. This mean, for example, that the mother says something in English, the father replies in Italian. Secondly, the person who starts speaking chooses the language of the actual communication.

It is in the interest of all parents to make the situation as simple as possible for their child. And therefore they should examine and be realistic about their way of communication and, if necessary, be prepared to make some changes.

4.3. The care of the child

Generally, when we learn a foreign language, it is true that the more contact we have with the language, the better we are in using it. The same applies to bilingual children. Maybe, if the parents choose the majority language for the child, they should realize who will spend more time with the child. This situation may occur when one parent has to spend a lot of time at work. Here is an example: the father is French and the mother is a Czech speaker. The father works for 10 hours a day. During the working week the mother's Czech language predominates over the father's French, because he spends only 1 hour with the child using the French language. And let's face it, this is too little for the child. Of course, this is only one example of a situation which may happen. In many cases the parents take the situation into account and they can easy adapt to it.

4.4. Contacts with the rest of the family

One of the reasons for moving abroad can be, for example, a student exchange residence during the university studies. Today this is very popular. It may easily happen that the student finds there a partner in life, and that he or she will probably move there. After some years they start a family and the original family of the student stays in the home country, probably using another language and having another culture. This is often the reason why bilingual families come into existence. Simply said, both parents are concerned with preserving the relationships with their families, including the language.

The grandparents and other members of the family, like uncles, aunts and cousins, often do not know the language of the country where their relatives have brought up the child. Consequently this is at least one of the reasons for a decision to bring up the child bilingually. Moreover when the bilingual children can speak to their cousins in the mother's or father's mother tongue, this is very good for their development from the point of view of one generation.

4.5. Other sources of the acquired language

Among other sources that can help with acquiring and learning the foreign language we can identify books for children, especially fairy tales, cassettes with recordings. In this modern world when TV programmes are full of cartoons for children or channels for children, these can be regarded as language support and here we must definitely also include DVDs. In most countries it is rather easy to buy books, or DVDs that can help with the development of the second language. On the other hand when the second language that is acquired is ranked among the more difficult ones, there is probably only one easy possibility of finding the necessary the sources. The best way is to ask the family, relatives or friends from the native country to send these materials to you.

In this modern world the Internet is much extended and also useful. It can help to keep the contact with the rest of the family by means of emails, icq, Skype, and so on. Or the children can find there some learning materials or simply they can visit pages in their minority language (in the majority language as well of course). Sometimes, especially English games can be useful, but some parents do not like seeing their children spend a great deal of time playing computer games.

4.6. Some myths about bilingualism

"Learning two languages confuses a child and lowers his intelligence."

Old, poorly designed studies done primarily in the United States claimed to show that bilinguals had lower intelligence than monolinguals. Newer research has revealed several flaws in the studies. The most obvious flaw is that the bilingual children were recent immigrants, with poorer knowledge of English and more stressful life situations than their monolingual counterparts. Newer studies with more careful controls have shown that bilinguals are better at some specific tasks, such as language games, but that otherwise the differences between bilinguals and monolinguals are negligible.

"A child should learn one language properly first; then you can start teaching the other."

As in the myth above, this is an old belief based on flawed research. Children who learn two languages in a loving, supportive environment learn them both well. Children who learn two languages in a stressful environment may have language development problems - but so will children learning only one language in that same sort of environment.

"Bilinguals have to translate from their weaker to their stronger language."

The overwhelming majority of bilinguals can think in either of their two languages. They do not, as some monolinguals assume, think in one language only and immediately translate into the other language when necessary.

"Real bilinguals never mix their languages. Those who do are confused 'semi-linguals!'."

Bilinguals sometimes "mix" their languages, leading monolinguals to wonder if they are really able to tell them apart. Usually, the problem is not genuine confusion - that is, inability to tell the languages apart. Far more common problems are interference, when words or grammar from the one language "leak" into the other language without the speaker being aware of it - analogous to a slip of the tongue - or "code-switching", when the speaker more or less intentionally switches languages for effect - analogous to mixing jargon or slang in with standard speech.

Many, if not most, bilingual children will use both languages at once during the early stages of their language development. Semi-lingualism is a far more serious, and relatively rare, situation that occurs when a child in a stressful environment is trying to learn two or more languages with very little input in any of them.

"Bilinguals have split personalities."

Some bilinguals do report feeling that they have a different "personality" for each language. However, this may be because they are acting according to different cultural norms when speaking each of their languages. When speaking English, they assume the cultural role expected of them in English-speaking society. This is different than the cultural role expected of them in German-speaking society, which they assume when speaking German. The change in language cues a change in cultural expectations

(<http://www.nethelp.no/cindy/myth.html> 5 May 2011)

5. Culture and the bilinguals

5.1. Is it important for bilinguals to know more than one (majority) culture?

To be able to speak two languages is not all that is involved in being bilingual. Definitely, some people would be of the opinion that to be bilingual means to have some knowledge about the cultures of both languages. But there are many bilingual families with different opinions and attitudes to bilingualism. Every family prefers a different life style. There is no doubt about this. But if the child acquires the minority and the majority

language, he or she should acquire both cultures as well. In most cases this depends on the parents

For the parents it is sometimes rather difficult to keep the children in touch with two languages. Nevertheless to keep them in touch with two cultures is more difficult. Often it is not possible without the help of grandparents or friends living in the native country of one parent (or both). There are very many differences between the cultures and habits of various countries.

On the other hand, it could be said that nowadays in every school some foreign languages are taught. Moreover some of them, mostly the better ones, devote a lot of time not only to languages but to the culture and habits too. Consequently these pupils or students can be regarded as bilingual and sometimes they are. But in my opinion there is a considerable difference between learning it at school and acquiring it at home or from relatives.

