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Bilingual Pupils of the Czech School without Borders
London: Language Strategies and Self-identity

Diplomová práce

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Diplomová práce je rozdělena na část teoretickou a praktickou. Teoretická část práce se zaměří na uvedení do problematiky bilingvismu - definice pojmu bilingvismus, diferenciací bilingvismu, zároveň uvede metody bilingvní výchovy a faktory ovlivňující bilingvní situaci jedince. Rovněž seznámí čtenáře s projektem České školy bez hranic. Praktická část bude založena na kvalitativním výzkumu. Cílem první části výzkumu bude s pomocí přímého pozorování žáků v hodině a rozhovorů s rodiči zjistit, jaké strategie bilingvní výchovy si stanovili rodiče žáků druhého stupně základních škol navštěvujících Českou školu bez hranic v Londýně a okomentovat úroveň osvojení si jazyka a komunikační kompetence žáků, které mohly být volbou určité výchovné strategie ovlivněny. Druhá část výzkumu bude směřovat tentokrát k žákům. Cílem bude zjistit postoj žáků ke své národní a kulturní identitě, k češtině a české kultuře. Údaje získané během výzkumu budou shrnuty v závěru práce. Práce bude vypracována v anglickém jazyce.

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Garantující pracoviště: Katedra anglického jazyka a literatury,
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Prohlášení

Prohlašuji, že jsem diplomovou práci vypracovala samostatně pod vedením Mgr. Olgy Vraštilové, M.A., Ph.D. a uvedla jsem všechny použité prameny a literaturu.

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Anotace

JAKLOVÁ, VERONIKA. *Bilingvní žáci České školy bez hranic Londýn: Strategie výchovy a sebeidentifikace*. Hradec Králové: Pedagogická fakulta Univerzity Hradec Králové, 2019. 112 s. Diplomová práce.

Diplomová práce je rozdělena na část teoretickou a praktickou. Teoretická část práce je zaměřena na uvedení do problematiky bilingvismu, vymezuje termín bilingvismus a představuje další pojmy s ním spojené. Následně se práce věnuje typologii bilingvismu a uvádí metody bilingvní výchovy a faktory ovlivňující bilingvní situaci jedince. Rovněž je zde představen projekt České školy bez hranic. Praktická část je založena na kvalitativním výzkumu. Jeho cílem je charakterizovat jazykové situace a komunikační kompetence žáků druhého stupně základních škol navštěvujících Českou školu bez hranic v Londýně, zjistit, jaké strategie bilingvní výchovy si stanovili rodiče žáků a v neposlední řadě zjistit, jaký je postoj žáků k jejich kulturní identitě, k češtině a české kultuře. Potřebné informace jsou získány prostřednictvím polostrukturovaných rozhovorů s rodiči a na základě zúčastněného pozorování. Následně jsou rozhovory vedeny s žáky. Cílem je zjistit postoj žáků k vlastní kulturní identitě, k češtině a české kultuře. Na základě získaných informací jsou zpracovány případové studie dětí, vyrůstajících v bilingvním prostředí. Výsledky výzkumného šetření jsou analyzovány v závěru praktické části.

Klíčová slova: bilingvismus, bilingvní výchova a vzdělávání, identita, bilingvní rodina, komunikační strategie, Česká škola bez hranic

Seznam zkratk:

CSWB Česká škola bez hranic
CSWBL Česká škola bez hranic Londýn

Abstract

JAKLOVÁ, VERONIKA. *Bilingual Pupils of the Czech School without Borders*
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112 p. Diploma Thesis.

This diploma thesis is divided into two parts – theoretical and practical. The theoretical part deals with the phenomenon of bilingualism, it defines the term bilingualism and it introduces other terms connected with it. The types of bilingualism, the methods of bilingual education and upbringing are mentioned in the thesis as well as the factors which can influence a bilingual individual's language acquisition. One chapter focuses on the introduction of the project Czech School without Borders. The practical part is based on a qualitative research study. The aim of the research is to comment on the way and the level of language acquisition and communicative competences of pupils attending a lower-secondary class of Czech School without Borders in London, to find out which bilingual education strategies were chosen by pupils' parents, and lastly to find out the way pupils identify themselves concerning Czech culture, tradition and Czech language. The information needed was gained with the aid of quantitative research methods – semi-structured interview, participant and non-participant observation. The case studies of pupils growing up in bilingual environment were written using the information. The analysis of results of the research is included in the last chapter of the practical part.

Keywords: bilingualism, bilingual education and upbringing, identity, bilingual family, communication strategies, Czech School without Borders

List of Abbreviations:

CSWB	The Czech School without Borders
CSWBL	The Czech School without Borders London

Prohlášení

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INTRODUCTION

The issue of bilingual education and upbringing is starting to concern more Czechs than before. Thanks to globalisation, opened borders, increasing migration and rising popularity of travelling and getting to know new nations and cultures the number of mixed marriages or life-partnerships is on the rise too. More and more children grow up in a multilingual environment being brought up bilingually. Parents face the problem of deciding on a suitable strategy for upbringing since the environment in which a bilingual child grows up and gets to know the reality around him has a crucial impact on forming of his personality and his language development. Therefore, we should pay more attention to the phenomenon of bilingualism.

There are many educational organizations and associations providing education in Czech language to those children who are living abroad and are brought up bilingually by their parents. These organisations also often function as cultural intermediaries as they introduce children to Czech culture. The London branch of Czech School without Borders is one of those. The author of the thesis gained some experience regarding bilingual education by working with pupils attending the Czech School without Borders London during her internship within Erasmus Plus Programme. Having become more interested in the phenomenon of bilingualism she decided to deal with it further.

To provide overall description of the phenomenon of bilingualism would be exacting or, more likely, impracticable. The phenomenon is being studied by many experts of different study fields – psychologists, sociologist, pedagogues or linguistics which proves its complexity. It would be very difficult to grasp the phenomenon as a whole since there are so many factors influencing the shape of each individual's bilingualism. The impossibility to generalize the phenomenon makes it so unique.

The thesis aims to analyse strategies employed by parents of bilingual pupils attending a lower-secondary class of CSWBL not only by focusing on their effects on the pupils' language acquisition, language dominance and communicative competences, but also by ascertaining parents' perceptions of bilingual education based on the strategies. Last, but not least, the thesis aims to detect possible factors influencing the bilingual children's identification with Czech culture, traditions and

Czech language. The diploma thesis consists of seven chapters. The first three chapters contain the theory which is mirrored in the four remaining chapters covering the research itself. The participant observation and semi-structured interview were employed as main research methods for collecting all the needed data. The practical part includes four individual case studies of the pupils growing up in bilingual environment drawn up by using the gathered data.

The text is based on works of Czech authors, however, most resources comprise of works of foreign authors, as the phenomenon of bilingualism is more discussed abroad. All the original Czech language texts and passages used in this thesis have been translated by the diploma candidate herself. Direct quotations from both Czech and English texts are written in italics, just as all quotations of the research participants – pupils and their parents. A bilingual child is referred as “she” in the last two chapters since the research sample of bilingual pupils consists of girls only.

THEORETICAL PART

1. BILINGUALISM

Nowadays, more than two-thirds of the world population grow up in a bilingual environment. That is a fact that cannot be ignored. In the era of globalization and open borders, people have more possibilities. They are free to move across the countries, they seek jobs, make connections and enter relationships. The number of language mixed marriages or partnerships is constantly increasing. More and more families stay abroad because of work. Therefore, all the family members are exposed to the language of the local community and have to acquire it. Naturally, the number of bilingual children is on the increase as well (Morgensternová et al., 2011, p.20).

The website *Ethnologue: Languages of the World* presents a catalogue of all known living languages in the world to this day. According to the findings mentioned by Gary Simons in the newest 19th edition, there are over 7 000 languages being spoken worldwide. Grosjean claims that “(w)ith so many languages in the world (...), a lot of contact is bound to take place between people of different language groups”, which results in the phenomenon called bilingualism (2010, p. 5).

Before addressing the issues of bilingualism, definitions of several crucial terms, such as communication, speech and language, need to be established.

1.1 Communication, Speech and Language

*As many languages you know, as many times you are a human being.
(Slavic saying)*

Man is a social animal. Therefore, the ability to communicate with others is crucial to all people in order to fulfil their needs and maintain their social status. **Communication** is the process of information exchange. It is the ability to use wordage for entering interpersonal relationships and sustaining them. No society can exist, let alone develop without communication (Klenková, 2006, p. 25–26). The same is stated by Murphy when he says that in terms of physical and social evolution of the mankind, humans became real humans only after they started using language

(2004, p. 38). Klenková adds that communication can be understood as an interaction – it is a mutual and reciprocal influence between two or more systems (2006, p. 25).

Victor Lechta speaks about **speech** communication. He states that speech is the ability to use language intentionally as a complex system of signs and symbols in all its forms (as quoted in Klenková, 2006). Jedlička defines speech as a human biological attribute and a system whereby information is being transmitted via language (Škodová, Jedlička et al., 2003, p. 89).

The term **language** has been defined by many. For instance, Noam Chomsky regards it as “*a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements*” (2002, p. 13). Bruce Goldstein defines language as “*a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas, and experiences*” (2008, p. 294). Language is what connects people and despite not being the only type of interpersonal communication, it is the type of utmost importance.

As mentioned above, there are over 7,000 living languages in the world. Grosjean claims that this number may rise or fall depending on how one defines a language as compared with a language variety – dialect (2010, p. 5). It is difficult to linguistically distinguish a language from a dialect since we all speak a dialect and we all have an accent. Besides, linguistic boundaries seldom correspond with geographical or political boundaries. Some dialects are more prestigious than others. These dialects are considered to be languages. A language is a dialect officially used in education or administration of the country, it has a written form and has been standardised. Language is just a social and political label attached to an officially recognized dialect (Harding-Esch and Riley, 2003, p. 10–11).

1.2 Definition of bilingualism

According to *The Oxford English Dictionary*, the word *bilingualism* means fluency in or use of two languages. As a matter of fact, the definition of bilingualism is more complex. As pointed out by Mackey in *The Description of Bilingualism*, the field of bilingualism is interdisciplinary and is studied by sociologists, psychologists, ethnologists, linguists or educators (as quoted in Hoffmann, 1991, p. 7). Different

approaches to the issue cause variety and disunity of existing definitions of bilingualism. It is not even possible to create a universally valid definition of bilingualism for bilingualism studies take place under various social, cultural and situational conditions (Kropáčová, 2006, p. 17).

Some definitions of bilingualism will be introduced in the following subchapter. Each of them explains the issue from a different perspective. Also, the definition which the thesis is based on will be established.

Bloomfield presents a definition based on the speaker's **proficiency**: "*Bilingualism (is) native-like control of two languages*". Haugen opposes Bloomfield in saying that it is almost impossible for a bilingual person to master perfectly both languages at the level of a native speaker (as quoted in Grosjean, 2010, p. 22). Harding-Esch and Riley add that it is impossible to describe exactly what perfect command of a particular language involves. Nobody speaks the whole of a language, even if it is his mother tongue. Every one of us speaks parts of our mother tongue. And so does a bilingual speaker. He speaks parts of two languages. Parts that rarely coincide precisely. These parts should be perceived as different tools for different purposes (2003, p. 22).

Another definition based on proficiency was given by Haugen: "*Bilingualism is understood (...) to begin at the point where the speaker of one language can produce complete, meaningful utterances in the other language*" (as quoted in Harding-Esch and Riley, 2003, p. 23). This definition is not anywhere near to cover the actual meaning of being bilingual. According to it, a bilingual person can be basically anyone who learns foreign language and has gained decent competence in speaking that language.

Mackey comments on bilingualism from the aspect of **use**: "*The phenomenon of bilingualism (is) something entirely relative. (...) We shall therefore consider (it) as the alternate use of two or more languages by the same individual*" (as quoted in Harding-Esch and Riley, 2003, p. 23). What this definition does not include is the frequency of language use and the speaker's language competence.

The next definition of a bilingual individual presented on the Czech School without Borders web is based on the **identification** as it says that being bilingual does not

only include the ability to speak perfectly, but also the ability to absorb different culture, traditions and customs. Bilinguals identify themselves with a different nation by learning a language.

Bilingualism is a complex psychological, linguistic and socio-cultural phenomenon, which cannot be objectively measured or studied. Every bilingual individual is different. Every bilingual person's language situation is different – language strategies chosen by parents can vary, the level of language competencies and language acquisition differ; situations when they use both languages may be distinct as well as their attitude towards both languages, language communities and their culture or the extent to which they identify themselves with both languages and both cultures. No definition seems to cover all of these aspects. However, if we combine some of them, a satisfactory definition will be created:

“A bilingual is an individual who has the ability to use two languages alternately in communication with others, depending on the situation and environment in which the communication takes place; this individual does not necessarily have to use both languages every day and one of the languages may be dominant to some extent” (Štefánek, 2000, p. 17). Listening with comprehension is the minimal language competence a bilingual individual has in both languages (Muhić, as quoted in Svatoňová, 2015, p. 12). [At the same time, a] bilingual person is someone who identifies with both languages, both language communities and their cultures, at least partly” (as quoted in Kropáčová, 2006, p. 24).

This definition, in spite of being rather lengthy, will be considered as crucial for the purposes of this thesis for it covers all relevant aspects.

1.3 Classification of Bilingualism

Just as there are multiple definitions of bilingualism, there also multiple competing classifications of this phenomenon. This is, of course, caused by the existence of several criteria according to which bilingualism may be classified. Not all experts agree on all criteria and each author might advocate a slightly different approach to the classification. For this reason, an exhausting overview of existing divisions is very difficult to deliver (Kropáčová, 2006, p. 27).

The crudest division is based on the criterion of the number of speakers, i.e. whether there is a whole community, or a single individual speaking two languages. Hence,

we may distinguish between **collective** and **individual** bilingualism (Kropáčová, 2006, p. 28). This distinction is somewhat related to the notion of the so-called “**folk**” and “**elitist**” bilingualism, respectively. The former is characterised by the necessity on the part of an ethnic minority to use a non-native language within a single state in order to function and survive, whereas the latter can be deemed a privilege of well-situated families who want to ensure the best education for their children. In the first case, bilingualism is imposed upon a minority by the education system of the given country – contrary to the other case, where socially and economically stronger families make use of the education system and utilize bilingualism as a means of academic success. Questionable as this notion might be, it is certainly valid to an extent, even though the evaluative term “elitist” might be replaced by the more appropriate word “elective” (Harding-Esch and Riley, 2003, p. 24–25).

Not completely unrelated to the above-mentioned idea of “folk” and “elitist/elective” bilingualism is the distinction between **subtractive** and **additive** bilingualism. As the terminology itself suggests, the term subtractive bilingualism is used when the individual “subtracts” from their mother tongue competence by acquiring a new language, especially in early childhood (such as in school). The native language is exposed to the danger of being suppressed or even largely forgotten, since the second language yields more economic and social benefits. Numerous languages all over the world are faced with the threat of extinction, as economic factors force the minorities to integrate in the majority society and accept the official language. An important role in the preservation of economically less profitable language play the family or community as well as the individual’s level of identification with his or her culture or ethnicity. Additive bilingualism, on the other hand, is observed in individuals belonging to the majority who learn new languages for the purpose of gaining new skills or improving their chances for academic or economic success. Their acquisition of a new language does not pose a risk to their competence in their mother tongue (Kropáčová, 2006, p. 27–28).

Of importance is also the order in which a person acquires the languages. From this perspective, it might be distinguished between **simultaneous** and **sequential** bilingualism. The process of second language acquisition in children is not well

explored and there are still many aspects that elude us. However, it appears that in the case of simultaneous bilingualism, bilingual children go through two stages. The first one is characterized by the presence of a “single-language” system, i.e. the child is not able to differentiate sharply between the two languages and the system features element of both languages. Very common is the phenomenon of “code-switching” and “code-mixing” (see chapter 1.4.3). Besides the involvement of two languages, the development does not differ too much from monolingual children. The second stage starts when the child gains the ability to differentiate between both languages and use them as independent systems for various purposes. Gradually, the child learns to associate each language with specific social contexts, situations or people (such as school vs. home, parents vs. educators etc.) and to alternate between them as needed. Sequential bilingualism, on the other hand, differs in several aspects. Perhaps most importantly, the child already has some experience with his or her mother tongue. There is a pre-existing base to draw on, which possibly makes the child more prone to linguistic interference. Also, the child’s progress is more subject to his sociability, motivation and general learning abilities (Fierro-Cobas and Chan, 2001, p. 80–83).

As for some more qualitative aspects of bilingualism, it is also possible to introduce the distinction between **active (productive)** and **passive (receptive)** bilingualism. Active bilingualism denotes the ability to speak, understand, write and read in both languages. By contrast, receptive bilingualism means that the person can only understand the language, be it in written or spoken form. It is quite common for some people to understand a language but not be able to actively produce utterances in it (Kropáčová, 2006, p. 31).

Furthermore, it is important to note that since bilingualism is a matter of degree, it is actually quite rare to come across the so-called “balanced bilingualism” or “equal competence in both languages” (Dennis, 2008, p. 165, see also chapter 1.4.2 on language dominance). Therefore, the opposition of **coordinated** versus **interfering** bilingualism might be established. Coordinated bilingualism denotes a relatively balanced competence in both languages. It means that the child has a solid vocabulary corresponding to his age and is able to speak fluently in both languages. He or she is capable of switching between the languages according to the situation.

The term “interfering bilingualism”, on the other hand, is used when a child does not learn one of the languages properly, for whatever reason. Frequently, this is due to the fact that his or her parents mix the languages in such a chaotic way that the child has no chance to differentiate between them as appropriate. This language use is characterized by numerous interferences (syntactic, lexical, ...) and incapability to address more complex topics, employ formal registers or express abstract ideas (Kropáčová, 2006, p. 32–33).

1.4 Linguistic Issues of Bilingualism

In the following chapter, several linguistic issues related to bilingualism will be addressed. First of all, it is the notion of mother tongue (1.4.1) which is crucial for differentiating the bilinguals from the monolinguals. Second, attention will be paid to the question of language dominance (1.4.2) that has already been touched upon in chapter 1.2. And third, the terms “code-switching” and “code-mixing” (1.4.3) will be elucidated and demonstrated using practical examples.

1.4.1 Mother Tongue

The term mother tongue should be presented in connection with bilingualism as well. The definition given in *Oxford English Dictionary* is that mother tongue is the language which a person has grown up speaking from early childhood. Skutnabb-Kangas states that the popularly used definition of mother tongue is a language in which one thinks, dreams and counts. But he also states that all these criteria are relatively poor since “*an individual who has lived in a new language for some time can come to be able to use that new language for these functions*” even though he or she may not need to speak it that well (1981, p. 14). For that reason, Skutnabb-Kangas determines four criteria for defining mother tongue – origin, competence, function and attitudes.

According to the criterion of origin, the mother tongue is the language a child learns first. It is the language spoken by the child’s mother or “*(a) person who first establishes a regular and lasting linguistic bond of communication with the child*” (Skutnabb-Kangas, 1981, p. 14). Taking into consideration the second criterion – the level of proficiency – the mother tongue is the language a person knows best. The third criterion of function – use of language – defines the mother tongue as the

language a person uses most. The last two mentioned definitions cannot give us an unambiguous notion of what is meant by a mother tongue. Many people are taught or work in a language other than the one they use at home. They may be obliged to use the language without knowing it well or without its being their mother tongue. Also, it may be easier for them to speak in a different language while they talk about things concerning work or school as they are more exposed to it in these situations. The last criterion – attitudes – defines the mother tongue as the language one identifies with. There are two types of identification – internal and external. Regarding internal identification, the mother tongue is the language through which one has acquired the norms and values of one's own group in the process of socialization. The acquired language “*gives the individual an identity which ties him to the in-group*” (Skutnabb-Kangas, 1981, p. 15). External identification with a language occurs when the individual is recognized as a native speaker by other speakers of a language (Skutnabb-Kangas, 1981, p. 14–16).

For the purposes of this thesis, the most fitting criteria are those of origin and identification. Whether bilingual persons have two mother tongues and whether there are two languages they identify with is up to them in the end.

1.4.2. Language dominance

In theory, two main types of bilingualism can be distinguished: balanced and dominant bilingualism. The term **balanced** bilingual is used to describe someone whose command of two different languages can be thought of as approximately equivalent. Conversely, a **dominant** bilingual would be a person who is more proficient in one of his or her languages and speaks it considerably more often. However, it has been frequently pointed out that empirically, the occurrence of dominant bilingualism is much more likely and that balanced bilinguals represent a rare exception. Moreover, it may be even argued that the very notion of “balanced bilingualism” is falsely construed, as no bilingual is composed of two “equal” monolinguals (Silva-Corvalán and Treffers-Daller, 2016, p. 1–2).

Of utmost significance is the realisation that bilingualism is always a matter of degree. Just as there is disparity in the extent to which an individual masters his or her native language, there are also vast differences among bilinguals in terms of how “perfectly” they speak both their languages. Therefore, it is more useful to place

bilinguals on a certain continuum and reject the term “native-like control” as inappropriate. Language competence is never a black-and-white phenomenon and there are various levels and stages to it. This, however, should not result in the opposite extreme that would mean using the term “bilingualism” so broadly as to include every individual capable of producing meaningful utterances in a foreign language. Quite obviously, there are countless people who need (for various reasons) to switch between their native and a foreign language on a daily basis, and yet no one would call them bilingual. This definition would be useless either, as the gap between both languages would be too great to even think of bilingualism (Harding-Esch and Riley, 2003, p. 33–34).

A comprehensive survey of cognitive and neurological differences between bilinguals and monolinguals would be well beyond the scope of this thesis. Suffice it to note that even “*when two languages are acquired simultaneously from birth, children are often found to demonstrate a more advanced level of proficiency in one of the languages or in a given aspect of the language in comparison with monolinguals (...)*” (Silva-Corvalán and Treffers-Daller, 2016, p. 2). For instance, a person who is used to thinking and talking in one of his or her languages in a certain domain (such as at work) might find themselves in difficulties when trying to talk about the same domain in his or her second language (Harding-Esch and Riley, 2003, p. 34). Generally, all bilinguals seem to have a “language order” with the most fluent one as their first language. This order is subject to changes due to external factors (such as when the child spends more time at school and his previously “second” language becomes the “first” one) (Barron-Hauwaert, 2004, p. 151). As a result, the concept of “language dominance” seems similarly fluid as that of “bilingualism”.

The discrepancy between proficiency in both languages can sometimes lead to the phenomenon known as interference (not to be mistaken for code-switching and code-mixing, see 1.4.3). This happens in above-mentioned situations in which bilinguals do not have words for what they want to express in the other language. In such instances, they might have to replace the required expression with a word from the other language (e. g. use an English word in a French sentence). To be more precise, interference does not always happen on lexical level. Basically, it can occur on all

levels of language, such as phonetics, syntax or grammar. As such, interference is a yet another sign of language dominance (Harding-Esch and Riley, 2003, p. 35–36).

1.4.3 Code-switching and Code-mixing

It remains a matter of dispute among scientists whether multilingual children keep all acquired languages separated from the very beginning or whether there is some kind of a “mixed stage” in which multiple languages merge into a unified system (Harding-Esch and Riley, 2003, p. 55). Whichever the case may be, there is still the empirically observable phenomenon of “code-switching” and “code-mixing”.

These terms are often used interchangeably by many experts. Usually, code-switching is defined as a “*situation, when a bilingual speaker switches from one language to the other on the level of word, sentence or utterance. Words used in the other language retain their original form without being modified for the other language morphologically or phonetically*” (Kropáčová, 2006, p. 43). Harding-Esch and Riley quote the following example: A three-year old child from an English-Swedish family says: “Det ärensnowman“ (Harding-Esch and Riley, 2003, p. 55). If we come back to the question posed at the beginning of this chapter, it is not clear whether the child produced a mixed utterance using linguistic units from two independent systems, or whether this utterance can be considered as evidence for one unified system. Harding-Esch and Riley also recall two terms that must not be mistaken for code-switching – “borrowing” and “a language choice”. The borrowing is a phenomenon that occurs when “*a word or expression from one language is used in the other but in a ‘naturalised’ form, that is, it is made to conform with the rules of grammar or pronunciation of the second language.*” The language choice is when “*the speaker changes from one language to another according to the person (he) is speaking to*” (2008, p. 63). Code-switching is done unknowingly whereas the language choice and the borrowing are intentional acts.

As already suggested above, there is little to no consensus on the difference between the terms “code-switching” and “code-mixing”, whose use is very often virtually synonymous. According to Kropáčová, code-mixing differs from code-switching in that “*expressions or their parts are both morphologically and phonetically assimilated for use in the other language*” (Kropáčová, 2006, p. 44). To exemplify this, she quotes an English-German sentence: “Cleanst du dein teeth?” Here, the verb

to clean is conjugated according to German grammatical rules and takes up the 2nd person ending *-st*. Code-mixing takes usually place in the early dual language use in children under two or three years of age. These children commonly produce mixed sentences consisting of words of multiple languages. Mostly, the mixing happens with lexical items, such as toys, food or family names (Barron-Hauwaert, 2004, p. 11).

As opposed to mere interference, an utterance resulting from code-switching or mixing can be segmented into individual parts belonging to respective languages. If we stick to the example above, the “*detären*” part of the sentence is in Swedish, whereas the head noun “*snowman*” is in English. There is no interference between the two languages, as the case would be with e.g. “*det ärena snowman*” (redundant use of indefinite articles). Other features distinguishing code-switching from interference are correct accentuation and pronunciation and respecting syntactic rules of the respective languages (Harding-Esch and Riley, 2003, p. 55).

Both code-switching and code-mixing are sometimes looked upon as undesirable or even offending to monolingual individuals (who might feel intentionally excluded from the communication). Mixing and switching has also been considered a sign of linguistic deterioration or a lack of a sufficient command of both languages. However, various studies have shown that switching and mixing do not indicate retarded speech. On the contrary, it is a widely spread, nearly ubiquitous phenomenon observed in almost all bilingual children to a degree (Barron-Hauwaert, 2004, p. 10).

There are several situations in which a multilingual speaker may feel the need to switch from one language into another. One such example is quoting someone using not only his exact words and intonation, but also his language (in case it differs from the language of the ongoing conversation). Switching or mixing can also take place when the speaker does not know or is momentarily unable to recall a particular word in one language and needs to borrow it from the other one. Provided there are several multilingual speakers, switching into a particular language can ensure specifying the recipient of the utterance (Kropáčová, 2006, p. 44–45). The same strategy can exclude monolingual speakers from the conversation, as already mentioned above (Dennis, 2008, p. 165). Moreover, the necessity to switch between languages can

have a strictly linguistic motivation – for instance when one language allows for a more precise verbal expression of the speaker’s message. Pragmatic factors can come into play, too, such as when the speaker intentionally uses a minority language in order to establish a closer bond with his conversation partner speaking that language (Kropáčová 2006, p. 44–45).

2. DETERMINANTS CONSTITUTING IDENTITY OF THE BILINGUAL AND AFFECTING LANGUAGE ACQUISITION

Chapter 2 addresses selected cultural and social aspects of bilingualism. First of all, attention will be paid to the family and language background (2.1) of bilingual individuals. Several main types of bilingual families will be identified (2.1.1) and strategies for bilingual upbringing briefly described (2.1.1). Part 2.2 deals with the issues of cultural identity and society's attitude towards bilingualism. The relation between culture and language will be outlined and the notion of "multicultural education" introduced. Finally, the subchapter 2.3 elucidates four fundamental determinants or personal characteristics that may predict the individual's attitude towards bilingualism.

2.1 Family and Language Background

The following chapter focuses on one of the most important factors involved in the development of bilingual children – the family. In spite of numerous differences between various forms of marriages across communities all over the world, there is one common trait that defines the "nuclear" family as such. This unit consists of a man, woman and their children. Members of nuclear families usually share a common household (in some cases even with other nuclear families). Regardless of living conditions, the nuclear family is considered "*the fundamental unit of solidarity and mutual responsibility in every part of the world*" (Murphy, 2004, p. 86).

As already suggested in the previous paragraph, the family environment constitutes a crucial aspect of the language acquisition process in children. In this respect, the primary function of family is to create space for interpersonal communication and provide a sufficient amount of age-appropriate linguistic stimuli. Parents should act as role models in terms of language use as young children tend to imitate adults uncritically (Bendová, 2011, p. 10).

Nuclear family, however, is not socially isolated from the rest of the world. On the contrary, it serves as a meeting point with other relatives and parents' acquaintances, too. Children receive a lot of social contact both from the father's and mother's side. Hence, the stability and affluence of social connections to other nuclear families play

a key role not only in the language development, but also in the social and emotional maturing of the child (Murphy, 2004, p. 86).

2.1.1 Types of Bilingual Families

According to Harding-Esch and Riley (2003, p. 52–53), there are five types of bilingual families described in technical literature. In what follows, all of them are going to be characterized individually using three main criteria: parents' language background, relation to the community and preferred strategy for upbringing.

The **first type** is a family where the parents speak different native languages, but they also have some competence in their partner's language. As for the community aspect, the language of one parent is dominant within the community. From the very birth of the child, each parent speaks their own language to the child.

Parents in a family of the **second type** also do not share a common native language. Again, the language of one of the parents is the dominant language of the community they live in. As far as strategy for upbringing is concerned, parents use only the non-dominant language at home, which means that the child is in contact with the dominant language outside the home, primarily in nursery school.

In the **third type**, both parents speak the same native language. At the same time, this language is not the dominant language of the community. When at home, the parents use their own language in conversation with their child.

The **fourth type** is characterized by parents speaking different native languages. In this case, however, the dominant language of the community is different from either of the parent's languages. As in type one, both parents speak their respective native languages to the child.

Finally, the **fifth type** of bilingual families features parents sharing the same native language. This language is also the dominant language of the community. As part of stimulating the child's language development, one of the parents always uses a language which is not native to him or her while speaking to the child.

There have been multiple studies examining the above-mentioned configurations (for names of authors, see Harding-Esch and Riley, 2003, p. 52–53). However, they all

seem to have come to the conclusion that “*the language process is the same in its basic features and in its developmental sequence for the bilingual child and the monolingual child (...) the bilingual child has the additional task of distinguishing the two language systems, but there is no evidence that this requires special language processing devices*” (McLaughlin, 1978, as quoted in Harding-Esch and Riley, 2003, p. 54). The individual strategies for bilingual upbringing, which were but foreshadowed in the above overview, will be discussed in greater detail in the following chapter.

2.1.2. Strategies for Bilingual Upbringing

Strategies for bilingual upbringing must be chosen with regard to the type of bilingual family (see above). In this chapter, seven fundamental strategies, as identified by Suzanne Barron-Hauwaert (2004, p. 165– 77), will be listed and briefly described.

The first strategy is known by the acronym **OPOL – ML** (One-Parent-One-Language – Majority-Language is Strongest). It is used by families where only one of the parents (usually mother) speaks the minority language. At home, the majority language has been spoken by both of them since they met. The majority language will be necessary for their child, too, as he or she will have to attend a local school and make friends speaking the majority language. Although the majority language dominates, mother is at advantage in the early years of the child due to a stronger emotional and physical bond. The level of tolerance on the part of the dominant-language-speaking partner towards the minority language can vary from resentment to benevolence. In some instances, the dominant-language-speaking partner might be even willing to learn bits of the minority language, even though he or she uses it only at home and in private. This sends a signal to the child that bilingualism is desirable and that it is normal to speak both languages.

The second approach to bilingual upbringing is known as **OPOL – mL** (One-Parent-One-Language – Minority-Language is Supported). With this strategy, both parents use the minority language in order to introduce the child to it. The only difference between this and the previous approach is the level of support for the minority language. Parents conversing with each other in the minority language set a different

model for the child and reinforce his or her positive attitude towards bilingualism. It must be noted that within this model, parents do not speak the minority language to the child (this is only true for the third model presented below). Essential for this mode of communication is appreciation for the minority language on the part of the dominant-language-speaking partner and willingness to share the other's culture. Apart from linguistic benefits, this approach might additionally foster the emotional bond between both partners.

Minority-Language at Home (mL@H) is the term for families where only one language is used. This strategy may be employed in an attempt to establish one language for the child in his or her early years or to protect the minority language when away from the home country. Two subtypes of these bilingual families can be distinguished: mixed-language couples and monolingual couples. In the former case, one partner intentionally uses their second language at home to keep the minority language alive in the family. This approach necessitates that one of the partners be a fluent bilingual and, once again, have a positive attitude towards the language and culture of the other partner. Moreover, the child is thus shown a great role model, since speaking two languages will be required of him or her in the future. In the latter case, both partners share a common native language, but live in a foreign country (e. g. two Germans living in the USA). The goal of the strategy remains the same even in this instance: it aims to counterbalance the impact of the majority language spoken outside home.

In certain situations, a child might be raised using the **Trilingual Strategy**. Such conditions can occur when a mixed-language couple moves to a third language country. The trilingual strategy then entails the OPOL approach + a third community language. The extent to which the parental languages need to be preserved depends on many factors. If the family is going to return to their country of origin soon, it is highly desirable to keep the respective language alive. In such instances, the third language acquisition can be fully or partially delegated to school and other institutions, while at home one or both of the parental languages are spoken. On the other hand, if the family is going to be based in the foreign country for a longer period of time, it can be a priority to introduce the child to the community language even at home. Provided the couple speaks different native languages, they may use a

third language between themselves. Usually, such third language tends to be an international language (e.g. English, Spanish, German, ...). Sometimes this *lingua franca* may be gradually replaced by one of the parental languages.

Numerous countries and areas all over the world have been multilingual since time immemorial (Switzerland, Alsace, Brittany etc.). This fact means that there is a lot of mixed-language marriages and families, too. For them, the **Mixed Strategy** for multilingual upbringing might be the best one. In spite of being underrepresented in literature and sometimes even scolded as a way to improper and confusing language use, it is actually a highly efficient manner of communication. In Egypt, for example, children are often taught in English or French, use Standard Arabic for religious purposes and speak Colloquial Egyptian at home. Code-switching and mixing (see chapter 1.4.3) is widespread in many other communities, as can be observed in Hispanics in America or in several Far Eastern countries where trilingualism is nothing special.

A rather rare approach to bilingual upbringing is known as **Time and Place Strategy**. It consists in practicing and using language only on certain places or during regular activities. For instance, the family might agree that they will speak the minority language only at weekends or when dining together. This strategy requires strict discipline and organisation, otherwise the child may refuse to do the agreed activity or speak the minority language when asked to do so. There are, of course, ways of increasing the chance that the child will accept this “game”. It might be helpful to practise the minority languages on holidays when the family members do not follow their daily routines, for instance.

Last but not least, there is the “**Artificial**” or “**Non-Native**” **Strategy**. Two native speakers of a common language who want their child to speak a foreign language may decide to use this language at home once the child is old enough. Alternatively, they can hire an au-pair speaking the desired language or temporarily move to another country. Reasons for this type of upbringing are usually of socio-economic nature: The parents wish to increase their child’s chances of academic success, finding a better job etc. Furthermore, it only helps the situation if one of the parents is fluent in the language he or she wants to teach the child and enjoys its culture. The

learning process can be supported through music, movies, literature or trips to the respective country.

2.2 Cultural Identity and Society's Attitude towards Languages and Culture of the Bilingual

Culture and language are two closely related concepts that can never be treated separately. To put it very simply, culture in the broadest sense is always a set of symbols or signs conveying some abstract meaning. These symbols facilitate our understanding of the external world and allow for its categorization and classification. Among other things, they help us navigate through everyday life, generalize and make sense of the objective reality. According to Robert Murphy, language, being inextricable from culture, can be defined as follows:

“The language is a central part of culture, it is at the heart of all symbolic systems. Linguistic symbols are aural signs bearing abstract meanings shared by members of a specific language community. (...) Language is the primary means of social life, because it mediates social interaction. (...) Language is necessary for all societies and development of culture. It denotes who we are, as the language we speak and the manner in which we use it are primary traits of our social identity.” (Murphy, 2004, p. 38)

As such, language is crucial not only in terms of cultural, but also ethnical identity. Currently, there are two competing notions of ethnicity: One being “traditionalist”, the other “civil”. The traditionalist view holds that nations are clearly defined units sharing common language, culture and ethics. Within this paradigm, ethnicity is considered something unchangeable, permanent, objective and organically created. The opposite school of thought argues that ethnical awareness is nothing but abstraction and artificially crafted social construct. Rigid ethnical identity is deemed potentially dangerous and detrimental to liberal societies. In other words, ethnicity is said to be completely arbitrary and a matter of one's own choice, not something inherited by sharing a language or culture with a certain community. Whereas the first or “dualistic” approach views language as a means for exclusion (a person either speaks or does not speak a language and hence either belongs or does not belong to an ethnic group), the second or “liberal” approach maintains that ethnicity is a private matter of every individual and that multiple cultures and languages can

coexist within one state (this notion is known as “multiculturalism”) (Šatava, 2009, p. 14–19).