It is a very natural way to acquire the culture and habits at home from parents, for example when they talk about it to their child. Some trips or some holiday with children staying with their relatives, such as grandparents, aunts and uncles, can be very beneficial, if it is possible. It is more beneficial than learning at school from books. In most cases the parents who are concerned with their child acquiring the culture use the possibility to visit the relatives. Naturally this also for parents who bring up their bilingual child in the Czech Republic: they may also use this possibility. Some parents mention that when travelling abroad with their children to get a better knowledge of the second country and the culture, they do not forget to buy local food, or they prepare it at home. Most of them cannot imagine an upbringing without talking about the culture.

The second part of this work will deal with the culture and customs more closely. Particular families will be described with the use of questionnaires.

It has been already said that most parents want to share their own culture with their children. So if the both parents come from England and now they have lived in France with their children, the whole family shares both cultures, the English one and the French one. This example where the parents come from one country, scholars consider to be one of the easiest possibilities. They suppose that English is the dominant language of this family and

so the English culture is as well. The children from this family get in touch with French culture through their school, their friends and their activities. The reasons for preservation of the parents' culture are clear. It could also mean the complete preservation of the language. The parents want their child to know everything about the country where they come from. Or simply one of the reasons might be a celebration of some public holidays with relatives from the native country. But one more reason can arise in the shape of religion. The parents want their child to be familiar with their country because of their religion.

On the other hand there are families where the parents are immigrants, and although they have brought up their children bilingually they are not interested in sharing their culture with their children. They only want their children to be fully integrated into the majority society.

5.2. One example of the importance of connection between the language and culture

In this story there is a description of the experience with culture in one bilingual family living in the US. This story is provided by Michelle Cadeau, who is the founder of the Globe Moms network. This page is available at www.globemoms.com. Moreover she is the initiator and creator of the online course "Children's Multilingualism" and she has worked as a teacher in this course together with others. Since 2003 Michelle has helped many mothers who have been living outside Sweden. In 2003 she started Svenska Mammor (Swedish Moms) and through the web site www.svenskamammor.com she can offer her help (<http://www.biculturalfamily.org/may06/culturelanguageidentity.html>, 9 May 2011).

Michelle Cadeau is a Swedish woman. She has married her husband who is Haitian. They have lived together in the US and they have brought up their two sons, who are American by birth.

Michelle speaks Swedish to their children and she says that they are fluent speakers of English and Swedish as well. Her husband started to speak Creole after the birth of his sons, but it is not as intensive as the mother's Swedish. So he speaks Creole less and less. Nevertheless the children hear this language from the father's relatives.

One day the whole family was invited to a party arranged by the husband's European cousin. According to the mother, both boys are very lively children and they can enjoy every other party, but this one was different. So she started to think about this situation to find the explanation. She was aware of the possibility that the change by her sons might come when they met other types of people, simply, another culture.

As a result Michelle started to read a book by a Dutch researcher Ludo Verhoeven. His research deals with bilingual Turkish children living in Holland. The research focuses on different attitudes to the culture. Surprisingly, the research refers to the lesser importance of contact with the Turkish language than the attitude of the children to the Turkish lifestyle or parents' cultural behaviour.

According to Cadeau

(<http://www.biculturalfamily.org/may06/culturelanguageidentity.html> 9 May 2011):

Language means nothing if you don't have the culture and the traditions. The culture means nothing if you don't have the language and the traditions. The traditions mean nothing if you don't have the language and the culture.

It is very encouraging and very interesting that Michelle does not consider her two sons to be half Swedish and half Haitian. She can see them as two boys with many cultures. According to her they have a good start in their lives to be open-minded, to understand other cultures and to accept other people.

Cadeau is citing (<http://www.biculturalfamily.org/may06/culturelanguageidentity.html> 9 May 2011):

When it comes to culture, language and identity, one part is worthless without the others. There is not one part that is more important than the other; as a matter of fact, they all seem to feed off each other and as one is developed the other ones are just getting stronger as well.

In this example it is pointed at the importance of the culture, Like Michelle I am of that opinion that to teach the children, when they are growing up bilingually, two languages (minority and majority ones) is too little. The children should know about the culture and customs of their forefathers and relatives. Furthermore the children should know how to behave in the second country and should be prepared to visit it.

(Cadeau, <http://www.biculturalfamily.org/may06/culturelanguageidentity.html>, 9 May 2011).

5.3. How can the parents help with the culture?

There is no doubt that contact with another culture is difficult for every child. For bilingual children the situation is the same. When the children come for a visit to their grandparents who have been living in another country they may feel like foreigners and visitors. This situation can appear despite that they have learned the grandparent's language. The children feel they are strangers and they are different from other children living in the country of their grandparents. For the parents a question arises as to when is it appropriate to teach the child about another culture. This is because switching the culture is not as easy and natural as switching the language.

A child feeling like a foreigner in the parent's country is a situation that every parent wants to avoid. So it is necessary to think of ways to help the child to adopt and to learn about another culture. Sometimes it is better to use some children's aid like books or children's games.

Definitely, the most natural way how to teach the child about another culture is to spend as much time as possible in this country. If someone thinks that the child learns about another culture in his or her native country and is thus completely prepared to spend some time in other country, this is nonsense. The scholars claim that the best way is to spend half of the year in one country and the second half of the year in another country. This is the best way to learn both languages and also both cultures. By the way, the rules for learning the minority language and customs of the minority culture are the same. It is necessary to spend much time with the relatives, children and friends of the parents in the non-native country.

Kaori Matsuda, an Australian cited in Cunningham-Andersson & Andersson (1999 [2008]: 90):

I make an effort to expose her to other Japanese people around as. Luckily I know some Japanese families [both parents are Japanese] and they often invite me and my daughter to their place. This gives her opportunity to understand Japanese culture.