The primary tool for fostering multiculturalism and eliminating prejudices in the majority society is the multicultural education. Activities related to it are extensively supported by Council of Europe, Council of the European Union and other institutions. Implementing multicultural education in schools is believed to mitigate or even eradicate negative stereotypes held by the members of the majority society towards ethnic minorities. Elements of multicultural education are now incorporated – to various extents – into education programmes in nearly all European countries. The chief goal of this endeavour is to endow children with the so-called “cross-cultural competency”, which is a set of skills enabling the individual to deal with members of other cultures and nations and respect their cultural peculiarities (Průcha, 2000, p. 43–44).

From the society’s point of view, multilingualism offers a wide range of benefits both for the individual and the whole society. First and foremost, the ability to speak more than one language usually leads to greater tolerance towards other cultures and minorities and suppresses xenophobic or racist tendencies. Good language skills also mean higher level of education and predispose multilingual citizens to competitive advantage. Moreover, co-existence of multiple cultures leads to deeper enculturation (Šatava, 2009, p. 71).

2.3 Personal Characteristics of the Individual and His or Her Attitude towards Bilingualism

As already outlined above in patches, the development of bilingualism is dependent on several factors. Chapter 2.4 addresses selected personal characteristics crucial for successful acquisition of more than one language. Based on Tabors (2006, p. 79–87), the following list of four underlying factors can be presented: motivation, exposure, age and personality.

Quite obviously, **motivation** must be at the heart of every endeavour to master a new skill. First and foremost, the child must be willing to learn a second language. As obvious as it might seem, this prerequisite should not be taken for granted, since there are reports of children who refuse to take on the process of learning a new

language because of the difficulty. Such decision may differ in duration – sometimes it is just a temporary phase, whereas in other cases this resistance may go on for a prolonged period of time. Provided children are offered enough opportunities to use their native language, they might not be urged to venture into mastering a second language. The same applies to situations in which the child is surrounded by a sufficient number of peers speaking his or her native language. He or she may then decide to associate preferentially with these individuals and cut off those speaking other languages. This takes us back to the role of the family in language development of the child. Of utmost importance is parents' attitude towards bilingualism and the manner in which they introduce their offspring to this question. This has to do with the duration of the family's stay in the given country. If the child knows that the family will be moving soon, he or she is likely to consider the challenge of learning a new language as a low-priority task. On the other hand, if the acquisition of the dominant language is presented as a sheer necessity to the child, he or she might develop greater determination and willingness to succeed in this process.

Second, **exposure** to the language to be acquired is of great significance, too. Parents need to take into consideration the question whether the child had already been exposed to a second language before arriving in the second-language-learning setting. Apparently, if the child already has some experience with second language development, he or she is likely to respond better to new challenges and master the language faster. Important is also the amount of time the child spends in contact with the new language. Especially with pre-schoolers, it might be advisable for their parents to enrol their children for more lessons in nursery schools and thus create the so-called "high-exposure condition". Nevertheless, it is not only the question of quantity, but also of the quality of the time spent in the second-language environment. If the time of exposure is not used in an efficient manner (as the case may be with children forming groups with friends speaking their native language and isolating themselves from others), children progress slower than they would while soliciting interactions with second-language speakers. At the same time, it is recommendable that the child interacts verbally both with adults and children in order to master various registers, layers of vocabulary etc.

The third prominent factor involved in second-language acquisition is **age**. It is generally believed that young children are at advantage when it comes to learning a new language. Their approach to this process is more intuitive and less sophisticated than in older children. Cognitively, this task is not as demanding for them as for adolescents or even adults. On the other hand, their cognitive capacity is lower as well, which might seem disadvantageous at the same time. In some cases, young children might appear to progress slower than older children. This can be caused, among other things, by the already mentioned (sometimes irrational) resistance to speak the second language instead of their mother tongue. Another problem frequently encountered in young children is a lengthier period of time spent in the nonverbal phase. Of course, this development is individual to a high degree, but usually, there is an inverse relationship between the child's age and the time spent in the nonverbal period. Another obstacle in young children seems to be the difficulty of developing efficient linguistic strategies for breaking down the learnt phrases into smaller units and using them to produce new, original phrases. Older children are typically more capable of abstracting the linguistic rules and forming longer phrases. In summary, young children can profit from lower cognitive demands in terms of acquiring a new language, but at the same time, they are faced with other obstacles, such as limited intellectual capacity or slower mobilization of their learning skills. These observations along with several other studies might be indicative of the fact that older children should become able to actively use a second language faster than young children.

The final constituent of the individual's attitude towards bilingualism and second-language acquisition is the **personality**. As this process takes place mostly in a social environment, it is the level of sociability and scope of social skills that might help predict how solid the child's command of the second language will be. According to researchers, there is a broad continuum stretching out between reclusiveness and sociability. The child's position along this spectrum has a definite impact on how quickly he or she will cope with the linguistic challenges presented to them. Quite obviously, shy and reserved children seem to be slightly hindered in language development as they approach social interactions with greater caution. It might take them longer to use their language skills in public. At the other end of the spectrum, there are children with a more easy-going and social approach to the second-

language acquisition. These children wish to actively communicate with their peers and so are forced to make progress faster. Unlike the more reserved children, these individuals venture into social situations fearlessly, do not worry about making grammatical mistakes and use the linguistic resources they have instead of waiting until they are fully competent.

3. CZECH SCHOOL WITHOUT BORDERS (CSWB)

The third and final chapter of the theoretical part is dedicated to the Czech School Without Borders (Česká škola bez hranic in Czech, hereafter “CSWB”) project. CSWB is an association coordinating the operation of several schools that provide additional education for bilingual children from 18 months to 15 years living abroad. Currently, there are 53 CSWB schools all over the world, including cities from Europe, North and South America, Africa and even Australia. One of the chief goals of CSWB is to endow the children with solid language and cultural knowledge and, at the same time, strengthen their sense of Czech identity. The project aims to maintain the Czech identity abroad and facilitate international dialogue (2019, qtd. In ‘Co je to Česká škola bez hranic?’) Following subchapters briefly introduce the history and evolution of the CSWB project (3.1) and outline the education structure at CSWB in London (3.2).

3.1 History and Evolution of CSWB

The first Czech School Without Borders was founded in Paris in 2003 with the support of the Czech Cultural Centre and Embassy of the Czech Republic in Paris. Within few years, other major European cities followed, such as London (2007), Berlin and Zurich (2008), Munich (2009), Brussels and Geneva (2010), Dresden (2011) and Frankfurt (2012).

As already mentioned, in order to coordinate the operation of individual CSWB schools across various European countries, an association bearing the same name, Česká škola bez hranic, was founded in 2009. Upon its creation, the association elaborated a common education programme for all CSWB schools. This programme was put together in accordance with the Framework Education Programme of the Czech Republic’s Ministry of Education, Youth and Sports.

From the very beginning, the association CSWB was offering active assistance to parents living abroad who were striving to found a Czech school in the given country. Regular counselling was provided to them free of charge. In 2011, the network of CSWB schools was extended due to the foundation of new schools in Baltimore, Chicago, Karlsruhe, Naples, Sydney and Rome. The following year saw a great expansion of the CSWB network in the USA (mainly on the West coast) thanks

to the project “Expanding Networks of Czech Schools Abroad” supported by the Czech Ministry of Foreign Affairs. In the same year, new schools were founded in numerous cities all over the world, such as Buenos Aires, Basel, Florence, Lisbon, Madrid, Manchester, Reykjavík, Stuttgart, Thessaloniki and Wellington.

New and new schools were joining the project even in 2013. To name just a few: Cairo, Copenhagen, Milano, Regensburg, Tauranga, Warsaw and Vienna. In the same year, the historically first meeting for the representatives of the Czech schools in Italy was organized. A similar event was held two years later in France (Paris) and in the United Kingdom (London). Since 2008, an international conference for the CSWB schools and cooperating schools from all over the world has been held every year by the CSWB association.

In the course of the years, the association expanded its scope of activities and pays more attention to the relationship between Czechs living abroad and the Czech state. The schools are now more focused on the issue of multilingualism and education of pupils from different language and cultural backgrounds. The association continuously produces education materials that are used not only by foreign schools, but also by elementary and secondary schools in the Czech Republic (2019, qtd. In ‘Historie ČSBH: Jak jsme začínali’).

On their official website, members of the CSWB association state seven objectives they try to achieve. As already mentioned, the most important one is fostering the knowledge of the Czech language and culture in Czechs living abroad. Secondly, the association coordinates the activities of all 53 Czech schools. It also makes sure that the name “Czech School without Border” is used exclusively by organizations whose main focus is preschool education (from 18 months of age) and education within requirements set forth by the Framework Education Programme of the Czech Ministry of Education, Youth and Sports for grades 1 to 9 (from 6 years of age). Moreover, the association facilitates a long-term cooperation between the individual schools and related organizations and initiates common projects. Additional education for teachers who are working with Czech children living abroad is provided by the association, too. The same applies for cooperation with other institutions, such as the Ministry of Education, Youth and Sports. Finally, the

association negotiates with other ministries and governmental agencies on behalf of the CSWB schools (2019, qtd. In 'Spolek ČŠBH').

3.2 Education Structure at CSWB London

The CSWB school in London, which is going to be central for the practical part of this thesis, is “*a charity and a company limited by guarantee whose purpose is to promote education in the language, history, geography, art, culture and heritage the Czech Republic*” (2019, qtd. In 'About Us').

Currently, the organization is managed by Zuzana Jungmanová and Ivona Klemensová together with a committee consisting of nominated parents. As a rule, all parents of enrolled children become members of the school by default and so have the possibility of influencing its activities etc. (2019, qtd. In 'About Us'). As for financial resources, the school (being a non-profit organization) funds its activities from school fees, donations and grants from the Czech Ministry of Education, Youth and Sports as well as the Ministry of Foreign Affairs (Česká škola bez hranic, 2019, qtd. In 'About Us').

Children attending the school are educated in three areas: Czech language, Czech history and Czech geography. As already mentioned above, education provided by CSWB schools constitutes a mere supplement to regular education received at English schools. For that reason, the classes at CSWB London take place every Saturday from 10:30 AM to 2:00 PM in the London Borough of Islington. For the youngest pupils (aged 2 to 5), there are two pre-school groups. Schoolers (aged 5 and 6) attend the so-called “reception class”, which then continues until 9th year of the Czech primary school and hence roughly corresponds with the Czech elementary education system. CSWB London is the only institution accredited by the Ministry of Education, Sports and Youth of the Czech Republic to educate children in the United Kingdom (2019, qtd. In 'About Us').

Admission to the CSWB London requires completing the British Reception Class and passing a special enrolment test. Children applying for this school must already show a sufficient command of the Czech language, otherwise they cannot be accepted. The first two years of the school section are dedicated to reading, writing and counting in Czech. From year 3, pupils take up Czech geography and from year

4, they begin to study Czech history, too. Overall aims of the education programme include improving children's fluency and confidence in the Czech language, developing their speaking and listening skills and in the case of year 8 and 9 pupils also preparation for a Czech Language Certificate Exam (2019, qtd. In 'School Department').

3.3 School as a Cultural Intermediary

As already suggested in the previous subchapters, the CSWB London aims not only to promote the knowledge of the Czech language among bilingual children living in the United Kingdom, but also to function as a cultural intermediary and to introduce children to the Czech culture as such. For this purpose, the CSWB London started its own library in September 2011. Apart from being a highly efficient way of broadening vocabulary, national literature is also one of the most important pillars of cultural identity and allows for a greater level of identification with one's own nation. As of now, the library comprises more than 450 titles covering a wide range of themes and reading difficulties. It offers numerous Czech classics as well as more recent books. Free membership for all CSWB members encourages both children and parents to work on their reading skills in Czech (2019, qtd. In 'Library').

In 2018, a centenary of the former Czechoslovakia was commemorated both in the Czech Republic and Slovakia. On 3rd November 2018, the CSWB London organized a whole-school happening in the atrium of St. Mary Magdalene Academy. A short performance was staged for children and teachers, all dressed in colours of the Czech flag. Pupils were introduced to significant events and personalities related to the centenary, such as the World War I and its consequences with respect to the foundation of the independent Czechoslovak state or Tomáš Garrigue Masaryk and his famous speech from 1928. The meeting was concluded by singing the Czech national anthem by all participants (2019, qtd. In

PRACTICAL PART

The practical part of the diploma thesis is based on the theoretical findings stated above in the previous chapters. It is devoted to the analysis of education and upbringing in bilingual families of the pupils of CSWB London and stating possible aspects that could influence pupils' language acquisition and self-identity.

4. OBJECTIVE OF THE RESEARCH

The main objective of the research was to find out what strategies were chosen by parents who decided to raise their children bilingually, to what extent the chosen strategies were applied during children' education, to ascertain whether the strategies were chosen instinctively without giving it much thought or whether they were thoroughly planned and studied by the parents, as well as to discover the reasons which led to parents' choice of the specific strategy and how each bilingual education strategy has resulted regarding children's language acquisition and communicative competences.

During the research more aspects regarding bilingualism appeared so it was required to set some partial objectives. The first partial objective was to detect possible factors that can influence a bilingual child's attitude towards Czech language, Czech culture and traditions, especially if the Czech language is not dominantly used by him. The second one was to glance into the way how a bilingual child perceives himself in order to find out whether he identifies with Czech nationality and culture to some extent or not and what factors affect this identification.

Based on the main and partial objectives given above the research questions were defined as follows. The answers to those questions were being sought during the research.

Q1: *“What strategies for bilingual upbringing do parents follow?”*

Q2: *“What is the language situation of each bilingual family, in what situations does a bilingual child use both languages?”*

Q3: *“What are communicative competences of a bilingual child? Do code-switching and code-mixing occur during the communication?”*

Q4: *“Which language is a child’s dominant – the language of the community or a native language of his mother?”*

Q5: *“What does motivate parents to decide on the bilingual education and how do they perceive its results?”*

Q6: *“With what nation and culture does a bilingual child identify more and what are the possible reasons why?”*

5. METHODOLOGY OF THE RESEARCH AND DATA COLLECTING

5.1 Research Methods Used

The aim of the research is to provide a detailed view on the language situations of each bilingual family and their approach to bilingual upbringing or education as well as to describe children's attitude to Czech culture and possibly their self-identification with Czech nationality. Therefore, the research carried out for purposes of this theses is mainly of qualitative character. Even if the results of the qualitative research cannot be generalized and related to whole population, it allows us to discover causal connections and depict the cases being studied in natural environment in depth. (Švaříček et al., 2007, p.13) According to Gavora, a researcher carrying out a qualitative research aims to become closer to studied people, to observe or be part in the environment and the situations in which they appear in order to be able to understand them. The goal is not to generalize collected data but on the contrary to find out new connections (2008, p. 35).

For data collecting following methods were employed:

- a questionnaire
- semi-structured interviews with bilingual children and their parents
- participant and non-participant observation
- case studies

Questionnaires with open-ended questions were distributed among pupils' parents to determine which way to direct each interview. **A questionnaire** is an economical research tool, by using this method a researcher obtains a large amount of information without investing so much time in implementing of his research. (Gavora, 2008, p. 122)

Despite using questionnaires, the method of **a semi-structured interview** was chosen as the main research method since its goal is to obtain detailed and complex information about the studied phenomenon and the research participants. (Švaříček et al., 2007, p.13) Gavora states that an interview unlike a questionnaire enables certain flexibility – an interviewer can rephrase each question when it is needed. By

asking additional questions he can direct a respondent towards the right course to get the required data. (2008, p. 138)

Moreover, the research was supplemented by relevant data collected during participant observation. **Participant observation** is a method when the researcher gains credible information while taking part in participants' activities and other occurring events. As the observer meets the participants face to face, a personal relation between them is established. It allows the researcher to discover inner perspectives of observed participants (Hendl, 2005, p. 193).

Applying the research methods mentioned above, enough information was collected to draw up case studies of the research sample – six bilingual pupils of the Czech School without Borders London. **A case study** is a thorough study of a single case. (Hendl, 2005, p. 104) As a researcher deals with individual cases, he seeks their unique aspects, but at the same time, he reveals what they have in common. (Švaříček et al., 2007, p. 97)

5.2 Data Collecting

The research study was taking place for four months (from February to May 2017) during the diploma candidate's participation in Erasmus internship at the Czech School without Borders London. All families involved were informed about the upcoming research and introduced to its topic and stages. They made verbal agreements to participate in the study along with being recorded during the interviews. The researcher was also given their assent to using the collected data for purposes of the thesis. However, names of all the participants were changed in order to maintain their anonymity.

The research was realized in four phases. Firstly, **the questionnaires** were distributed to pupils' parents electronically via email or handed over in paper form depending on the subjects' preferences. The original form in Czech language is attached in the appendix (see the appendix A). The return rate of questionnaires was approximately 78 % (7 out of 9). Two children (twins) were newcomers to the class so their parents refused to participate in the study to give them some time to adjust. Three pupils were not involved in the study for not meeting the research participation criteria (see chapter 6.).

The interviews with parents were done at participant's homes from March to May 2017. Usually both parents of a child were there during each interview. Two interviews were done just with one parent being present due to a hectic workload of the other. Every interview lasted a little over an hour. Firstly, parents were asked questions about their family language situation - the origin of their child's bilingualism, what languages they use for communication with each other, in which situation each language is used and why. The following set of questions was about their child's language acquisition, level of language competences, language dominance, possible occurrence of code-switching and code-mixing, and a child's preference of languages in certain situation. Secondly, they were asked about the language strategy they used for bilingual education of their child and what are its result. Parents also talked about possible benefits and disadvantages of raising a child bilingually. Thirdly, the participants were asked about their attitude towards their life partner's mother tongue, a language community they belong to and a culture they were brought up. Lastly, they were asked question concerning their child's attitude towards both languages and both cultures and the way they perceive their child's self-identification (whether their child identify himself with both languages and both cultures, and to what extent).

The interviews with the children were done with parents' approval after school at Saint Mary Magdalene Academy. Each interview lasted about twenty-five minutes and was hold in the classroom of the sixth grade – a place the children are familiar with. Pupils were given a series of questions concerning their family living in the Czech Republic and their Czech friends. They expressed their opinions on the Czech nation, Czech tradition, culture and language. At the very end of every interviews the children were asked to say whether they identify themselves with Czech, or British nationality, or both and what are the reasons why. Several weeks before the children discussed the same topic after the lesson on Czechoslovak legions fighting during the First World War. After that, they were tasked with writing about the discussed topic and art depicting of their self-identity. The part of the interviews was dedicated to children's presentation of their work.