On the other hand, sometimes it really depends on both languages. I mean how close or how far they are from each other. When I compare the culture of the Czech Republic and Slovakia, they have very much in common. So the children should not be so

shocked when coming from one country to another. In contrast, when I compare the Czech Republic and for example England, the culture and the customs are very different.

Gabriele Kahn, a mother from Oregon, cited in Cunningham-Andersson & Andersson (1999 [2008]: 90), says: “German, Dutch, and English are closely related so that a real “culture shock” doesn’t occur (well, unless you move to America ...)”.

Wherever they are travelling, the parents should prepare the child for a trip. It could easily happen that the child will be unpleasantly surprised when he or she arrives in another country. For example when a child comes to Northern Ireland and sees armed soldiers this will not be a nice meeting. This is rather an extreme example, but it holds for other countries as well. In England the children may be surprised at the fact that they could be ignored by adults. So it is necessary to prepare the children for their trip. In addition the parents should prepare their child and also themselves. When they travel into the minority language country that is, for example, the mother’s native country, she should remember some things connected with the behaviour. Not only should the child be familiar with that, but the father should also be familiar with it. The norms of behaviour can be different in every country. When something is the norm for one country, this does not mean that the same thing is the norm for the second country. Every parent is proud of his or her child and also he or she wants to show that his or her child is well behaved. To show this, when coming into another country, the child has to adapt and this is not easy. Nevertheless the parent prepares the child for some changes, if it is possible, for example because of the age of the child. When the family travels into the minority language country to visit the relatives, the situation is not so tight, because the relatives are certainly happy to see their grandchild and can understand some “bilingual differences”.

On the other hand for parents there exists one pleasant aid. It can happen when the child visits the minority language speaking country. Children are often highly motivated to learn the customs and behaviour of the minority country when they visit it.

5.4. Norms of behaviour

Every country may differ in the area of behaviour. In every country norms can be little different. However, many of cultural habits depend on the individual family. Generally, when speaking about norms of behaviour, for example greetings between

people can be mentioned. Not everywhere do people say “hello”, or “good morning”. There are cultures where people shake hands, they kiss each other, or they embrace. In some cultures people are aware of how loudly they speak, or they keep a distance from other people when speaking. For every child these norms are difficult to understand. It depends a lot on parents and their access to education. But some cultures are more benevolent in connection with children.

Every parent teaches his or her own child to be polite. It is very important get on well with other people. Again, it is necessary to mention that it really depends on the culture, but there are some words that do not exist in every language, or they are used in another way. For example the word “tack”, from Swedish, can be used for “please” or “thank you”. It depends on the context. In my opinion when a monolingual man or woman travels in some country where he or she can come into contact with this situation, this tourist should be familiarized with this possibility. But if the child has grown up in the bilingual family where one of the parents comes from a country where the norms of behaviour are different, the child is certainly familiarized with that. Although it can take time to teach the child to understand the differences, the parents certainly want to improve the child’s politeness and moreover it is natural for the parents to teach it when their children are bilingual.

As well as differences in language, there are differences in religion, and this is quite natural. In some cultures religion is very important and the children should be aware of differences that occur in both cultures to avoid any misunderstanding. Definitely, when both parents come from one country, they also come from one culture, and it is easier for the child to grow up in the culture that probably dominates at home. It is easier to understand it and it is natural. On the other hand, when each parent comes from another country and the family has lived for example in the mother’s native country, it can be rather difficult for the child to understand the father’s culture, because the child does not live in it. The best way how to learn about the second culture is to travel there as I have already mentioned.

Gabriele Kahn, a mother from Oregon, cited in Cunningham-Andersson & Andersson (1999 [2008]: 96):

We took our oldest daughter out of school and homeschooled her when she was 10. She is what I consider a “normal” child – a tomboy who loves to wrestle and climb trees, and doesn’t

give a hoot for what she's wearing. Well, the girls in her class told her she needed a bra, deodorant, and shaved legs – at age 10! Also, she wasn't wearing the right kind of "cool" clothes, didn't watch TV, didn't participate in the "Pledge of Allegiance", etc. We are living near a small farming community here where everybody has a gun rack in their pickup trucks. We are currently trying to move to a nearby university town, and I hope we'll have less problems there, being "different". I know a German couple in that town, however, whose daughters are also 12 and 10 and refuse to speak German at all because none of their friends are bilingual and they don't want to be "freaks". Oh boy. I wish we could find a way to move back to Europe.

This example of Gabriele Kahn really highlights the differences between two cultures. On the other hand, in my opinion, to a certain extent the upbringing of the girls in the class plays a big role. But the upbringing is still connected with culture. If the parents of the girls in the class taught their child to be more tolerant, the situation would be different. In every culture it is important to teach the children that there are many people in the world from other cultures and that it is possible to meet these people anywhere at any time. Maybe after the Gabriele's family moves to another town, where the inhabitants are used to meeting people from other countries with another culture, their situation will be better.

Every child knows that his or her parents constitute 'mother' and 'father' and each of them plays a role. In some cultures the mother stays at home with the children, she looks after them and she keeps house including the cooking. The father's areas could include the economic, practical house-repair work, and so on. The mother passes her knowledge on to her daughter. The father passes his on to his son. In other cultures the mothers go to work as soon as possible and au-pairs look after their children or else they are sent to a nursery school. But nowadays, in my opinion, times are different. It means that some men cook and look after their children while their wives can use a drill or a screw-driver without problems. Then it depends on the individual family and on their way of bringing up their children. In contrast if there are some specialities in some culture, for example connected with payment in a restaurant, the parents should be precise in their explanation of customs.

5.5. Traditions, celebrations, fest and food

There are many holidays and traditions in the world that are celebrated in one country, but not in another. For example in the Czech Republic people do not celebrate the Thanksgiving Day, in the USA this is one of the most celebrated dates and the symbol of this day is a roast Turkey.

It really depends on where the bilingual family lives and where the parents come from, whether both parents are, for example, immigrants from one country or whether they come from different countries. At any rate, one culture is probably considered as the majority one and the other as the minority one. Of course, it is better for the child to celebrate not only the holidays of the majority culture, but also the holidays of the minority one.

Christmas, New Year and birthdays are the most celebrated dates in every family. Every family has its own traditions how to celebrate them. When these days are celebrated in a bilingual family, many questions arise: especially, how it will be celebrated. When one of the parents is from another country, there will be probably two possibilities of celebrating. On the other hand, there are many ways to solve it. For example Christmas can be celebrated according to both cultures. In a family where the mother is a Czech and the father is English, the Christmas Eve can be celebrated according to the Czech tradition and the Christmas Day can be celebrated according to the English tradition. For the child this Christmas is surely very interesting. In some countries when people celebrate a birthday, they sometimes arrange a big party. It depends on the agreement between the parents and the child if they arrange such a party. From another point of view, it sometimes depends on who is going to join in the celebration. When for example the grandparents or relatives of one of the parent are invited for a celebration, it will probably be according to traditions of their culture. Another possibility is to vary these celebrations. One year the Christmas will be according to one culture, another year it will be according to another culture.

Finally, every family has to make clear which dates, holidays and customs are important for them, which customs they like to celebrate and in what way.

Althea Pribyl, a mother from Oregon, cited in Cunningham-Andersson & Andersson (1999 [2008]: 99):

We celebrate Christmas the Czech way rather than the American way, which my husband and I felt was too commercialised.” (The austere Communist Christmases in Czechoslovakia had this influence on me.) Even though my son is now 24 and my daughter 18, they still look forward to their Christmas stockings from St. Nicholas and getting their gifts from Baby Jesus. We had to devise a sort of family mythology to explain the existence of Santa Claus – he had to take care of American kids, he was really Baby Jesus’s helper, etc. But there was also a blending of American and Czech customs, as we adjusted to life in this country.

A further tradition connected with the culture is traditional food that can also be very different in every culture. For example comparing the Czech, Chinese or Italian

cuisine, these are three completely different cuisines. Nowadays, in bigger towns, there are many foreign restaurants where the food is prepared according to foreign cultures. We can easily find Chinese restaurants, Greek restaurants or pizza parlours. Just to remember, when teaching at school about England, one of the most favourite questions of every teacher is: “Describe the typical English breakfast.” And all students know the answer. Every student immediately starts to describe: “For breakfast, the English people drink a glass of an orange juice, a cup of coffee or a cup of tee, or they drink a glass of milk. They eat toast, eggs with ham or bacon, butter and marmalade or they like cornflakes.” This English breakfast is known to every student of English. And it is typical of English culture.

Similarly to differences in cuisines, habits in each country may differ as well. In some countries people are used to having dinner later in the day, so the children stay up late. In other countries the dinner is served about six o'clock in the evening. Allegedly in southern Europe even small children are allowed to drink wine mixed with water. On the other hand, in Scandinavia this drinking is unthinkable and even illegal. In my opinion it is unthinkable not only in Scandinavia. Here the difference between cultures can be seen. Very often when the immigrants come to another country and they have to adapt themselves to a different life style, or different conditions of living, they often miss their national food. Not to miss it, they cook their national food at home and in this way they pass their traditions on to their children.

Every family can choose the favourite food and drink from every culture as well as the most favourite traditions.

6. Some problems of bilingualism

6.1. Languages and the contact with them

If parents really want their children to speak both languages, it is necessary to devote enough time and contact to both of them. Both languages should be spoken directly to the children. If one parent is a majority language speaker and the second parent is a speaker of the minority language, he or she should endeavour to use the minority language as much as possible. To leave child sitting in front of a TV programmes or a DVD, where the minority language is used, is not enough. The child needs a real contact with the language. To adopt the language correctly, it is important to be in contact with a native

speaker. From a non-native speaker, very easily, the language can be adopted with mistakes. These mistakes can be grammatical or phonological.

On the other hand even parents who have lived in a non-native country and have lost the contact with their native language can use it with some difficulties. After some time when the language is not actively used, for example with friends from the same country, some words can even be forgotten, especially the unusual ones. To avoid this, or to practise the minority language or the majority one, doing crosswords or playing Scrabble can be useful.

Kaori Matsuda, a parent from Australia, cited in Cunningham-Andersson & Andersson (1999 [2008]: 105), puts it as follows:

Fortunately I use Japanese at work. This helps a lot to preserve my language skill. However, my Japanese has “frozen” since I left Japan nine years ago. If I speak to people in Japan now my Japanese may sound slightly out of date.

6.2. When the child refuses to speak the language

It cannot be said that every day is great. Sometimes we have a good day, sometimes not. Sometimes we are more talkative, sometimes not. With children this is the same. Sometimes they want to talk to somebody for hours, sometimes they do not say a word.

In bilingual families, it may sometimes happen that the child refuses to speak one of the languages. There may be many reasons for that. But the parents should be careful and attentive. Firstly, in every case the children should never be obliged to say something, for example, in French, English, or German, even though they know it. They should not be questioned by visitors simply because the visitor or a friend wants to hear it. Secondly, the children may sometimes refuse to speak the language because they are simply shy or they do not want to be different from the others. Thirdly, they may refuse to speak out of politeness. They do not want to leave someone out of the conversation when the second person does not understand another language.

6.3. How to overcome setbacks

Every child when learning a language goes through many phases. Whereas at the age of three a problem that arises may seem insoluble, a few months later this particular problem may disappear and be replaced by another. To help the child with both languages,

the parents should ensure that they offer their child as much as possible from both languages. This is very important especially at the beginning. It means that both parents should establish some rules, for example who uses which language and when. For the child it is easier to recognize and sort out both languages when it is logical.