The participant observation was mostly realized at the grounds of the Czech School without Borders London. The researcher worked there from January till May

2017 as a teacher assistant during her practical training. Apart from other duties and responsibilities, she was helping with lesson planning and participating in collaborative team teaching for four months. *“Collaborative team teaching often occurs in inclusion classrooms. (...) In a co-taught class, general education and special education teachers work together to plan lessons, teach, monitor student progress and manage the class.”* (Morin, 2019, qtd. In ‘Collaborative Team Teaching: What You Need to Know’) This fact allowed her to get to know them better. Pupils were observed not just during lessons, but also during their free time, breaks especially. Hence, the researcher could find out what language the pupils prefer in what communication situations – be it a communication with their peers, parents, teachers or teacher assistants. As the interviews were carried out at households of every bilingual family participating in the study, the researcher could witness children’s behaviour outside the school, observe their reaction to certain language (be it Czech or English) or communication between them and their parents (and with their sibling). In some cases, the diploma candidate had also an opportunity to interact with the research subjects at their homes more often while tutoring the pupils. Having been a participant observer the researcher could compare the data gained by questioning parents to those obtained by observing the pupils, as well as their parents in some cases. That way she could verify the truthfulness of the information provided by parents or comment on children’s levels of language acquisition thus to comment on children’s language situations in a more complex way. There were a few cases when a parent unknowingly used English during interaction with his child even though he claimed that he strictly uses Czech language for that purpose.

5.3 Research Setting

In reference to the previous subchapter, the research was taking place at Saint Mary Magdalene Academy, the school is situated in the London Borough of Islington. CSWBL book available spaces at the academy on a regular basis. The classes organized by the School Department of CSWBL take place in Secondary School classrooms every Saturday from 10:30 AM to 2:00 PM, breaks included. The timetable of the sixth grade will be presented:

10: 30 – 11: 30	Czech language
11: 30 – 11:50	1 st break
11: 50 – 12:50	Czech history
12:50 – 13: 00	2 nd break
13:00 – 14: 00	Czech literature and culture

Lessons are planned according to the curricula programmes of CSWBL which comply with the Framework Education Programme of the Czech Ministry of Education and Education Programme of Czech School without Borders. The objective of these programmes is to describe the content of the school curriculum and expected outputs for each grade. The CSWBL organizes Saturday lessons while abiding by the English school terms. The English school year is split into three terms, in the middle of each term there is one- or two-week half-term holiday. The term times differ according to a particular area. CSWBL follow the terms set for the borough of Islington. The aims of CSWBL's educational programme are improving children's fluency and confidence in the Czech language, developing their speaking and listening skills or making children aware of Czech culture and customs and proud of their Czech background and heritage ("School Department", 2019)

The classroom where the lessons were held is quite a spacious room with big windows meant for use by study groups of at least 30 students. The room is equipped with the school furniture (desks and chairs), an interactive board, a white board and speakers. To create a place where students can feel welcomed, encouraged and in the centre of the teaching process, the classroom seating arrangement needed to be changed before the lessons every Saturday. That way the class was made more friendlier to the pupils. The desks were usually arranged into a semicircle, pupils were able to face the board and their peers at the same time.

While creating teaching materials and lesson planning, the teachers and assistants of CSWBL have to take into consideration the fact that all the pupils attend English school on working days. Naturally, they are tired, and it is harder to motivate them. Teachers choose such activities which can engage the students – working in pairs or in group, brainstorming, discussion, dramatization, working on a project, games and movement activities (for ex. running dictation, running to the right answer, filling in the worksheets while walking around the class, etc.). Teachers make materials

containing exercises for practising a piece of grammar or some orthography rules that are pleasant to the eye and personalized to some extent. Some examples of such study material are listed in Appendix E.¹

5.4 The Research Sample

The research sample consisted of bilingual families whose children attend CSWBL. The participants were selected according to several criteria:

- a bilingual child is a sixth-grade student of CSWBL²(parents decided to educate their children bilingually)
- family of a child have been staying in the UK for at least 2 years
- one of the parents is Czech
- parents live in the same household as life partners

Age and occupations of parents did not play a major role during selection of the participants just as whether a child has any siblings. There were nine students in the sixth grade – four boys and five girls, four of them met the previously presented criteria.

The sixth graders of CSWBL are taught three subjects - Czech language, Czech culture and literature and History. The lessons of Czech language are throughout the year dedicated to practising the usage of “i” and “y”, inflections of adjectives, pronouns, numerals, declination of verbs or word formation of the inflectable parts of speech. During the lessons of History, the pupils learn about the Czech history of the 18th, 19th century and the beginning of 20th century, they are introduced to the reign of the Czech empress Maria Theresa and her son, the Czech National Revival and its prominent figures, the establishing of the National Theatre, or the event of the First World War. The lessons of literature and culture are focused on the most eminent personages of the era.

¹ Note that even though author of this diploma thesis is also author of the presented study material, all rights are reserved to CSWBL.

² This criterion was determined due to a pragmatic reason – the diploma candidate was working as a teacher assistant for the sixth grade of CSWBL.

The children were of 11 to 12 years of age.³ The basic information about children is introduced in the following chart.⁴

Name	Age ⁵	Actively used languages	Languages used by parents during communication with their child		Strategies for bilingual upbringing	Types of a bilingual family
			Mother	father		
Martina	11 years old	Czech English	Czech	Czech English	mL@H	Type 3
Anna	11 years old	Czech English	Czech	Czech English	mL@H	Type 3
Laura	11 years old	English Czech	Czech	English Turkish	Time and Place Strategy + OPOL – ML	Type 1
Sophie	12 years old	English Czech	Czech	English	OPOL – ML	Type 1

All participating children actively speak Czech and English (in one case also Turkish). Two children are from mixed families, their mothers are Czech, and fathers are of different nationality (English in one case and half-Turkish, half-English in the other case). All three families have features of the first type of a bilingual family⁶ – mother tongues of the parents are different, one parent’s mother tongue is the dominant language of the community. The father of one family is bilingual himself so he has two mother tongues, he decided to talk to his children mostly in his dominant language - English. Nevertheless, it proves the complexity of the phenomenon of bilingualism since the features of the family correspond to those features of the fourth type of a bilingual family as well (the mother tongues of both parents are different than the dominant language of the community). Two children

³ Pupils’ age usually correspond to the age of children of the sixth grade attending a Czech primary school. However, there are some exceptions when the child is transferred to a lower or a higher grade due to his level of language competence.

⁴ Names of the children were changed in order to maintain their anonymity.

⁵ Mind the year in which the research was conducted.

⁶ See the typology of bilingual families (p. 25–26)

are from mixed English-Czech families living in the UK. In both cases, parents agreed on using their mother tongues to communicate with their children – they represent the first type of a bilingual family. In two cases, parents share the same mother tongue – Czech, which is not the dominant language of the community. Despite that the fathers chose to use both – English and Czech for communication with their children. These cases cannot be unequivocally categorized, but still they have features of the third type of a bilingual family.

Further information on individual cases will be stated in the next chapter. A bilingual child will be referred to as “she” in the last two chapters since all of the research participants are girls.

6. CASE STUDIES

The drawn-up case studies of six bilingual pupils of the Czech School without Borders London will be introduced in this chapter. Based on the data gathered through the interviews the following key points regarding bilingualism were analysed in each case study:

- language situation of a family and the origin of bilingualism
- language strategy chosen for bilingual education
- language dominance and mother tongue
- language competences and usage
- culture influence
- parents' attitudes towards bilingualism and gained experience with bilingualism
- self-identification of a child

6.1 Anna

Family background and language situation, the origin of bilingualism

Anna is eleven years old girl of Czech nationality. She was born in the Czech Republic. Both of her parents are Czech. The family moved to the UK for better employment opportunities. They have been living there for ten years. Anna has one younger sister who is ten years old. Anna started to attend a public religious school as a four years old girl.⁷ She became a pupil of CSWBL at the age of five.⁸ Anna's hobbies are swimming, gymnastics and horse riding.

Her mother is thirty-seven years old. She works as a nurse at a hospital. Her mother tongue is Czech, she is also fluent in English on the proficient level (reading, speaking, writing). From the beginning she was determined to speak with her children only in Czech language. Anna mostly uses Czech for communication with her mother since her mother insists on that. Hence, in rare cases she speaks to her in English. Anna's mother strictly uses Czech language while communicating with her

⁷Children in the UK usually start compulsory education at the age of four.

⁸ CSWB had to deal with this difference between Czech and English schooling system. The Reception (Year 0) was founded as a certain stage between pre-school and school education. The pupils of the Year 0 are five years old; they can read and write in English and they are taught to do so in Czech as well.

daughters. She does not point out if her daughters make mistakes, she sometimes repeats their words correctly.

Her father is thirty-nine years old. He works as a college teacher. Apart from Czech (his mother tongue) he speaks German and English. He is fluent in English on the native speaker level and proficient in German. While speaking with his daughters he uses Czech, but not as strictly as his wife, he also uses English. His daughters follow the same strategy, they talk to him alternately in English and in Czech. A conversation in English mostly occurs in a situation when the girls have difficulties to express themselves precisely in Czech. Her father does not correct Anna's mistakes, he thinks it "(..) *would discourage her*".

Anna's sister was born in the UK, she has both citizenships. When Anna speaks with her sister alone, she uses both languages. Nevertheless, both girls prefer English, especially when they talk about their hobbies, or about what happened to them at English school and outside the school with their English friends.

Anna speaks Czech at home quite often. When the family is together or in the presence of a Czech speaking person, they all use Czech. When they are accompanied by non-native Czech speaker, they speak in English to him so both girls are able to switch to another language depending on who they talk to. In Anna's case we can talk about coordinated bilingualism. Anna became bilingual when she was exposed to English speaking environment as she started to learn English from her peers and teachers in a nursery-school at the age of three years. Anna's bilingualism can be categorized as subtractive or sequential.

Language strategy chosen for bilingual education

Anna's parents did not plan to bring her up bilingually. They moved to the UK when she was two years old. The reason for moving was that Anna's father was given an interesting and well-paid job position there. They did not actively inquire about bilingualism and its possible challenges. As Anna's mother said: "*(They) handled it naturally.*" Without giving it much thought, Anna's parents employed the Minority-Language at Home strategy (mL@H) (see chapter 2.1.2). Anna's parents knew from the beginning that they will not stay in the UK permanently. As soon they save

enough money, they will move back to the Czech Republic. They also want to wait till both girls finish the primary education.

Language dominance and mother tongue

Anna is fluent in both languages, her parents did admit that even if her daughter often speaks Czech at home, her dominant language is English as “*(h)er English is more fluent than Czech (...)*” and her English lexicon is richer. When she finds it difficult to express herself in Czech, when she does not know the correct Czech word or when she just cannot recall it, she reaches out for English simply because it is “*easier for her*”. Her parents stated that from time to time “*(...) she is just too lazy or not in the mood to speak in Czech.*” Every time it happens when she talks with her mother, her mother tries to make her say it in Czech once again and if it is not comprehensible, she wants her to say it in a different way. Father is more benevolent in this matter. He just lets Anna to have a conversation in English. Anna herself stated that sometimes it is “*too troublesome*” to speak Czech. Anna confirmed her parents’ statement about English being her dominant language. Nevertheless, she considers Czech as her mother tongue since “*It’s (her) parents’ mother tongue and it was the first language (she) learnt*”. In this case we can talk about the definition of a person’s mother tongue according to the criterion of origin and internal identification (see chapter 1.4. 1).

Language competences and usage (code-mixing, code-switching)

Anna’s first words – “*máma*” and “*haló*” were uttered in Czech when she was 11 months old. That is obvious since she was exposed to only Czech speaking environment till she started to attend a nursery school. Her parents were worried about their daughter fitting in the collective of English-speaking children. It took her some time to adjust, but eventually, she made a few friends. Her parents also acted on advice from Anna’s teacher and they began to regularly meet with parents of Anna’s peers. The time spent at a nursery school and later in a primary school with her friends had a great impact on her language competences in English. Around this time code-switching and code-mixing started to occur. The most frequent form of code-switching appeared on the level of words or sentences. Anna’s mother called it “*words borrowing from the other language*”. Sentence like “*I will eat nanuk doma*” or “*She is my kamarádka*” were quite common. Anna was enrolled in the CSWBL,

because her parents wanted her to be in contact with Czech language outside her home.

Anna is perfectly capable of managing a fluent conversation in both languages. She does not seem to have Czech accent while talking in English. In her utterance Czech sounds “a” and “ch” are sometimes mispronounced as English ones (during reading) Anna has troubles with the correct Czech orthography as any other monolingual Czech child – she uses grammatically incorrect endings of nouns, adjectives, pronouns or numbers, she makes mistakes in writing “y/i”, “s/z/vz”, “bě, pě, vě/ bje, vje”, etc. or in punctuation (commas, dots). However, she also makes mistakes that are typical for bilingual children whose second mother tongue is English. She has problems with distinguishing the length of vowels, especially in writing. We can see such mistakes in the picture 2 (attached below, p. 54): “*slavím víc českých tradic*” or “*doufáme že tam budeme bydlet*”. Another obstacle for a bilingual child is diacritic. Diacritics are rare in English but quite common in Czech. Bilingual children often omit it while speaking and writing. Anna omits carons or acute accent (see picture 2, p. 54) - “*dům v čechach*”, “*a proto je to důležité*” or “*aby jsem se umela s nima bavit*” or she uses diacritic incorrectly: “*a proto se někdy čítím*”. Regarding lexical-semantic level of languages, Anna’s passive Czech vocabulary is larger than active one. She understands perfectly but it is more difficult for her to express what she means to. An incorrect usage of verbs is the most common in Anna’s case: “*vytvářím si pomlásku*”. On the morphological-syntactic level bilingual children have to cope with declension, conjugation and distinguishing grammatical gender. The same goes for Anna: “*a máme česká jídlo*”. Taking above mentioned information into consideration we can classify Anna’s bilingualism as productive (see chapter 1. 3) because Anna is able to speak, understand, write and read in both languages.

Culture influence

Anna’s parents stated that they have a duty to cultivate positive attitude of their daughters toward Czech culture. They want to pass Czech traditions on to them as well as to refine their ability to speak their mother tongue. The family celebrates Czech traditions as Mikuláš (Saint Nicolas), name days or Easter (Anna mentioned she likes decorating Easter eggs). The family celebrate Christmas on the 24th of

December having typical Czech Christmas dinner – a carp with potato salad. As for English tradition, Anna loves to celebrate Halloween.

Anna watches movies and tv series in both languages. When she talks about a Czech movie she has seen, she uses Czech. When Anna was younger, parents used to read her Czech books. However, she does not like reading very much, she is forced to read books in English for school (compulsory reading).

The family visit their relatives living in the Czech Republic four times a year during half-term holidays. They keep in touch via email correspondence, skype or they phone them once a week. Anna usually chat with her cousins and grandparents.

Anna's parents admitted that there are not in contact with other Czech families living in the UK apart from those whose children attend CSWBL. They spend time together while waiting for their children. They usually go to the nearby park or café. Anna often visits two of her classmates attending CSWBL during the week as well, she communicates with the rest of them via social media. Anna regularly takes part in cultural events and workshops organized by CSWBL (Noc s Andersenem, Mikuláš, Den dětí, etc.).

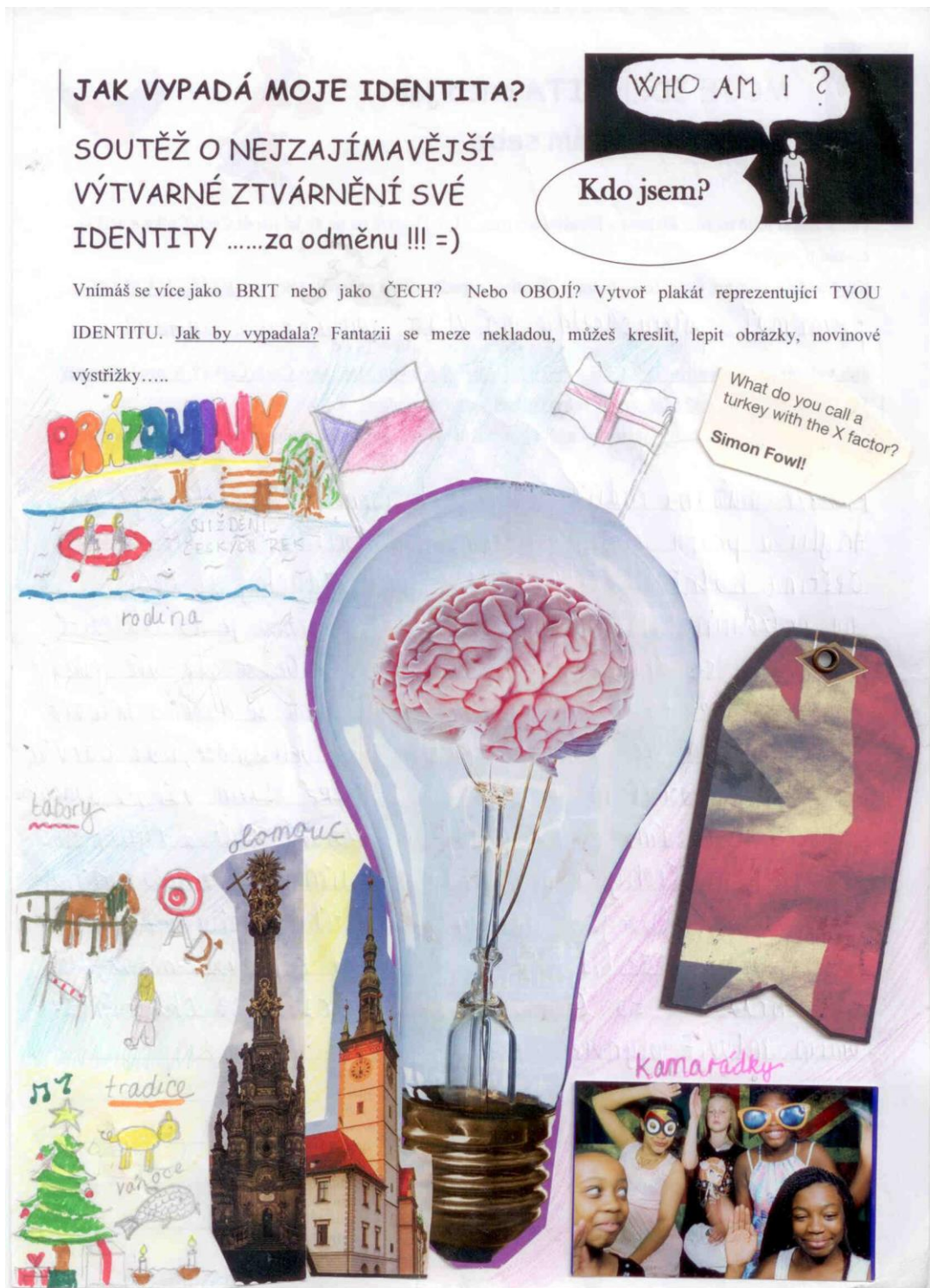
Anna's mother admitted that she has negative experience with the way how British community perceive them: *"We are foreigners for them. I have a Polish accent that my children do not have. Czechs are at best associated with Czechoslovakia, at worst with Poland."* Nevertheless, she has not experienced any kind of mistreatment.

Parents' attitudes towards bilingualism

Anna's parents do not regret bringing their children bilingually. They consider the period when a child is starting to adjust to the environment where a dominant language of community is spoken as the only possible challenge of employing the mL@H strategy for bilingual education because a child's language dominance in most cases changes. It is up to his parents to keep their child motivated for learning the non-dominant language. Both also think that bilingual upbringing is one of the things that caused their daughters to be more opened to other nations or their cultures and it will be beneficial in the future since they will find employment more easily. Anna also proved to be better at studying foreign languages compared to her monolingual peers.

The child's self-identification

As for the factor of self-identification, Anna predominantly identifies herself with Czech nationality even though *“there will always be an English part of (herself).”* Regarding this matter it should be mentioned that Anna's criteria for her self-identification are family and friends living in the Czech Republic, the time she spent there doing her favorite activities, her parents being of Czech nationality and her being fluent in Czech language (she is very proud of herself for that) or her family following Czech traditions and seeding love for Czech culture in her. Last, but not least she made good friends at CSWBL.



Picture 1 Anna's portrayal of her identity



MOJE IDENTITA aneb jak vnímám sám sebe



Ahoj,

=)

Pamatuješ si ještě na naši **diskusi o identitě** a o tom, zda jsi hrdý/á na to, že jsi napůl Čech/Češka a učíš se českému jazyku?

Když se řekne Česko, Češi, česká kultura a tradice, napadla tebe a tvé spolužáky tato **KLÍČOVÁ SLOVA**:

první máj... pálení čaroděnic má vlast pomlázky... vltava.....

Jak vnímáš svou identitu Ty? Cítíš se více jako Brit/ka, nebo více jako Čech/Češka? A proč vlastně?

Jsi hrdý/á na to, kým jsi? Máš rád/a Čechy, českou kulturu a tradice?

Napiš, prosím, text o tom, jak to vnímáš Ty a pokus se na tyto otázky odpovědět. Použij slova, která jsi vypsala nahore.

Protože mám oba rodiče české, tak jsem Češka, ale žiju v Anglii a proto se někdy cítím jako Britka. Pro mě je čeština hodně důležitá, protože jedu vždycky do Čech na prázdniny. Mám tam celou rodinu a proto je to důležité aby jsem se uměla s nimi bavit. Cítím se ale víc jako Češka a je to taky jazyk který jsem se naučila mluvit první. Slavím víc českých tradic jako velikonoce, kde barvím vejčka a vyrábím si pomlázky. Také slavím vánoce dvacátého čtvrtého a máme české jídlo (bramborový salát a rybu). Moc se mi líbí Čechy a moc ráda bruslím, navštěvuji rodinu, chodím na tábory a dělám kanoistiku. Plánujeme si stavět dům v Čechách a doufáme že tam budeme bydlet. Jsem hrdá na to že jsem Češka a ráda se chlubím že umím mluvit plynule česky.

Picture 2 Anna's writing on the discussed topic

6.2 Martina

Family background and language situation, the origin of bilingualism

Martina is eleven years old. She was born in the Czech Republic, so her nationality is Czech as of her parents. Martina's family moved to the UK when she was five years old. The reason for moving there was her father accepting an offer of an interesting and well-paid job position. They have been living in the UK for six years. Martina's younger brother is nine years old. She started to attend an English public state school at the age of five. Her parents enrolled her in CSWBL in the same year. Martina's hobbies are reading, drawing, watching movies or tv series, history and travelling.

Martina's mother is thirty- nine years old, she is currently unemployed. She stays at home as a housewife and works as a par-time author for a Czech web magazine. She is thirty-six years old. Her mother tongue is Czech language, she is fluent in English and also in French since she studied French philology at the Palacký University in Olomouc. She uses only Czech for communication with her children. She thinks it would not feel natural to speak with them in a language which is not her mother tongue. If Martina and her brother try to talk to her in English, she does not respond. She points out when Anna makes a mistake, but she does not reproach her for it because "*(it) would most likely demotivate her*".

Martina's father is forty-one years old, he works as a journalist. His English proficiency is on a native speaker level, apart from that he speaks German and French as well. He talks to his children in both languages depending on the topic. When Martina wants to talk about what happened to her at English school or things they discussed during the lessons she speak English with her father, likewise her brother does. For Martina it is easier to express herself in a language in which she gained a particular experience. For instance, if something interesting happens at the Czech school, she will share it with her dad using Czech language, if she talks for example about things concerning her English friends or a book she has recently read in English, she always uses English.

Martina's younger brother is nine years old, he attends CSWBL as well. He was born in the Czech Republic. When the siblings talk to each other, they use both languages. Their language preference is influenced by the discussed topic, a person

they speak to or a situation when they cannot come up with right words for what they want to express.

Martina's parents strictly use Czech while talking to each other so only Czech is spoken when the family spent time together. Recently children tend to speak in English when their mother is absent. When Martina is excited about something and wants to share it with her parents, she almost every time starts the conversation in English. Martina stated that she does that unknowingly. However, Martina can switch from one language to another easily depending on who she has a conversation with. For example, she prefers to speak to her classmates in English during breaks at CSWBL but in a matter of seconds she switches to Czech to talk to a teacher. In that case we can classify her bilingualism as coordinated.

Martina started her compulsory education at the age of five. She was enrolled in a state primary school and, at the same time, in CSWBL to Year 0 (Receptive class). At first it was quite demanding for her. She had to be given individualized classes at the English school to catch up her classmates in English. Although she overtopped most of her classmates in speaking Czech during lessons at CSWBL, she was behind in reading and writing. As she was learning alphabets of both languages at the same time, she naturally got them mixed up. That was when her parents decided to set up some rules. Her mother started to help Martina with everything concerning her Czech language skills (practising reading, Czech pronunciation, doing homework tasked by CSWB's teachers, etc.), her father's role was to manage Martina's academic progress in English. It took Martina a few months to get used to it and around a year to catch up her English peers but *"(i)t was definitely worth it, even though (her parents) had to face up with a lot of crying and outraging on her part."* As Martina became bilingual after being exposed to the English-speaking environment at the age of six, we can refer to this type of bilingualism as subtractive or sequential (see chapter 1. 3)

Language strategy chosen for bilingual education

Martina's parents did not know they would raise their children bilingually. They lived in the Czech Republic till Martina turned six, so they did not search for information regarding bilingual education. They have been living in the UK for over five years. Nevertheless, they knew from the start that they will eventually return. There are planning to do so next year. Without consulting bilingualism with experts

or studying specialised literature they intuitively employed the Minority-Language at Home strategy (mL@H) (see chapter 2.1.2). As Martina started to attend a primary school, she also began to tend to talk about her newly gained experiences using English. As it was already mentioned above Martina's parents set up the arrangement of "talking to dad about English school" and "talking to mom about Czech school", hence when the family is together Martina's parents agreed on speaking only in Czech no matter the topic.

Language dominance and mother tongue

Martina's mother claimed that: "*Martina almost always speaks Czech at home.*" She is fluent in both languages and, as it was written above, she can knowingly switch from one language to another depending on her communication partner. Her mother assessed Martina's language dominance according to a place of language usage: "*At school her dominant language is English, at home it is Czech.*" Martina confirmed it, but also said that she thinks that her knowledge of English vocabulary is wider. It is necessary to add that Martina's knowledge of words in both languages is quite rich for a girl of her age, it is above-average compared to her peers' lexicons. Martina confided that she thinks and dreams in both languages depending on what she thinks or dreams about. Considering all mentioned facts, we can state that Martina's dominant language in the present day is most likely English. Despite that Martina's knowledge of Czech language is on a very high level due to her parents being consistent.

As for the issue of the mother tongue, Martina consider it to be Czech because it is the language she mostly uses for communication with her parents and it was the first language she acquired, therefore she defines her mother tongue according to the criterion of origin and internal identification (see chapter 1.4. 1).

Language competences and usage (code-mixing, code-switching)

Martina uttered her first words in Czech - "*táta*" and "*auto*" when she was one year and six months old. Naturally, since she was exposed to only Czech speaking environment until she turned six. Her mother said that when she was seven and half Martina began to use a "*language mixture*" and added: "*She was playing with both languages, sometimes creating new words*" while applying one's rule in the other. The code-mixing frequently occurred on the lexical and syntactic level, but also on

the morphological level from time to time. Martina came up with sentences like “*Postavím si snowmana*” or “*Můžu si hrát s toys?*”. Even if she knew how a word is said in both languages, she always chose a variant with easier pronunciation be it Czech or English. Martina had to start distinguishing both languages since her parents insisted.

Till these days English expressions appear while Martina speaks Czech. It happens mostly when she cannot recall the word in Czech so she replaces it with English equivalent. It also happens when she talks about reality she “*experienced in English*” or when “*the Czech is not enough*” for her to precisely convey the meant message. Martina’s passive Czech vocabulary is larger than active one. When she speaks English, she does not have a Czech accent. She also does not seem to have problems with Czech pronunciation, grammar or syntax. Martina rarely makes mistakes in Czech orthography. She sometimes omits punctuation, specifically commas, or forgets to discern borders of words (e.g.: “*ikdyž*”, “*zokna*”) as we can see in the text attached bellow (see picture 3, p. 62). These mistakes could be referred more as careless mistakes rather than mistakes typical for a Czech-English bilingual. She prefers to speak colloquial variant of Czech language, therefore, she uses grammatically incorrect endings of nouns, adjectives, pronouns or numerals. Martina is able to speak, understand and write in both languages, therefore her bilingualism can be classified as active bilingualism (see chapter 1. 3).

Culture influence

Martina’s parents feel that it is necessary to build a child’s positive attitude to Czech culture and traditions. Therefore, their family firmly “*stick to the Czech customs and holidays*”. They celebrate Czech feast days as Mikuláš (Saint Nicolas), May Day instead of Saint Valentine’s Day or All Souls Day instead of Halloween and name days included. The family celebrate Christmas on the 24th of December, they usually have fried sea fish and potato salad for Christmas dinner. The only custom that Martina does not find appealing is Czech Easter, she prefers Easter egg hunting to “*being hit with pomlázka*”. But she likes colouring the Easter eggs.

Martina likes watching movies and tv series. Being on a visit in the Czech Republic, she watches only Czech movies, in the UK she does not have much free time to watch anything, if she does, she prefers tv series in English. She had “*a period of*

Czech fairy tales as she read them, watched them and talk about them all the time” when she was nine years old. Martina loves reading, she mostly prefers fantasy genre. She reads books written in both languages, however, nowadays she prefers to read in English. Martina’s parents read books to her when she was younger, that could be the reason for her becoming a passionate reader.

Martina’s interest in history and travelling might have resulted from her family going sight-seeing. While the family is on a trip her parents talk about local history, architecture of local sights or locations closely associated with famous persons. Martina’s mother also takes her to the theatre. Martina loves Czech cuisine (especially guláš or svíčková), she prefers it to English one. When she is in the UK she really “*misses Czech dumplings*”.

The family visit their relatives living in the Czech Republic at least three times a year, usually during half-term holidays. They keep in touch via email correspondence or skype. About half a year ago, Martina spent two weeks attending Czech school. Her parents wanted her to experience Czech schooling since they are moving back to Czech Republic next year. She made friends there and she has kept in touch with them through phone or Instagram.

Martina likes to go to school, because “*(she) like(s) to learn new things and she meets with (her) friends there.*” Martina’s mother said that she would rather have free Saturdays, but she does not complain very much. Martina also spent time with her classmates after school – they go to a park or a playground, or she communicate with them through phone, Instagram and WhatsApp. Martina’s parents are in contact with local Czech community, including families of Martina’s classmates attending CSWBL. Martina participates in cultural events and workshops organized by CSWBL or other Czech organization in London. Her parents feel they were warmly accepted by English community and they have not had to face any form of intolerance, xenophobia or prejudice so far, neither have their children at school.

Parents’ attitudes towards bilingualism

Bilingual education is regarded as profitable by Martina’s parents for various reasons. The knowledge of both system of languages positively influenced Martina’s cognitive skills. Her parents said that Martina has very good memory, she easily

understands things, she is good at problem solving, she has no troubles to concentrate on the task and she grasps new things quickly. Martina is also a talented language learner – this year she started to learn French and she is doing better than most of her classmates so far. Martina’s parents also see another positive aspect of bilingual upbringing – children educated bilingually easily accept other people’s differences, they are more tolerant of other nations and their culture.

The child’s self-identification

Regarding Martina self-identification, she thinks of her-self as “*Czech through-and-through*” who is currently living in the UK. Her mother declared: “*She is Czech. She would definitely kill me if I said otherwise.*” Martina identifies with Czech nationality according to several criterions – her parents being Czech, a lot of her friends and the rest of her family living in the Czech Republic, the time she spends there (she usually visits Czech Republic during half-term holidays), her preferring Czech cuisine and Czech customs over English ones as well as her being interested in Czech culture and history and more importantly the nature of Czech people since “*they seem to be more opened and nice*” Martina literally wrote down: “*Almost everybody greets you there...*”(See picture 3, p. 62). When we look at the portrayal of her identity, we can notice that the space around things representing Czech nationality is highlighted in bright yellow colour. This fact speaks for itself.



Picture 3 Martina's portrayal of her identity



MOJE IDENTITA aneb jak vnímám sám sebe



Ahoj,

=)

Pamatuješ si ještě na naši **diskusi o identitě** a o tom, zda jsi hrdý/á na to, že jsi napůl Čech/Česka a učíš se českému jazyku?

Když se řekne Česko, Češi, česká kultura a tradice, napadla tebe a tvé spolužáky tato **KLÍČOVÁ SLOVA**:

.....

Jak vnímáš svou identitu Ty? Cítíš se více jako Brit/ka, nebo více jako Čech/Česka? A proč vlastně?

Jsi hrdý/á na to, kým jsi? Máš rád/a Čechy, českou kulturu a tradice?

Napiš, prosím, text o tom, jak to vnímáš Ty a pokus se na tyto otázky odpovědět. Použij slova, která jsi vypsal/a nahore.

Cítím se víc jako Češka, když jsem v Londýně slavila
většinu svého života. Hodně mě zajímá česká historie a kultura...
a jídlo. Klavně mám ráda cvičkovou a guláš. Škoda je že v Anglii
knedlíky nepodávají stejně jako Kofola. Tady v Anglii lidi nejsou
tak otevření jako v Česku, kde tě skoro každý zdvají.
Taky se cítím víc doma v Česku na Petřicích: mám tam víc
věcí a ještě v pokoji patro na kterém spím. Taky se na Silvestra
dívám zhora na vlny moře. Především se ale cítím v Česku
víc doma, protože tam mám rodinu!

Picture 4 Martina's writing on the discussed topic

6.3 Laura

Family background and language situation, the origin of bilingualism

Laura is eleven years old girl of British and Czech nationality. She was born to a married mixed-language couple living in the UK. Her parents met at the restaurant where her mother worked part-time as a waitress. Laura's father is bilingual himself. He was born in the UK to Turkish-English speaking couple. Laura has one younger sister who is eight years old. Laura started her compulsory education at the age of five attending a state school. She became a pupil of CSWBL when she turned six. Her hobbies are swimming, gymnastics and skating.

Laura's mother is thirty-four years old woman of Czech nationality, so her mother tongue is Czech. She works as a catering assistant. She has been living with her husband in the UK for twelve years. There were several reasons why Laura's mother decided to find work in the UK – getting to know different culture, meeting new people, improving her English language skills and becoming independent. Laura and her mother mostly communicate with each other in Czech, but Laura's mother admitted that she does not use it consistently.

Laura's father works as a taxi driver. He is thirty-seven years old. He has dual nationality, therefore, he has two mother tongues - Turkish and English. He is dominant in English though, so he prefers using English for communication with his daughters, in fact he speaks Turkish very rarely. Laura's father does not keep in touch with his relatives living in Turkey and his parents passed away when Laura was two years old. Maybe for that reasons he feels less need to pass the knowledge of Turkish language or culture on his daughters.

Laura talks with her sister in both languages. Currently they talk to each other mostly in English, because Laura's younger sister is undergoing a state of refusing to use Czech (*"She doesn't want to speak Czech very much."*). When they were younger, they spoke only in Czech. At that time Laura's sister was dominant in Czech because she spent most of the time with her Czech mother at home and Laura associated Czech language with her sister (and her mother of course).

Laura's parents talk to each other only in English, Laura's father does not speak Czech, he has some passive knowledge of it though. He strictly follows the OPOL –

ML strategy while Laura's mother conceded that she does not follow its rules thoroughly, because she finds it difficult to switch from English to Czech, especially in moments when she also talks to her husband. When she becomes aware of that, she repeats what she said in Czech. Both parents point out when Laura makes mistakes during her speech, but "*(they) don't make a fuss over it*". If Laura does not know the word or cannot recall it, her parents translate the word for her. At times when the family is together, the most spoken language is English, when Czech is used, it is translated to English so Laura's father understands.

Laura was exposed to the impact of both languages from the very beginning so we can talk about simultaneous bilingualism.

Language strategy chosen for bilingual education

Talking with their daughter using their mother tongues seemed to be an instinctively made decision according to Laura's parents. They employed the OPOL – ML strategy (see chapter 2.1.2.), because it feels natural to talk to their daughter in the language they were brought up. The mother admitted that she does not always follow the strategy unlike her husband who keeps to the set rules. Also, each language is used for discussing different topics or is reserved for different parts of a day. For instance, they talk about school in English, about CSWBL or visiting Czech Republic in Czech. Preferable language for weekends is Czech, English is preferred on workdays.

Language dominance and mother tongue

At first, Laura was not able to differentiate between Czech and English, so she uttered mixed words. At a tender age, her dominant language was Czech since she spent more time with her Czech speaking mother. When she turned two, she started to communicate in Czech with her mother and in English with her father. The code-mixing and code-switching occurred around the age of three as she was also influenced by English speaking environment at a nursery school. Laura started to apply Czech words in English sentence structures and other way round. She associated English with her father, teachers and friends at the nursery school, meanwhile Czech was meant for communication with her mother. Throughout the years English was becoming more and more dominant. In order to maintain Laura's Czech, her mother enrolled her in CSWBL when she was six. Until then, she talked

in Czech only to her sister, mother and relatives (mostly grandparents) living in the Czech Republic. In present day, Laura's dominant language is English. Her knowledge of Czech vocabulary is more passive than active, and it is limited, although it depends on a conversation topic. Laura mostly uses Czech when she talks to her mother, relatives living in the Czech Republic or to her teachers in CSWBL.