Most parents agree that no matter how they try to speak the minority language, their child sooner or later will respond in the majority language. When this situation arises, probably the most useful advice is to take the child into the minority language speaking county for one or two weeks and to try to avoid the majority language completely.

Cunningham-Andersson & Andersson (1999 [2008]: 114-115) suggests the following methods that can be useful:

Remind the child to speak the minority language. Often the children are just so eager to say what they have on their minds that they are unwilling to take the time or make the effort to use the minority language, which is probably their weaker language. A gentle prompt might be enough to encourage them back to the minority language.

Repeat back what the child said but using the minority language, in much the same way as a parent corrects and expands the speech of a much younger child. For example, if the child says in Swedish 'Får jag åka och bada med Niklas?' (Can I go swimming with Niklas?) to his mother with whom he is 'supposed' to speak English, the mother might say: 'Do you want to go swimming with Niklas?'

A milder variant is to say in the appropriate language something like 'Sorry, what was that you said?' This should not be taken too far. Some children will become thoroughly frustrated if they are not allowed to express themselves in the language of their choice. It might work to try to wear the child's resistance down by, as often as seems reasonable, reacting when they use the 'wrong' language, but not going on at them about it, and not refusing to listen to what they are trying to say. Children need to feel that they can talk to their parents. You know your child, do what you think will work!

Some children can be confused by using two languages and sometimes they do not know what to do, similarly to the boy presented below.

Helen Ossipov, a bilingual and an aunt of a bilingual child from Arizona, cited in Cunningham-Andersson & Andersson (1999 [2008]: 113):

I was raised speaking French and English in Brooklyn, NY. My parents spoke French at home, and we learned English in school and with our peers. My brother tried to raise his children bilingually, but his son, at the age of 4, rejected the whole idea by yelling once: "The words, they're stuck in my throat, they won't come out."

6.4. Divorce of parents – Potential language acquiring consequences

The divorce is a very unpleasant situation in every family. It is unpleasant for the parents themselves, but often it is very difficult for the children. But when this situation

arises in a bilingual family it is necessary to solve as many things as in a monolingual one. Moreover, this solving of problems may imply an attitude to languages. Sometimes it may happen that after the divorce one of the parents can return to his or her native country. And it can be very complicated for the child. It can be even stressful for the child to move into an unknown background. For example, when the mother returns home and her child has to go with her. Or in another case, the mother stays with the child at home, in the surroundings of the majority language and the father returns to his native country. When the contact with the father is not frequent for the child, later he or she can have some difficulties with the minority (father's) language. On the other hand, if the relationships between the mother and the father are good or their child has good conditions for frequent and long visits to or from that parent who returned to the minority language speaking country, paradoxically, the child has the best possibility of learning both languages and cultures simultaneously.

Gabrielle Kahn, a mother from Oregon, cited in Cunningham-Andersson & Andersson (1999 [2008]: 112):

My two older children still speak Dutch with their father whom they see for about six weeks each year, and we read Dutch books together, and sometimes I speak Dutch with them. They haven't lost their fluency so far.

There exist very many books, handbooks and nowadays Internet pages for parents who have brought up their children bilingually. It is easy to find out all the information the parents need to know about bilinguals. But finally, a Swedish mom, Nancy Holm, cited in Cunningham-Andersson & Andersson (1999 [2008]: 115) advises: "My only advice to others is to do what feels natural. Don't follow anyone else's advice."

Part two

7. Analysis of questionnaires

The practical part is based on a research study. This research was conducted using questionnaires which are completely anonymous.

Each questionnaire includes seven questions. Six bilingual families agreed with the formulation of the questions, and in this part I worked with **six** different (independent) **questionnaires**. All questions are asked in both English and Czech and all of them were

answered by the parents of bilingual children. Some of these families were recommended to me by friends, since it was rather difficult for me to find bilingual families in my area. More than two families live outside the Pilsen region. With the exception of one family, I contacted all of them via email. In some questionnaires there were answers in English, which means that these questionnaires were answered by native English speakers, and the rest of them were answered in Czech by Czech native speakers.

The list of questions is as follows:

1. How old is your child?
2. When speaking to your child, do you use English entirely or combination of both, English and Czech?
3. Does/did your child also acquire English from other sources? Specify.
Radio/TV programmes
Fairy tales
Cartoons
Others (specify)
4. Do/did you prefer traditional Czech schools or bilingual schools?
5. Do/did you help your child to get some information about the English speaking country you come from, its culture, customs and everyday situations?
6. Is/was your child able to integrate into the group of her/his class mates without any problems?
7. Does/did your child feel more a Czech or an English speaker?

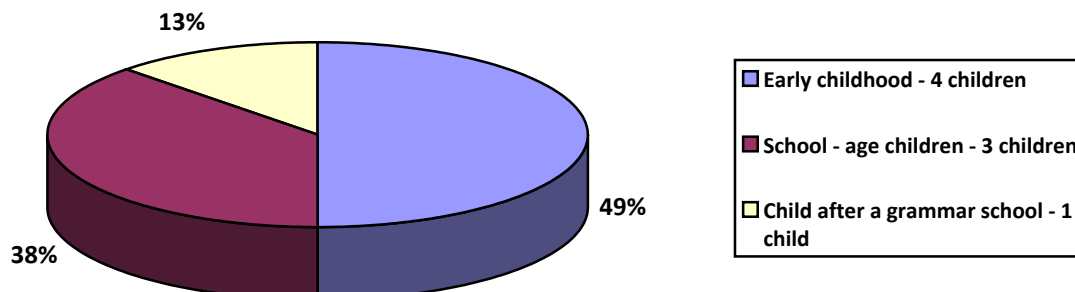
Analyses of questions

7.1. Question one

1. How old is your child?

At the time when the parents were asked to answer the questions the youngest child was 2 years and 10 months old and the eldest was 22 years old. Four children are of the preschool age. The specific age of all children is as follows: 2 years and 10 months, 3 years, 4 years, 5 years and 6 months, 7 years and 6 months, 8 years and 4 months, 11 years and 22 years old.