Laura's consider both – Czech and English as her mother tongues. She believes Czech to be her mother tongue, because it is *“the mother tongue of (her) mom and grandparents”* and *“(it) was the first language she learnt”*. She identifies with Czech language according to a criterion of origin. Knowing that she uses English more often than Czech, she identifies with English as her mother tongue according to a criterion of usage (see chapter 1.4. 1).

Language competences and usage (code-mixing, code-switching)

Laura's first word was *“máma”*, she said it when she was year and three months old. Then she gradually started to pronounce Czech and English words, Czech was dominant though. Around the age of two and a half she started to differentiate the languages according to a person she talked to (her mother or her father), when she turned three, code-mixing and code-switching began to occur. The code-switching and code-mixing have remained to these days, however, it happens mostly on the lexical level. She also borrows words from a dominant language. In the past code-mixing used to happen also on the syntactic level, Laura created sentences like *“Mom, podej mi panenku, please.”*

Now, Laura is able to have a fluent conversation in both languages. She does not have a Czech accent when she speaks English, but she has a noticeable English accent while she talks in Czech. Laura mostly mispronounces Czech consonants *“ř”* (which she usually pronouns as *“ž”*) and *“ch”*. While writing, Laura rarely mistakes *“y”* for *“j”*, for example in the sentence: *“Yá šla s mamkou nakupovat.”* But she does use diacritics accurately (see picture 6 attached below, p. 70). Sometimes she overlooks the length of vowels while reading (*“á”* is read as *“a”*, etc.), usually such mistakes are made due to her carelessness. It is difficult for Laura to concentrate because she is very lively. On the lexical- semantic level, Laura's passive knowledge of Czech words is wider than the active one. She cannot recall a Czech word from time to time or she does not cover a whole meaning of a message she wants to pass

to her communication partner. An incorrect usage of prepositions with verbs is mostly repeated: “Jedeme v autobuse” instead of “Jedeme autobusem” or “*Chodím v škole*”. On the morphological-syntactical level she makes mistakes in declension, conjugation and distinguishing grammatical gender.

Laura instinctively switches from one language to another depending on her conversation partner. Laura’s language preference changes according to the discussed topic and the richness of her Czech vocabulary vary by given topic as well.

To sum it up, despite Laura making mistakes, she is able to understand, speak, read and write in both languages, therefore Laura’s bilingualism can be referred as productive bilingualism (see chapter 1. 3).

Culture influence

Laura’s mother stated that it is important for her to share customs and traditions with her offspring and preserve culture and cultural values. Laura’s mother wants her children to know who they are, where do they come from and who were their ancestors. She wants to pass them something that will make them feel closer to Czech relatives living in the Czech Republic as well as to make them proud of being half Czech.

Laura’s parents try to adapt to one another, so some compromises had to be made since they knew they were going to raise their children in a bicultural environment. They decided on what Czech and English customs they will follow. The family celebrate Saint Nicolas Day (Mikuláš), Saint Valentine’s Day or Halloween. The Christmas is celebrated in the Czech way on the 24th of December with potatoes salad and fried sea fish, and on the 25th of December, Father Christmas visits their house. Easter is celebrated by Laura’s family in the English way with an Easter hunt and painting eggs.

Laura likes to watch Czech movies, especially Czech fairy tales or animated movies. She uses Czech when she speaks of ones she has recently seen. Her mother welcomes that as it is a pleasant way to practise Czech. Laura reads books in both languages. Lately, she has read books written by David Walliams. Laura’s mother read her daughters often when they were little.

Laura's father has positive attitude towards Czech culture and Czechs. He perceives Czechs as hardworking and trustworthy people, who can make fun of themselves. He does not find big differences between English and Czech culture, though. He enjoys visiting Czech Republic and he is a fan of Czech cuisine, especially beer. He has tried to learn Czech, but he gave in as "*(it) was hard to learn*", at least he understands it passively. When visiting the Czech Republic, his wife or daughters translate what he says to the relatives for him.

Laura's mother keeps in touch with her family living in the Czech Republic once in a week or two via email or skype. The family visit Czech Republic two or three times a year during half-term holidays. When Laura stays for a longer period of time there, it takes her just few days to adapt, maybe that also goes with her extrovert personality, she has no trouble to fit in. Laura switches to Czech easily and by words of her mother: "*People say her Czech is very good*" Laura made friends in the Czech Republic while attending a Czech school for a few weeks, she occasionally contacts them over skype.

Laura likes to go to CSWBL because there is no Maths taught and she can meet her friends there. Laura's mother is in contact with parents of Laura's classmates. They spent together almost every Saturday chatting in the park near the academy or over a cup of coffee in a coffee shop while their children are at school. Laura's mother conceded that they do not participate in workshops or gatherings of Czech community in London apart from those organized by CSWBL.

Laura's mother has never experienced any kind of mistreatment or intolerance of national and cultural differences, neither have her children.

Parents' attitudes towards bilingualism

Laura's parents find bilingual upbringing worthwhile and beneficial in many aspects. Above all Laura is able to communicate with her grandparents and other Czech relatives in their mother tongue, it also gives her a better opportunity to pursue her further studies or professional career. And even if Laura loses her ability to actively use Czech due to whatever reasons that may occur, she will at least understand it passively.

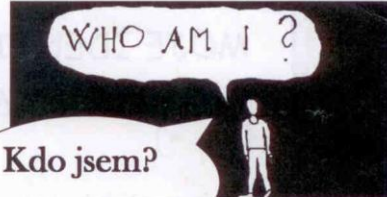
Laura's mother admitted that it is difficult for her to use exclusively Czech to communicate with her daughters, especially when they are growing up in an environment where English is dominantly spoken. She gets tempted from time to time and speaks English, particularly when her husband is present during the conversation. She knows that if she wants to keep her daughters motivated enough to learn Czech, she will have to follow the OPOL – ML strategy more strictly.

The child's self-identification

Laura's portrayal of her self-identity says it all. Laura is both, Czech and English, and she is very proud of it. Laura made a collage of pictures representing typical things for both cultures. She associates herself with British nationality because she was born in the UK and she has been living there for her whole life. On the other hand, her mother is Czech, she speaks to her in Czech, her family celebrate Czech feasts and her grandparents live in the Czech Republic, therefore she identifies herself as a half-Czech as well. During the interview held in CSWBL, she confided her insecurities she experienced when she was attending a primary school in the Czech Republic. She did not have any problems fitting in, but she felt sorry for her classmates perceiving her as a purely English girl "*who happens to be fluent in Czech*".

JAK VYPADÁ MOJE IDENTITA?

SOUTĚŽ O NEJZAJÍMAVĚJŠÍ
VÝTVARNÉ ZTVÁRNĚNÍ SVÉ
IDENTITYza odměnu !!! =)



Vnímáš se více jako BRIT nebo jako ČECH? Nebo OBOJÍ? Vytvoř plakát reprezentující TVOU IDENTITU. Jak by vypadala? Fantazii se meze nekladou, můžeš kreslit, lepit obrázky, novinové výstřížky.....



Picture 5 Laura's portrayal of her identity



MOJE IDENTITA aneb jak vnímám sám sebe



Ahoj,

Pamatuješ si ještě na naši **diskusi o identitě** a o tom, zda jsi hrdý/á na to, že jsi napůl Čech/Češka a učíš se českému jazyku?

Když se řekne Česko, Češi, česká kultura a tradice, napadla tebe a tvé spolužáky tato **KLÍČOVÁ SLOVA**:

.....

Jak vnímáš svou identitu Ty? Cítíš se více jako Brit/ka, nebo více jako Čech/Češka? A proč vlastně?

Jsi hrdý/á na to, kým jsi? Máš rád/a Čechy, českou kulturu a tradice?

Napiš, prosím, text o tom, jak to vnímáš Ty a pokus se na tyto otázky odpovědět. Použij slova, která jsi vypsál/a nahore.

Já se cítím jako Češka ~~ne jako Britka~~
~~protože bydlím v. anglii a mám se ma hodně věci~~
 protože bydlím v. anglii a ^{angličanka} ~~mám se ma hodně věci~~
 jako dvoce ale ~~ne~~ cítím se jako Češka protože tam
 mám babičku a dědu a taky se tam narodila moje maminka.

Picture 6 Laura's writing on the discussed topic

6.4 Sophie

Family background and language situation, the origin of bilingualism

Sophie is twelve years old girl of Czech and British citizenship. She was born in the UK to a mixed-language married couple living in London. Her father is English, her mother is Czech. Sophie's mother met her husband during her studies at the university. They have been living together for seventeen years. Sophia has got two sisters. Her younger sister is ten years old, her older sister is fourteen. She started to attend an English public state school at the age of five. Her parents enrolled her in CSWBL when she was six years old. Sophie's hobbies are dancing, gymnastics, drawing and reading.

Sophie's mother is forty-two years old. She currently works as an accountant. Her mother tongue is Czech, of course, she is fluent in English on the native speaker level and she also learns Russian. From the very beginning she was resolved to speak Czech with her children for she considers letting her children get to know Czech culture through Czech language as one of the most important and crucial things for their upbringing. She requires her daughters to talk to her only in Czech. When they make mistakes, she notifies them. She did not use to do that so often when they were younger as it would be discouraging. She just usually alerted them when they used English to start a conversation with her and Sophie's father did the same thing when his daughters approach him in Czech. When they cannot recall the right Czech words, they usually ask their mother to help them out to express what they want to.

Sophie's father is forty-six years old IT specialist working for a multinational company. His mother tongue is English, his German is on the proficient level and he tries to learn some Czech, but "*despite his efforts*" he is still on the elementary level (especially in speaking). He is capable of understanding a basic message of a conversation spoken in Czech. His mostly passive knowledge of Czech has been deepened throughout the years as his wife or his daughters translate for him what they say in English to engage him to their conversations. Sophie's father speaks his mother tongue - English with his daughters.

Sophie communicate with her sisters in both languages, depending on the conversational topic, however, English is more frequently used between them. When

only their mother is present, they tend to speak in Czech. When Sophia was little, her dominant language was Czech and that was also the language she spoke with both her sisters, but after they started to attend a nursery school their language dominance started to gradually change.

Sophie's parents speak English to each other. When the family is together, Czech and English are used simultaneously, however, certain topics are discussed rather in English. Czech is always translated to Sophie's father.

Currently, Sophie speaks Czech mainly with her mother and from time to time with her sisters. When Sophie uses a word borrowed from one language in a sentence pronounced in the other language, her parents ask her to try to say it once again in a targeted language in different words. Sophie is perfectly capable of switching from Czech to English in no time depending on the situation or the person who she talks to, her vocabulary register in both languages is solid for a girl of her age and she is able to have a fluent conversation in both languages, therefore her bilingualism can be classified as cooperative.

Language strategy chosen for bilingual education

Sophie's parents decided on employing OPOL – ML bilingual education strategy (see chapter 2.1.2) before their eldest daughter was born despite their decision to stay in the UK in the future. There were several reasons for that. First and foremost, parents of Sophie's mother do not speak English so it would be very difficult to establish a relationship with their grandchildren. The second reason was that Sophie's parents thought of the opportunities which the bilingual education can bring for their daughters – getting to know more people, other nations and their culture, not to mention possible academical success or better chances of finding a job (even abroad) in the future. The last main reason for employing OPOL – ML strategy was Sophie's parents feeling obligated to take part in forming of their daughters' positive attitude towards both languages and both cultures.

Language dominance and mother tongue

The first language Sophie acquired was Czech, it was a natural outcome since she spent most of the time with her Czech mother. After some time, her English started to develop. Initially, she just repeated English words. Then, the code-mixing began

to occur while she was talking. She spoke Czech-English language mixture. She could not differentiate between Czech and English words, she used them randomly while communicating with both of her parents. Around the age of three she could differentiate between the languages. At that time, her Czech was more dominant and more favoured by Sophie. With attending a nursery school, English began to advance in all language skills – reading, speaking, writing. She was more exposed to the English-speaking environment, the frequency of her using Czech declined.

While talking to her mother, she has always spoken Czech. She could not avoid using English words as she did it unknowingly in a form of code-mixing or code-switching. Nowadays an intentional borrowing words from English prevail in her Czech speech. It happens when she cannot recall the right word in Czech or she does not know it at all. When she does that, her mother asks her to explain herself differently using different words, she gives her a hint, or she translate English words to Czech for her.

Sophie is fluent in both languages, still she is more proficient in English and her English lexicon is richer than Czech one. Sophie claimed that she prefers speaking English as she is better at it. Therefore, her dominant language is English, Sophie classifies her language dominance according to a criterion of usage frequency and proficiency.

Sophie's mother believes that Sophie thinks of both languages as her mother tongues as these are the languages she speaks with (according to a criterion of origin). Yet, Sophie indicated that she finds English to be her mother tongue, because it allows her to express herself more precisely than Czech, she also uses English more often, she thinks of English as her mother tongue according to a criterion of competence and function.

Language competences and usage (code-mixing, code-switching)

Sophie's first words ("*máma*" and "*dada*") were uttered in "Czech-English language mixture" when she was year and ten months old. Seven months later she started to say other Czech and English words. As she began to utter whole sentences code-mixing and code-switching were common. Around the age of three and two months she was able to tell the languages apart. At first, her Czech was on a higher

level than English because she spent most of the time with her Czech speaking mother and sister who usually spoke Czech with her. Her father was rather busy with work, so he did not spend so much time with them. Sophie's English language skills got remarkably better after she started to attend a nursery school and made some new friends there. Being more exposed to the English-speaking environment, the process of attrition of Czech language was unavoidable resulting in weakening of her proficiency in it. That worried Sophie's mother a bit so she enrolled her in CSWBL and as soon as she learnt how to write, her mother made her to start writing a diary in Czech. Sophie has been doing it till these days.

Nowadays, Sophie is capable of speaking both languages fluently, her mother added: "*Yet I must not insist on her speaking standard Czech.*" Sophie's writing in non-standard Czech is noticeable in the picture 8 (see below, p. 79): "... *lidi mě kategorizujou*", "... *mám rači Čechy ...*", "... *jde mi to líp ...*". The code-switching does occur especially when she talks using Czech on a conversational topic which she would predominantly discuss in English, the English words are more accessible to her than Czech ones. The borrowing words from the dominant language does emerge on a daily basis. She reaches out for English words when she wants to express herself more precisely or when she talks about things she experienced in English.

Sophie seems to have a faint English accent while speaking in Czech, she does not have a Czech one while talking in English. The most challenging for her is a pronunciation of the Czech sound "ř" and "r". When she was younger, she had troubles distinguishing Czech sounds "c", "ch", "y" or "j". It manifested when she was reading or writing as she mistook Czech sounds for English ones. She often pronounced "ch" as "č", "c" as "k", "y" as "j" and "j" as "dž" She wrote Czech "c" as a diagram "ts" ("*mamintse*", "*v mistse*", etc.). Sophie almost never does these mistakes now. One of the biggest obstacles for a bilingual child is Czech diacritics and distinguishing the length of vowels, Sophie mastered it perfectly, but she makes these mistakes from time to time as you can see in the picture 8 - "*domy nejsou hezky namalovány*" (This mistake seems to be made due to her carelessness though).

As for the lexical-semantic level of languages, Sophie's passive knowledge of Czech lexicon is better than her active one. She sometimes uses Czech words incorrectly:

“V Anglii není moc zelené, ale v Čechách máme lesy...”. Her Czech is often “translated English”, Sophie’s mother gave some examples of such “translation”: *“Nevadí mi to.”* instead of *“Je mi to jedno.”*, or *“Jeli na vlaku.”* instead of *“Jeli vlakem/ Jeli ve vlaku.”*

On the morphological-syntactic level she makes common mistakes in declension, conjugation, distinguishing grammatical gender or verbal aspect.

Based on the previously mentioned information we can consider Sophie’s bilingualism as active (productive) since she is able to understand, speak, write and read in both languages (see chapter 1. 3).

Culture influence

Sophie’s mother was raised up by a traditional family. To cultivate feelings of appreciation of Czech culture and tradition in her children is very important for her, because she wants to preserve its cultural values within the family. She believes that it is something that connects them with Czech relatives living in the Czech Republic. She does not want to see her children perceiving themselves as merely English.

Sophie’s parents decided to bring up their children bilingually as well as biculturally. English and Czech customs are followed by their family. Sophie’s family celebrate Czech Christmas on the 24th of December and the day after they celebrate English Christmas Day, Saint Nicolas Day, Halloween, Children’s Day, Mother’s and Father’s Day, Easter with painting the eggs and egg hunting, or name days (Sophie’s father celebrates his name day too).

Sophie enjoys watching Czech movies or movies dubbed in Czech language. She also likes to talk about what she saw after. Sophie loves reading. These days she prefers books written in English than Czech. Sophie inherited her passion for reading from her mother. When she was little, her mother read to her or practice reading with her every day.

Sophie’s father has a very positive attitude towards Czechs and their culture. He perceives them as friendly and nice, hospitable people who may appear to be a bit reserved and uptight at first, but they *“warm up to you”* after some time. He thinks that Czech are nice, hospitable and practical people. He likes going hiking and

sightseeing when the family visit the Czech Republic. His passive knowledge of Czech allows him to understand a basic message of conversation, still he cannot use Czech actively on a high level.

Sophie, just as her father, loves Czech nature and countryside. She thinks that the Czech Republic is in that matter better place to live in. Sophie has a few Czech friends living in the Czech Republic, she got to know them when as she spent summer holiday at her grandparents'. She keeps in touch with them through mail (written letters or emails) or WhatsApp and she visits them during summer.

The family visit their relatives living in the Czech Republic at least three times a year during half-term holidays. Sophie usually stays with her grandparents or aunt and cousins for the whole of August. At first, she is shy and quite cautious about her making potential mistakes, so it takes her some time to get talking. She is afraid of people making fun of her when she mispronounces some words or make some grammar mistakes. The family keep in touch with the relatives living in the Czech Republic via email correspondence, skype or they phone them once a week.

Sophie's mother is in contact with other Czech families living in the UK apart from those whose children attend CSWBL. Sophie takes part in cultural events and workshops organized by CSWBL or other Czech organizations. Sophie enjoy spending time at CSWBL with her classmates. She sometimes goes with them out on a workday or after Saturday lessons and she communicate with them through WhatsApp.

Sophie's mother thinks of the English people as of a very tolerant nation. She has not experienced any kind of mistreatment or intolerance so far.

Parents' attitudes towards bilingualism

Even if it was challenging, Sophie's parents do not regret their decision to bring their children up bilingually. According to their words they wanted to allow their children to come to know cultures of the countries they come from by learning their mother tongues. In these days it is beneficial and to some point it is a necessity to master speaking more languages. Bilingually raised children are far ahead of their peers regarding this matter. The ability to speak more languages opens a lot of opportunities – getting to know people of different nations and different cultures and

gives you better opportunities to pursue your future career. Sophie's mother, however, highlighted that the most crucial reason for her applying the OPOL-ML method was that her children would be able to communicate with their grandparents and other relatives living in the Czech Republic who do not speak English during their visits.