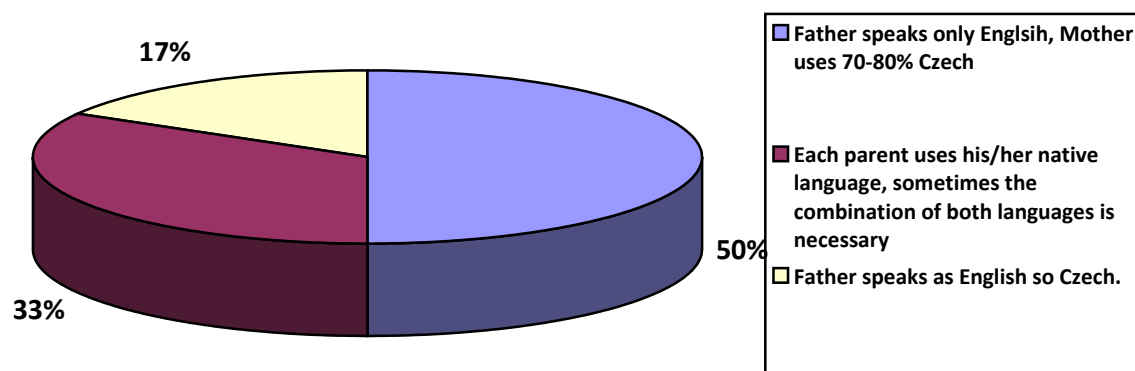
Figure 1 Age of children *early childhood, school-age children and one child after a grammar school*



7.2. Question two

2. When speaking to your child, do you use English entirely or combination of both, English and Czech?

In general terms it can be said that according to the answers each parent uses his or her native language. From the questionnaires we see that all six mothers are native Czech speakers and all fathers are native English speakers. In some cases the parents say that it is necessary to use a combination of both languages. In three of the families the fathers speak only English and the mothers speak Czech between 70 – 80 % of the time, while for the rest of time they speak English when it is necessary, for instance when the younger children need to have something explained. In two other families the parents mention that they use a combination of both languages without any closer specification. In addition it cannot be seen whether the fathers who are English can also speak Czech. In the last family the father speaks only English except in the situation when the children's grandparents are present or when Czech songs are being sung or Czech rhymes are being recited. Moreover every night the father reads in English to both of his children. He reads for 15-30 minutes to the younger boy from a book for younger readers. And then he reads the same amount of time to the older boy from a book for older readers, for example about Dinosaurs or history or whatever the boy is interested in. When the family is together they all speak English, including the mother.

Figure 2 Parents' language

7.3. Question three

3. Does/did your child also acquire English from other sources? Specify.

Radio/TV programmes

Fairy tales

Cartoons

Others (specify)

In this question almost all parents (to be precise 5 families) answered that their children acquire English especially from TV programmes, Fairy tales, Cartoons and also from other sources, apart from the parents' native language of course.

For TV programmes this was answered five times. In addition to TV programmes, according to one parent, DVD documentaries or, for example, some cable TV programmes are some of the TV sources in his or her family.

Fairy tales also figured five times in the answers. There are many sources for children to get to know fairy tales. Generally they watch DVDs and tapes or listen to CDs with stories because they are young to read. But in one family with two boys, the older boy reads detective novels for teenagers. And to his younger brother parents read Mother Goose, which he loves.

Cartoons were mentioned five times as a possible source for acquiring language. No more precise answers were given apart from using DVDs.

Other sources were also mentioned five times. Among these sources we find books: as we indicated above, detective books for teenagers, books with fairy tales (Mother Goose), or for example an encyclopedia for children. Furthermore in addition to other sources some

children use the Internet, CDs, tapes with English songs, singing songs or English language pexaso.

The Internet is very popular for children because they are able to access there games or information in English. They often play Internet games in English according to the parents' answers. Children are also involved in music. One boy listens to a lot of rap in English. Conversations with visitors from the States and with workmates are also considered as other sources of acquiring English.

In this third question answers are mentioned five times. The parent in the last questionnaire answered, without any more precise specification, that his child learned English like any other child picks up a native language.

Figure 3 Acquiring English from various sources *radio/TV programmes, fairy tales, cartoons and others.*