The child's self-identification

On the subject to Sophie's self-identification, she identifies with both nationalities. She is a half-Czech and a half-English as she said "*(she is) the combination of (her) parents*". She connects a certain language with a certain parent, including their cultures. However, Sophie predominantly identifies herself with Czech nationality. Sophie sees herself as a Czech who is, nevertheless, better at speaking and expressing herself in English when she is in the UK. When she is in the Czech Republic, she feels to be more English. It is possible that Sophie being surrounded by native speakers of one language becomes more aware of the cultural and national differences of another language native speakers and their community, when it happens, "*(she) feel(s) to be a bit out of the place.*" Another reason for her self-association with Czech culture is the fact that she visits her family living in the Czech Republic only during holidays, she spent there her free time doing her favorite activities, which are not commonly done in the UK (as mushroom hunting) and she does not have to study for school.

Sophie is a very sensitive girl, especially when it comes to the way other people perceive her. She confided about herself being misjudged by her teacher working at the English school she used to attend. Probably without being informed about what comes with being bilingual, the teacher referred to Sophie as a second-language learner since her language skills in English were lacking compared to her monolingual peers'. The teacher attitude was unprofessional and unacceptable. After several incidents Sophie started refusing to go to school as the teacher behaviour towards her shattered her self-confidence and made her feel embarrassed.

JAK VYPADÁ MOJE IDENTITA?

SOUTĚŽ O NEJZAJÍMAVĚJŠÍ
VÝTVARNÉ ZTVÁRNĚNÍ SVÉ
IDENTITYza odměnu !!! =)

WHO AM I ?

Kdo jsem?

Vnímáš se více jako BRIT nebo jako ČECH? Nebo OBOJÍ? Vytvoř plakát reprezentující TVOU IDENTITU. Jak by vypadala? Fantazii se meze nekladou, můžeš kreslit, lepit obrázky, novinové výstřižky.....



Picture 7 Sophie's portrayal of her identity



MOJE IDENTITA aneb jak vnímám sám sebe



Ahoj,

Pamatuješ si ještě na naši **diskusi o identitě** a o tom, zda jsi hrdý/á na to, že jsi napůl Čech/Češka a učíš se českému jazyku?

Když se řekne Česko, Češi, česká kultura a tradice, napadla tebe a tvé spolužáky tato **KLÍČOVÁ SLOVA**:

Jak vnímáš svou identitu Ty? Cítíš se více jako Brit/ka, nebo více jako Čech/Češka? A proč vlastně?

Jsi hrdý/á na to, kým jsi? Máš rád/a Čechy, českou kulturu a tradice?

Napiš, prosím, text o tom, jak to vnímáš Ty a pokus se na tyto otázky odpovědět. Použij slova, která jsi vypsal/a nahoře.

Když jsem v Anglii, cítím se jako Češka a lidé mě kategorizují jako Češka. Ale v Čechách jsem Angličanka. Děti v Čechách si myslí že Anglie je krásná a super, ale já mám rádi Čechy. Cítím se jako Češka ale rádi mluvím anglicky protože je to lehčí jako mi to líp. Ale Česká Republika je hezká a Chob je moc krásný. Anglie je taková špinavá, moc velká, moderní. V Čechách máme chaty, a lesy kde se sbírají houby. V Anglii, nikdo nejde na houby, a nemá chaty, a je mi to líto. Také nejsou slavnosti ani náměstí, a domy nejsou hezky namalované. V Anglii není moc zeleně ale v Čechách máme lesy, parky a prajínky.

Picture 8 Sophie's writing on the discussed topic

7. THE RESEARCH FINDINGS

One of the main objectives of the research was to find out what strategies for bilingual upbringing were employed by parent of six-grade pupils attending CSWBL, whether the applied strategies were strictly followed by parents as well as ascertain if the parents followed these strategies instinctively or if they thoroughly studied them in advance. Furthermore, the research elucidates what led to parents' choice of the specific strategy and how its applying has resulted with regards to children's language acquisition and level of their language skills. Last but not least, the research aims to ascertain what nationality and culture the children identify with and discover possible reasons behind their choice. For these purposes the qualitative methods of semi-structured interview, participant and non-participant observation were applied. Using the collected data, case studies of the pupils were drawn up (see above). The carried-out research has come up with following findings.

Research question 1 (Q 1): *“What strategies for bilingual upbringing do parents follow?”*

All parents involved in the research instinctively decided to speak their mother tongue with their children. They all agreed that they would never choose different approach for it would feel unnatural and it would be more difficult for them to express themselves in a none-native language. It would be even harder to pass their cultural tradition and values on their offspring as it would be impossible to build in them a positive attitude towards their parents' mother tongues, nationalities and cultures. In order to do that, they have to speak to them in a language which represents their culture and nationality. Language is a very important part of one's culture. The way we speak influence our way of perceiving the reality around us, our native language shapes the way we think and it makes us who we are.

As for Martina's and Anna's families, the reasons for employing the mL@H strategy are obvious. Both families are moving back to the Czech Republic so it is important for parents to maintain their children's Czech on a high level since they will most probably be further educated in it. It will allow them to quickly adapt to Czech speaking environment. Another reason for applying the strategy was to cultivate their positive attitude towards Czech culture and traditions.

Regarding Laura's and Sophie's bilingual upbringing, their parents employed OPOL - ML strategy for several reasons. Firstly, both Czech mothers wanted their children to be able to speak Czech with their grandparents and other relatives living in the Czech Republic who do not understand English, they believe it would be harder for their children to establish a solid relationship with them. Secondly, all parents agreed on them feeling the necessity to take part in forming of their children's positive attitude towards both languages and both cultures, passing on them the values of their cultures.

Research question 2 (Q 2): *“What is the language situation of each bilingual family, in what situations does a bilingual child use both languages?”*

A language situation of each bilingual family is different. The summarization of their language situations would be redundant as it was already depicted in the preceding chapter. Therefore, an emphasis will be put on presenting differences in each child's language choice influenced by a situation in which she speaks it and mentioning the frequency of a child's use of both languages. The pupils' language choice depends on their communication partner, discussed topic, sufficiency of their vocabulary and, of course, willingness to use it.

Pupils brought up by mL@H strategy speak Czech most of the time spent at home. However, when they talk with their siblings, they tend to use English more often. When the family is together, they all use Czech. Both fathers decided to speak English with their children from time to time to secure their future progress in English and to make it easier for them to share their experience. A conversation in English mostly occurs in situations when the girls have difficulties to express themselves precisely in Czech. It depends on the topic and on the language in which they gained a discussed experience. When they are visiting the Czech Republic, they speak only Czech. During lessons at CSWBL they speak Czech. They speak both languages with their classmates during breaks. They are aware of what language is preferred by their communication partners, so they use them accordingly.

Pupils brought up by OPOL - ML strategy speak both languages at home. Logically, they use English more frequently than Czech, because they are more exposed to it since it is a dominant language of the community, they acquired the language on the

higher level than Czech, and they interact with more English-speaking people than Czech native speakers. They use Czech when they communicate with their Czech mothers, their siblings (even though they often prefer English to Czech), Czech relatives and other Czech native speakers (teachers, teacher assistants or family's acquaintances). During breaks at CSWBL, both girls tend to use English while talking to their classmates. Laura's possible reason for such preference is that she does not have to put so much effort into it. Sophie, on the other hand, is not confident enough to speak it as she is very attentive to her making mistakes.

Research question 3 (Q 3): *“What are communicative competences of a bilingual child? Do code-switching and code-mixing occur during the communication?”*

As for the presenting bilingual pupils' communicative competences, only those of the present day will be mentioned, and very briefly, since it was already thoroughly done in the preceding chapter.

All children are fluent in both languages to a certain extent. They speak, write and read in both languages. We refer to this type of bilingualism as productive or active bilingualism, regardless the children making mistakes, which do not make their language usage incomprehensible, though.

Nevertheless, there are apparent differences in their language competences, level of proficiency and richness of their Czech lexicon. They are all able to switch between languages depending on who they talk to. The code-mixing and code-switching do occur from time to time, more often in the utterances of those brought up employing the OPOL-ML method. The most common phenomenon is “borrowing words from the dominant language” in situations when a child cannot recall the word in the target language at that moment, he understands the word passively but does not use it actively or, in rare cases, he has not acquired it yet.

Research question 4 (Q 4): *“Which language is a child's dominant – the language of the community or a native language of his mother?”*

It was proven that all subjects (referring to the pupils) are more dominant in English than Czech. It is primarily caused by the bigger exposure to English language – it is the dominant language of the community they live in, they speak it at school for most

of the day apart from Saturdays which are dedicated to CSWBL and situations when they talk to their Czech parents, siblings or their relatives at their homes.

All participants referred to English as their dominant language, because it is the language they use more often (criterion of usage), they are better at expressing themselves in it (criterion of competence) so their active knowledge of English is richer and better. Despite that, pupils raised up by their parents using mL@H strategy do not consider English to be their mother tongue.

In case of Martina, we can even refer to her bilingualism as almost balanced, which is quite rare. She confided that she thinks and dreams in both languages, her acquaintance with both languages is on a very high level, her active knowledge of both languages is quite rich and she rarely makes mistakes using them.

Research question 5 (Q 5): *“What does motivate parents to decide on the bilingual education and how do they perceive its results?”*

As it was already written above, parents want to hand their culture values and the ability to speak their mother tongue over to their children. It is part of them as they are parts of their children’s lives. That was the major motivation for them deciding on the bilingual education of their children.

All participants (referring to children’s parents) have not found any negative impacts of bilingual education on their children’s speech and language development or development of their cognitive skills. On the contrary they find it to be profitable for various reasons. All of them stated that bilingual upbringing made their children to be more opened and tolerant to other nations, ethnicities and their cultures. They easily accept other people’s differences. Some children also proved to excel at studying foreign languages compared to their monolingual peers. Another positive effect was mentioned by Martina’s parents as they claimed that the knowledge of both system of languages positively influenced her cognitive skills. She memorizes things easily, she is good at problem solving or she grasps new things and tasks fast. And lastly, bilingual children have a certain advantage in terms of pursuing their future educational and professional careers.

As for employing the mL@H strategy for bilingual education, its biggest challenge (according to parents) is when a child is starting to adjust to the environment where the dominant language of community is spoken. It is natural that the children's language dominance will gradually change as the use of previously dominant language will decline. Children have to be given enough opportunities to use both languages and parents have to keep their children motivated for learning the non-dominant language.

Regarding the OPOL - ML strategy, parents stated that the most challenging for them is to remain consistent. Czech mothers admitted that it is difficult to only use Czech for communicating with their children, especially when the whole family is more exposed to English language (at work, at school, etc.). It is tempting, mainly when children's fathers are present during the conversations or are even participating in it. If one parent becomes inconsistent, his child will notice it and most probably will follow the same "communication strategy". From that point, it could get harder to motivate the children to speak the other (the non-dominant) language. In the worst-case scenario, a child may even refuse to speak it at all justifying his attitude with the apparent fact that the parent does not speak it with him as well. The most important thing is to motivate a child by exposing him to as much Czech as possible and by building a positive attitude towards the language and its culture in a child's heart – frequent visits of the Czech Republic, reading favourite books or watching movies in target language, making new Czech speaking friends, preserving good and healthy family relationships and celebrating Czech customs (or even writing a diary in the language).

Research question 6 (Q 6): *“With what nation and culture does a bilingual child identify more and what are the possible reasons why?”*

It is clear that the process of one's self-identification with a nationality and culture is influenced by many factors – a person's character, his age, exposure to the language(s), the environment he was brought up in, good family relationships, cultural traditions and values followed by his family and, of course, a motivation to retain the language.

For sure, children should be given enough opportunities to use their native language. With not enough exposure to the language, the level of language use will decline which can lead to a child's language attrition demonstrated by a decrease of language proficiency. That could be a cause of a child's future insecurities or unwillingness to speak it. The manner in which we speak the language is a major attribute of our social identity. We dream and think in it, as well as we establish relationships with others while using it.

A positive attitude towards the language, its speech community and enough motivation may reduce the process of attrition which is, to a certain extent, unavoidable in case of bilingual children. If the children connect speakers of the language with positive feelings, they are more motivated to maintain the language. In case of observed bilingual children living in the UK we talk about relatives or friends living in the Czech Republic, classmates attending CSWBL and its teachers and, of course, no Czech speaking family members tolerating the Czech culture and Czech language and supporting the children's further education in the language.

The children brought up by applying the mL@H method identify themselves with Czech nationality and culture. It is given by the fact that their parents come from the Czech Republic, Czech is their parents' and their mother tongue (as it was the first language they learnt), their families celebrate Czech traditions and feasts, they are fluent in Czech and, above all, their parents cultivate love for Czech language and culture in them. Anna, however, stated that living in the UK did influence the way she sees herself as she thinks there will always be a little part of herself who is English.

It differs a bit when it comes to the children brought up applying OPOL - ML strategy. Laura and Sophia refer to themselves as half-Czech half- English. Both girls associate themselves with British nationality because they were born in the UK, they have been living there for their whole lives and, above all, a most of their friends and their loved ones are English speaking (apart from the relatives living in the Czech Republic). On the other hand, Czech was the first language they acquired, their mothers are Czechs and they communicate with them in the language (in most cases) or they celebrate Czech feasts at home, they have gained a lot of good experiences and made some friends while staying in the Czech Republic (they spent there most of

their summer holidays every year), therefore they also identify themselves with Czech nationality.

Both girls identify themselves with both nationalities and both of them feel insecure, when they are not perceived as such by members of each community. Laura felt disappointed when her Czech classmates did not recognize her as a half-Czech, Sophie was hurt by her English teacher saying that her English sounds like one of a second language learner. As Sophie is surrounded by native speakers of one language, she becomes more aware of the cultural and national differences of the other language speaking community. She calls this feeling “*being a bit out of the place*”. It should be rather described as realising the different aspects of her cultures since being bilingual often goes with being bicultural.

CONCLUSION

Nowadays, it is not unusual to meet with children being brought up bilingually by language-mixed couple or couples who decided to live abroad for various reasons. Apart from the ability to speak two languages a bilingual child acquires different cultural customs and traditions as he is surrounded by different cultural environment. His way of thinking could be change as well since the language we speak changes the way we perceive the world around us. The language we speak and cultural tradition we follow make us who we are. The bilingual children are not the exception.

It is of high importance to realise this fact. Perceiving a bilingual person as merely someone with one mother tongue who is acquiring the other language as a second language learner would be narrow-minded same as expecting that a bilingual person identifies himself with just one nation and one culture.

Especially those who are in contact with bilingual children and work with them – teachers or teacher assistants should be knowledgeable about this matter. To avoid coming up with such a conclusion it is necessary to raise the awareness of this issue. The results of the presented study may serve as a useful source of information for those who are interested in the phenomenon of bilingualism – students of faculties of education exploring the given issue, teachers of primary schools having a bilingual child in their class or parents bringing up their children in a bilingual environment.

The four case studies of bilingual children attending CSWBL presented in the thesis were drawn up based on the data gathered by the diploma candidate. The research methods used were semi-structured interview and participant observation. In each case study following points regarding bilingualism were analysed – language situation of a family and the origin of bilingualism, language strategy chosen for bilingual education, language dominance and mother tongue, language competences and usage, culture influence, parents' attitudes towards bilingualism and self-identification of a bilingual child.

Strategies for bilingual upbringing the parents decided upon were mentioned and the language situations of the pupils were described in detail in the practical part of the thesis. It was ascertained that all parents involved in the research instinctively

decided to speak their mother tongue with their children. The strategy naturally followed by parents is a consequence of their language situation. Parents being both of Czech nationality living abroad would probably decide on employing the mL@H strategy whereas language-mixed couple would decide on employing one of the OPOL strategies depending on where they live.

It was also proven that no matter what strategy parents followed the dominant language of the community became the dominant language of a bilingual (the pupils' dominant language is English, not Czech). The research also shown that despite English being their dominant language, children brought up by Czech parents living in the UK following the mL@H strategy do not consider English to be their mother tongue. According to a criterion of origin they perceive Czech as their mother tongue. It differs when it comes to children brought up by language-mixed couples following the OPOL–ML strategy depending on what criterion they take into consideration – criterion of origin (both languages), criterion of usage and competence (the dominant language).

It was found that the pupils' language choice and frequency of language usage depend on their communication partner, discussed topic, sufficiency of their vocabulary, willingness to use them, and, of course the amount of exposure to the languages. It was proven that all children are fluent in both languages to a certain extent (productive bilingualism), nevertheless, there are apparent differences in their language competences, level of proficiency and richness of their Czech lexicon. The research explained that parents being consistent (or inconsistent) in following the chosen strategy have the biggest influence on bilingual children's language development and their language competences together with parents' effort to motivate their children in learning the languages, develop both of their lexicons and arouse in their children eager to acquire the languages. The code-mixing and code-switching do occur in children's utterances (as it is natural and unavoidable to some point), but it is not an unwanted phenomenon. They occur more often in the utterances of those brought up employing the OPOL-ML method. Hence, more common phenomenon is "borrowing words from the dominant language".

The research confirmed that parents see bilingualism as beneficial in many ways – bilingual upbringing made children to be more tolerant and opened to other nations

and their cultures, bilingual children proved to be good at studying foreign languages, the knowledge of both language system positively influenced their cognitive skills such as memory or problem solving, and above all, they have a certain advantage in terms of pursuing their future professional careers.

The possible factors influencing a bilingual child self-identification with nationality and culture were indicated – a person's character, his age, enough exposure to the language(s), the environment he was brought up in, good family relationships, a positive attitude towards the language, its speech community and, of course cultural traditions and values followed by his family.

With the rising number of bilingual children, it is more important than ever to deal with the issue of bilingualism and it should be made known to the less informed public, because better awareness of the phenomenon may not only lead to better understanding of bilinguals, but also to bigger cultural tolerance and wider openness to diversity of any sort.

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APPENDICES

Appendix A

The questionnaire for parents

Appendix B

The semi-structured interview with the bilingual pupils' parents in English and Czech

Appendix C

My Identity worksheet

Appendix D

Drawing/Crafting My Identity worksheet

Appendix E

Study material of the 6th grade of CSWBL

Appendix A

The questionnaire for parents

OBECNÉ INFORMACE

Pohlaví žáka: žena muž

Věk žáka: Národnost žáka:

V kolika letech žák nastoupil povinnou školní docházku?

Kde nastoupil žák povinnou školní docházku? v ČR v UK Jiné:

Jaký typ základní školy jste zvolili? církevní soukromá státní

V kolika letech nastoupilo vaše dítě do české školy?

Jaké jsou zájmy vašeho dítěte?