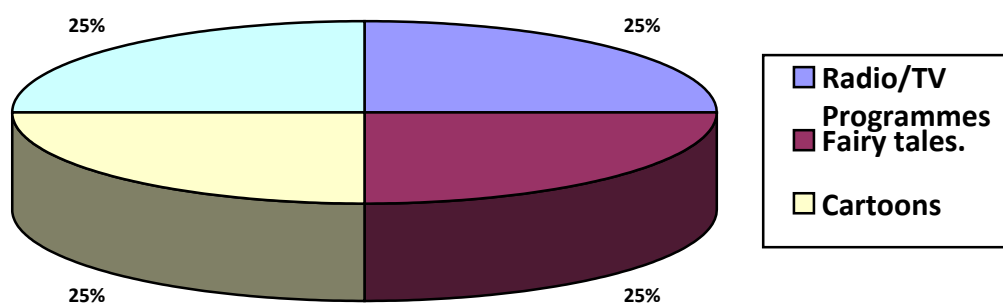
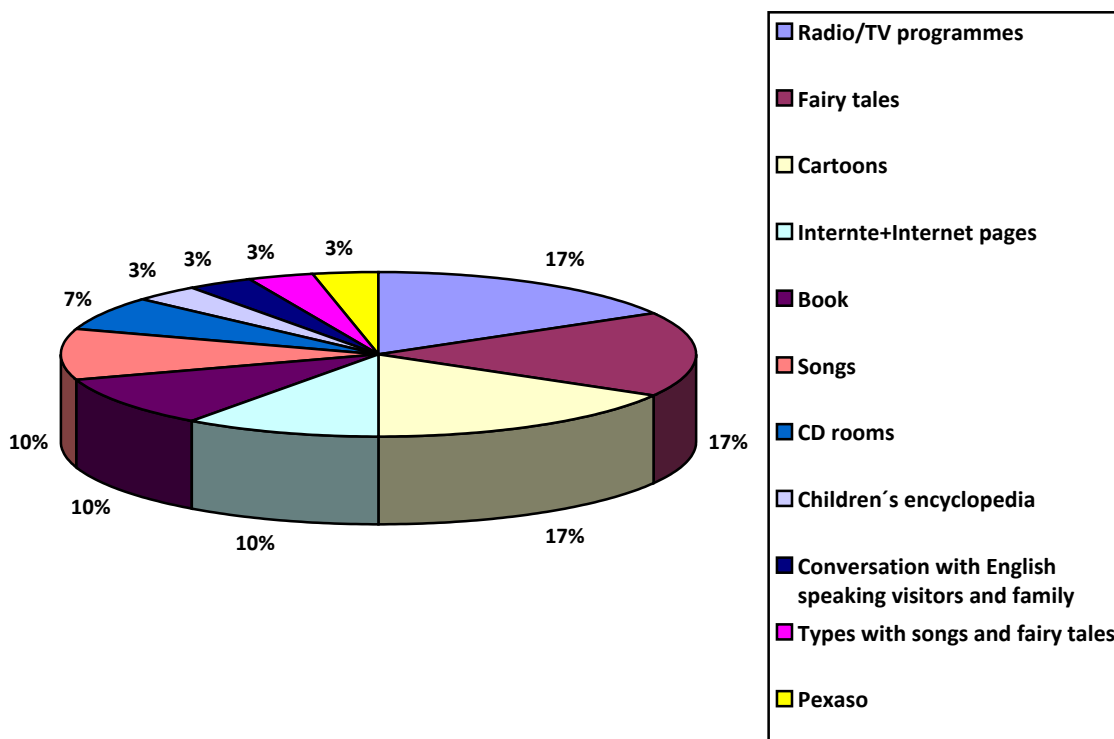


Figure 4 The particular sources of acquiring English



7.4. Question four

4. Do/did you prefer traditional Czech schools or bilingual schools?

All children who attend school or nursery school attend traditional Czech ones. According to the answers of parents the reasons are clear.

Firstly, bilingual schools are very expensive. One parent mentions that tuition for one semester is between 300 – 500 thousand Czech crowns which they are not able to pay.

Secondly, two more families made an effort to find an appropriate bilingual school but they were not successful. The first family tried to find a school that takes a more “American” communicative approach. After a search the second family is not convinced that the bilingual schools works or that they do not work as the parents wish.

The rest of families answered without any closer specifications that their children attend a traditional Czech school.

7.5. Question five

5. Do/did you help your child to get some information about the English speaking country you come from, its culture, customs and everyday situations?

All parents definitely agree that they help their children to acquire information, history and everything that is connected with the parents' native country. Moreover it is very important for parents to teach their children about their culture, not just their native language, as they say.

Households are combinations of both cultures. It means that customs, cooking or, for example, TV programmes are mixed in the family. This is the first step in showing children how to be connected with another culture. Parents think that children should not learn just the language, but they should know about the cultural world.

In one questionnaire it is mentioned that the boy has visited a number of states and tried American food. Moreover he has maps and atlases for children which he uses together with his parent. They speak about animals related to the pictures in maps or books. His parent also tells him stories and explains history, the news, and so on.

Furthermore these bilingual children are in contact with their grandparents from abroad. They visit each other regularly. In another questionnaire there was a response that the boys go over to Ireland every summer to visit grandparents, or grandparents come to the Czech Republic. Boys know stories about Ireland, or about the parent's Irish family.

Younger children are rather too young to learn this kind of information, but they are familiar with England and English, as one parent says.

7.6. Question six

6. Is/was your child able to integrate into the group of her/his class mates without any problems?

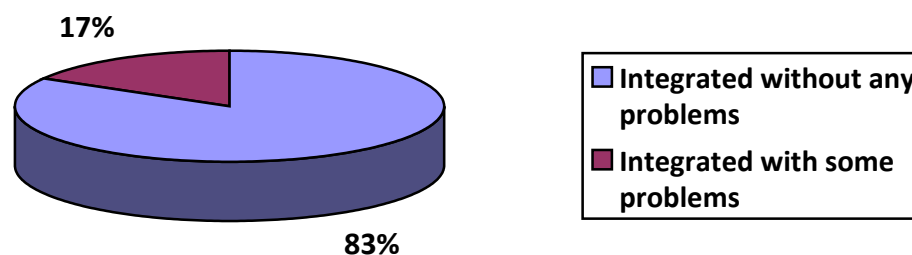
In this question five out of six parents answer that their child has no problems in integrating into their group of friends. Only one child was not able to integrate in the regular nursery school because this boy could not communicate. This child has some problems with the Czech language, which is described in the last part of the analysis (the seventh question).

The parents of older boys agree that the boys' knowledge of English is an advantage for them. It cannot be said that it is at all a problem. What is more likely is that

they can help their friends or classmates with English. One parent admits that his/her child is able to search some information about games or news on the English Internet and then the child shares this information with the others. Another parent says that his son can translate particularly awful lyrics of Eminem (an American singer), which increases his prestige.

In one questionnaire it can be seen that to be bilingual has probably another advantage than simply knowing another language or more languages. These children probably have no problems in adopting, for example, a third culture. It is not strange for them to meet people using another language than they are used to. One family lived in South Korea for a longer time and their child had no problems in integrating among Korean children, although his/her parents speak only English and Czech.

Figure five Integration of children into their class mates with either *no problems* or *some problems*



7.7. Question seven

7. Does/did your child feel more a Czech or an English speaker?

It can be said that from six different questionnaires there arose at least six different answers. For example in one family with two boys each of them feels differently.

Generally it can be said that all children are identified with both languages. It depends on age, situations, and topics or for example on the time that is spent with each parent. Only one parent answered that his/her child feels definitely Czech.

Here are six examples of bilingual children who are integrating into Czech or English society:

1. For this child, a girl, the Czech language is dominant because the mother spent three years at home with her. With the father the child spends less time. Because this child is young, only three years old, her English is changing from the passive state into an active one but with an excellent English accent.
2. This child, a boy, prefers to speak English, and is having to be taught Czech. Even though his Czech is better than his English, he speaks English when he has a choice. This is a very interesting fact.
3. Another child, Tom, speaks both languages without any problems. But he certainly speaks Czech with ease and fluency. He speaks English only when he is speaking to the English parent's friends or family and he uses English with his parent only when he is asked to talk to his father in English, for example when they go for a walk together. An interesting thing is that Tom speaks Czech and his father answers him in English. When Tom has an opportunity to use his translation skills at school, he really enjoys it.
4. There is a description of two attitudes and the development of children in one family. The first boy was definitely more a Czech speaker up to about age 9, says his parent. But now, when he is older, this is equal, according to his parent. This boy appreciates his English especially in music, films, culture, generally in things for which he cannot find information in Czech.
The other boy in this family is younger. He feels neither more Czech than English, nor more English than Czech. It is equally balanced because the whole family spent 6 months in the US when the boy was about 2-3 years old. He went to day-care there.
5. According to his father, this boy feels probably more Czech, but this definitely depends on the situation, setting and topics.
6. According to these parents their interpretation is supported by the one-word answer to the final question in the questionnaire: "Czech"

The children from these families acquire their languages completely naturally without any problems. They speak fluently both Czech and English. They are able to understand their mothers when speaking Czech as well as their fathers when speaking English. It can be said that they acquire their English in the same way as Czech children

acquire their Czech language. This means that they can hear and use the language, read books, listen to music, use the Internet in English, and so on. Moreover no family has to solve any problems with their children's refusal to speak in English because this problem has never arisen.

8. CONCLUSION

The aim of this thesis was to deal with the topic of bilingual children and their acquiring languages. This work is divided in two parts, the practical and the theoretical ones.

The first, theoretical part deals with theoretical information. I studied them in a specialized literature which was not easy to obtain. Because these books are not readily available here in the Czech Republic. Firstly, in the theoretical part, it was necessary to define the sense of bilingualism. Thus I tried to explain the meaning bilingualism with as much further information as possible. Then it covers the development of the language of bilingual children. Furthermore I dealt with some important information for parents before their child is born as well as with acquiring cultures or with some problems that can appear in the bilingual family.

To work on the second, practical part was really interesting and pleasant for me because I worked with particular facts from particular families. In this part I compiled answers from six families about raising their children bilingually and I evaluated the results. For a better explanation there are added some graphs in some questions. I wanted to illustrate the results clearly and briefly. However, it was not easy for me to find English bilingual family. Therefore the number of elaborated questionnaires is not as large as I originally intended.

To sum up, in my opinion bilingualism is a very interesting phenomenon in the world and I found a lot of interesting information about it. In this work I dealt with a lot of facts associated with bilingualism but I think that there are still a lot of facts which have not been discussed yet. The phenomenon bilingualism is a very wide topic.

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10. APPENDIX

How do children in bilingual families in the Czech Republic acquire/learn English?

I would like to ask you to fill in this questionnaire. It is focused on bilingual children living in the Czech Republic and their acquiring/learning of English.

This questionnaire is absolutely anonymous. Your answers will be used only for the purpose of this study.

Thank you ☺

Gabriela Hájková

Ráda bych Vás požádala o vyplnění tohoto dotazníku. Je zaměřen na “bilingual children”, žijící v České Republice a na jejich osvojování/učení angličtiny.

Tento dotazník je zcela anonymní. Vaše odpovědi budou použity pouze pro moji vlastní potřebu.

Děkuji ☺

Gabriela Hájková

1. How old is your child?

Kolik let je Vašemu dítěti.

2. When speaking to your child, do you use English entirely or combination of both, English and Czech?

Když mluvíte se svým dítětem, používáte výhradně angličtinu, nebo kombinaci obou jazyků, angličtiny a češtiny?

3. Does/did your child also acquire English from other sources? Specify.

- **Radio/TV programmes**
- **Fairy tales**
- **Cartoons**
- **Others (specify)**
- Učí se Vaše dítě angličtinu i z jiných zdrojů? Specifikujte.
- Radio/TV programy
- Pohádky
- Animované filmy
- Jiné (specifikujte)

4. Do/did you prefer traditional Czech schools or bilingual schools?

Dáváte přednost tradiční české škole?

5. Do/did you help your child to get some information about the English speaking country you come from, its culture, customs and everyday situations?

Pomáháte Vašemu dítěti získávat informace o anglicky mluvící zemi odkud pocházíte, o její kultuře, zvycích a všedních situacích?

6. Is/was your child able to integrate into the group of her/his class mates without any problems?

Je Vaše dítě schopno integrovat se do skupiny svých přátel bez problémů?

7. Does/did your child feel more a Czech or an English speaker?

Cítí se Vaše dítě více jako český, nebo jako anglický mluvčí?