.....

JAZYKOVÁ SITUACE ŽÁKA

Kdy Vaše dítě začalo používat první slova?

Vzpomenete si na první slova Vašeho dítěte a v jakém jazyce byla?

.....

Mluví Vaše dítě doma česky? Jak často? nemluví občas často

Jiné:

Při jakých situacích mluví česky?

.....

Dívá se Vaše dítě na filmy a seriály v češtině? Vypráví pak o tom, co vidělo v češtině?

.....

Čte Vaše dítě v češtině? ANO - NE

Pokud ano, co čte?

.....

Čte Vaše dítě české texty rádo nebo z donucení?

.....

Četli jste s Vaším dítětem knížky v češtině, když bylo malé?

ano, často občas téměř ne ne

Je Vaše dítě schopné plynulé spontánní konverzace v češtině? ANO NE

Případně rozved'te:

.....

Pokud ano, objevují se v promluvě dítěte anglické výrazy? ANO NE

.....

Má Vaše dítě potíže spíše s gramatikou nebo výslovností v českém jazyce?

.....

Má-li potíže s gramatikou, specifikujte co konkrétně:

.....

.....

Má-li potíže s výslovností, s kterými hláskami?

.....

Který jazyk je u Vašeho dítěte dominantní (který při konverzaci preferuje a který mu činí menší potíže)?

.....

.....

INFORMACE O RODINNÉM PROSTŘEDÍ

Jaké je složení Vaší rodiny?

rodič samoživitel sezdaní rodiče rodiče žijící v partnerství Jiné:

Zaměstnání matky:

Jaká je rodná země matky?

Jaký je rodný jazyk matky?

Jaké je zaměstnání otce?

Jaká je rodná země otce?

Má Vaše dítě sourozence? ano ne

Pokud ano, napište počet: bratra..... sestru..... Jiné (nevlastní)

Kolik je sourozenci/ sourozencům let?

V jakém jazyce spolu Vaše děti komunikují (např. přihraní)?

- v češtině v angličtině v obou jazycích

Jakým jazykem komunikuje dítě s matkou? Případně rozved'te:

.....

Jakým jazykem komunikuje matka s dítětem? Případně rozved'te:

.....

Jakým jazykem komunikuje dítě s otcem? Případně rozved'te:

.....

Jakým jazykem komunikuje otec s dítětem? Případně rozved'te:

.....

Jakým jazykem komunikujete se svým partnerem?

.....

Při jakých příležitostech u Vás doma mluvíte česky (při společném jídle, na výletech apod.)?

.....

.....

Informovali jste se před narozením Vašeho dítěte o bilingvní výchově?

.....

Pro jaký typ jazykové výchovy jste se rozhodli?

- Jeden rodič – jeden jazyk
- oba rodiče používají jeden jazyk (např. angličtinu), od 3 let dítěte začínají používat jazyk druhý (např. češtinu)
- v rodině se používá jazyk menšiny, většinový jazyk si dítě osvojuje mimo rodinu
- střídání jazyků podle dnů (např. v týdnu rodiče mluví jedním jazykem, o víkendu druhým)
- střídání jazyků v různých částech dne (např. dopoledne jeden jazyk, odpoledne druhý)
- střídání jazyků podle konverzačního tématu (např. o škole mluví dítě jedním jazykem, o rodině druhým)

Proč jste tento typ výchovy zvolili?

.....

.....

Dodržíte důsledně Vámi nastavený řád užívání jazyků (rodiče i dítě)? Případně rozved'te:

.....
.....

Kdy ne?

.....
.....

ČESKÁ ŠKOLA:

Chodí Vaše dítě rádo do anglické školy? ano ne Jiné:

Chodí Vaše dítě rádo do české školy? ano ne Jiné:

Pokud ne, či spíše ne, proč tomu tak podle Vás je?

.....

Je Vaše dítě v kontaktu se svými spolužáky i mimo výuku? Kdy?

.....

Stýkáte se s ostatními rodiči, jejichž žáci navštěvují českou školu? ANO NE

VZTAH ŽÁKA A RODINY K ČESKÉ KULTUŘE:

Pokud Váš partner není české národnosti, jaký je jeho postoj k Česku a české kultuře?

.....

.....

Rozumí Váš partner češtině? Mluví plyně česky?

nerozumí, nemluví rozumí pasivně, nemluví rozumí a trochu mluví

rozumí a mluví (středně pokročilý) rodilý mluvčí/ mluví plyně

Učí se Váš partner česky? ANO NE

Jaký je postoj rodiny Vašeho partnera k Česku a české kultuře?

.....

Jak často Vaše rodina navštěvuje ČR?

.....

Jak často komunikujete s rodinou žijící v ČR?

.....

Jaký způsob komunikace preferujete

skype telefon osobní setkání Jiné:

Funguje Vaše rodina v rámci české komunity v UK? Jste s českými rodinami žijícími v UK v kontaktu? Trávíte spolu čas? Účastníte se společenských akcí české komunity?

.....
.....

Má Vaše dítě české kamarády žijící v ČR? Je s nimi v kontaktu?

.....
.....

Dodržují se ve Vaší rodině české tradice? Pokud ano, které?

.....

Cítíte jako povinnost pěstovat ve svém dítěti pozitivní vztah k češtině a české kultuře, ačkoli třeba dlouhodobě pobýváte v zahraničí?

ANO NE

Cítí se Vaše dítě být, dle Vašeho názoru, Angličanem/ Angličankou nebo spíše Čechem/Češkou?

Má Vaše dítě pozitivní vztah k Česku a českým tradicím? ANO NE

Má Vaše dítě pozitivní vztah k češtině? ANO NE

Jaký je podle Vás postoj anglické společnosti k Čechům žijícím v UK? Máte nějaké negativní zkušenosti?

.....

Appendix B

The semi-structured interview with the bilingual pupils' parents in English

1. How old is your child? What is his/her nationality?
2. At what age did your child start to attend school (compulsory school age) and in which country?
3. What type of school is your child attending – private, public or religious?
4. At what age did your child start attending the Czech School Without Borders London?
5. When did your child utter his/her first word? What was the word and in which language was spoken?
6. Does your child speak Czech at home? How often and in which situations?
7. Does your child watch movies or TV series in Czech language? Does he/she talk about what he/she saw later?
8. Does your child read in Czech? If yes, does he/she like it? Is he/she forced to do it? What kind of books/texts does he/she choose to read?
9. Did you read to your child in Czech when he/she was little?
10. Is your child capable of spontaneous conversation in Czech? Are there any English expressions in his/her speech?
11. Does your child mix the language or switch from one to another within a speech/or a sentence?
12. Is your child struggling with Czech grammar or pronunciation? If your child makes mistakes in Czech grammar, can you specify them? If your child makes mistakes in pronunciation of Czech sounds, can you specify them? What sounds are the most problematic to pronounce for him/her?
13. Which language does your child use dominantly (which language does he/she prefer using and which language is less difficult for him/her)?
14. What refers to your family situation - married couple, single parent, not married couple?
15. What is his/her mother's native country? What is her mother tongue? How long has she been in UK?
16. What is his/her father's native country? What is his mother tongue? How long has he been in UK?
17. Does your child have any siblings? If yes, how many and of what age?

18. What language do your children use when they speak to each other (e.g. while they are playing)?
19. In what language do you and your partner talk to your child? When do you (whole family) speak in Czech at home? On which occasions?
20. Did you keep yourselves informed about bilingual education before your child was born?
21. What type of bilingual education did you and your partner decide to follow and why?
22. Do you follow the rules of using languages you set up (all of you)? When do you not follow them?
23. Does your child like going to an English school?
24. Does your child like going to the Czech school?
25. Is your child in contact with his/her classmates outside of school?
26. Are you in touch with other parents whose children attend Czech School without Borders?
27. What is your partner's attitude towards the Czech Republic, Czech people, Czech culture and traditions?
28. Does your partner understand Czech? Is he/she fluent in Czech or is he/she studying Czech?
29. How often does your family visit the Czech Republic?
30. How often do you talk to the family who live in the Czech Republic? How does your family communicate with them?
31. Is your family part of the Czech community in UK? Are you in touch with other Czech families living in UK?
32. Does your child have any friends who live in the Czech Republic? Is he/she in contact with them?
33. Does your family follow Czech customs and traditions? Which ones?
34. Do you feel obligated to take part in forming of your child's positive attitude towards Czech language a culture even though you have been staying a long time abroad?
35. Does your child, in your opinion, see himself/herself as an English rather than a Czech?
36. Does your child have a positive attitude towards Czech Republic, Czech culture and traditions?

37. Does your child have a positive attitude towards Czech language?
38. What is, in your opinion, the attitude of English people towards Czechs living in UK? Do you have any bad experience related to it?

The semi-structured interview with the bilingual pupils' parents in Czech

1. Kolik let je Vašemu dítěti? Jaké je národnosti?
2. V kolika letech nastoupilo Vaše dítě povinnou školní docházku a v jaké zemi?
3. Jaký typ základní školy Vaše dítě navštěvovalo – soukromou, státní či církevní?
4. V kolika letech nastoupilo Vaše dítě do České školy bez hranic Londýn?
5. Jaké bylo první slovo Vašeho dítěte a kdy? V jakém jazyce bylo?
6. Mluví Vaše dítě doma česky? Jak často a při jakých situacích?
7. Dívá se Vaše dítě na filmy a seriály v češtině? Vypráví pak o tom, co vidělo?
8. Čte Vaše dítě v češtině? Pokud ano, čte rádo nebo z donucení? Jaké tituly si vybírá?
9. Četli jste s Vaším dítětem knížky v češtině, když bylo menší?
10. Je Vaše dítě schopné plynulé spontánní konverzace v češtině? Objevují se v jeho/její promluvě anglické výrazy?
11. Dochází u Vašeho dítěte k přepínání a míchání jazyků? V jakých situacích?
12. Má Vaše dítě potíže spíše s gramatikou nebo výslovností v českém jazyce? Má-li potíže s gramatikou, specifikujte, co konkrétně. Má-li potíže s výslovností, s kterými hláskami?
13. Který jazyk je u Vašeho dítěte dominantní (který při konverzaci preferuje a který mu činí menší potíže)?
14. Jaké je složení Vaší rodiny?
15. Jaká je rodná země matky? Jaký je její rodný jazyk? Jak dlouho pobývá v UK?
16. Jaká je rodná země otce? Jaký je jeho rodný jazyk? Jak dlouho pobývá v UK?
17. Má Vaše dítě sourozence? Pokud ano, kolik a jak jsou staří?
18. V jakém jazyce spolu Vaše děti komunikují (např. při hraní)?
19. Jakým jazykem s dítětem doma komunikuje? Při jakých příležitostech u Vás doma mluvíte česky?
20. Informovali jste se před narozením Vašeho dítěte o bilingvní výchově?

21. Pro jaký typ jazykové výchovy jste se s partnerem rozhodli a proč?
22. Dodržíte důsledně Vámi nastavený řád užívání jazyků (rodiče i dítě)? Kdy ne?
23. Chodí Vaše dítě rádo do anglické školy?
24. Chodí Vaše dítě rádo do české školy?
25. Je Vaše dítě v kontaktu se svými spolužáky i mimo výuku? Kdy?
26. Stýkáte se s ostatními rodiči, jejichž žáci navštěvují Českou školu bez hranic?
27. Jaký je postoj Vašeho partnera k Česku a české kultuře?
28. Rozumí Váš partner češtině? Mluví plynně česky nebo se případně česky učí?
29. Jaký je postoj rodiny Vašeho partnera k Česku a české kultuře?
30. Jak často Vaše rodina navštěvuje ČR?
31. Jak často komunikujete s rodinou žijící v ČR? Jaký způsob komunikace preferujete?
32. Funguje Vaše rodina v rámci české komunity v UK? Jste s českými rodinami žijícími v UK v kontaktu?
33. Má Vaše dítě české kamarády žijící v ČR? Je s nimi v kontaktu?
34. Dodržují se ve Vaší rodině české tradice? Které?
35. Cítíte jako povinnost pěstovat ve svém dítěti pozitivní vztah k češtině a české kultuře, ačkoli třeba dlouhodobě pobýváte v zahraničí?
36. Cítí se Vaše dítě být, dle Vašeho názoru, Angličanem/ Angličankou nebo spíše Čechem/Češkou?
37. Má Vaše dítě pozitivní vztah k Česku, češtině a českým tradicím?
38. Jaký je podle Vás postoj anglické společnosti k Čechům žijícím v UK? Máte nějaké negativní zkušenosti?

Appendix C

My Identity worksheet

Obrázek 1



MOJE IDENTITA aneb jak vnímám sám sebe

Obrázek 1



Obrázek 3



Ahoj, _____! ☺

Pamatuješ si ještě na naši **diskusi o identitě** a o tom, zda jsi hrdý/á na to, že jsi napůl Čech/Česka a učíš se českému jazyku ?

-Když se řekne Česko, Češi, česká kultura a tradice, napadla tebe a tvé spolužáky tato **KLÍČOVÁ SLOVA**:

.....

Jak vnímáš svou identitu Ty? Cítíš se více jako Brit/ka, nebo více jako Čech/Česka? A PROČ vlastně? JSI HRDÝ/Á- na to, kým jsi? **MÁŠ RÁD/A** Čechy, českou kulturu a tradice?

Napiš, prosím, text o tom, jak to vnímáš Ty a pokus se na tyto otázky odpovědět. Použij slova, která jsi vypsal/a nahoře.

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Appendix D

Drawing/Crafting My Identity worksheet

**JAK VYPADÁ MOJE IDENTITA?
SOUTĚŽ O NEJZAJÍMAVĚJŠÍ
VÝTVARNÉ ZTVÁRNĚNÍ SVÉ
IDENTITY**

WHO AM I ?

Kdo jsem?

Vnímáš se více jako BRIT nebo jako ČECH? Nebo OBOJÍ? Vytvoř plakát reprezentující TVOU IDENTITU. Fantazii se meze nekladou, můžeš kreslit, lepit obrázky, novinové výstřižky...

Appendix E

Study material of the 6th grade of CSWBL

Practising Czech conditional

Doplň do vět sloveso být v podmiňovacím způsobu.

1. Honzo a Kubo, šli _____ s námi hrát karty?
2. Anna _____ si teď četla, ale musí dělat cvičení z češtiny.
3. Martina a Tereza _____ si česaly vlasy, ale nemají s sebou hřeben.
4. Tonda říká: „S Honzou _____ se místo učení díval na seriál.
5. Alice _____ se k nim možná přidala.
6. My šestáci _____ si vyjeli na výlet k moři.
7. Lauro, co _____ sis koupila za 100 korun?
8. My z šestky _____ si v sobotu ráno přispali, ale musíme jít do české školy.
9. Verča a Markét _____ se chtěly naučit mluvit japonsky.

Practising Czech numbers

PŘÍŠERY ŠESTÉ TŘÍDY

1. Popiš příšeru:

Vybral jsem si příšeru s hlavami. Neustále koulí očima a mává na všechny rukama. Chodí po nohách.

2. Pro rychlejší:

Jaké části těla ještě příšera má a kolik? Vymysli věty:

.....
.....
.....
.....

Hod' si kostkou. Hodíš-li **lichou** číslici, tvoř věty s číslovkou **3**.

Hodíš-li ale **sudou**, tvoř věty s číslovkou **4**. Pokud ti zbyde čas, tak urči jejich pád.

1.	DŮM			<u>Urči</u> <u>pád</u>
2.	NOHA			
3.	KNIHA			
4.	PRASE			
5.	OKO			
6.	KAMARÁD			

1. Doplní správný tvar slovesa BÝT v podmiňovacím způsobu (např. bych, bys, by).**Dávej si pozor na zvrtná slovesa (se, si).**

Trochu nestíhám. Počkal _____, prosím, na mě?

Na dovolenou do Řecka _____ s sebou vzali nafukovací lehátko.



-Ztratili _____ na neznámém místě bez mapy?

Terka _____ nikdy nečetla v autě, protože _____ jí udělalo špatně.

Vašek a Vítek jsou tak líní, že kdyby nemuseli, tak _____ nekoupali.

Dal/a _____ jeden kopeček citrónové zmrzliny, prosím.

2. Doplní správný tvar slovesa v podmiňovacím způsobu do podmínkových vět. Všiměj si podmětů a nezapomeň na správný tvar slova kdyby!

Moc rádi (my) _____ (přijít),

_____ (být) nemocní.

Karel _____ (lyžovat),

_____ (mít) zlomenou nohu.



(Vy) _____ (moci odcestovat) kamkoli, kam

_____ (jet)?

(Já) _____ (vyjít) z domu dřív, _____ (nemít)

zpoždění.

Co (ty) _____ (koupit si), _____ (vyhrát)

milión liber?

Holky _____ (namalovat se), _____

(neztratit) make-up.

1. **Doplň správně i –y u přídavných jmen.** Např. Čern^y pes leží pod dřevěⁿy m stolem.

- Kluci z šestky dělali na hřišti ps__ kusy.
 Honza včera sledoval napínav__ fotbalov__ zápas.
 Při závodu v běhu na 100 metrů se Tonda umístil jako prvn__ .
 Laura musí mít ráda sushi, už jí druh__ balíček.
 Alice a Anna tancovaly na louce a barevn__ motýli poletovali kolem nich.
 Čeština pro nás není ciz__ .
 Pepa přinesl dědečkovi strýčkov__ noviny. Znáš Čtvrtkov__ pohádky o Rumcajsovi.
 Na návštěvu přišli Honzov__ kamarádi.



2. **Doplň i-y. Zakroužkuj ve větách přídavná jména a urči jejich druh. Tvrdá (vzor MLADÝ) zakroužkuj červeně, měkká (vzor JARNÍ) zakroužkuj modře, zeleně zakroužkuj přidaná jména přivlastňovací (vzor OTCŮV, MATČIN) Např. Tátov^y vtipy nás vždy rozesmějí.**

- Myslivec má vyzdobený dům jelen__ m__ parohy.
 Libuše, Hubička a Čertova stěna jsou Smetonov__ opery.
 Pohodila svými dlouh__ m__ tmav__ m__ vlasy.
 Stevenson vynalezl parn__ lokomotivu.
 Mlad__ kluci pomáhali star__ m__ pánům.



3. **Z podstatných jmen v levém sloupečku vytvoř přídavná jména tak, aby odpovídala slovům na konci řádků.** Např. Londýn → londýnský autobus

- Rusko → pirohy
 Maďarsko → klobása
 Anglie → královna
 Polsko → obchod
 Česko → jazyk



4. **Barevně potrhni typy podmětu. Vyjádřený potrhni fialově, nevyjádřený dopiš do závorek a potrhni oranžově, zeleně pak podmět několikanásobný.**

Např. (On/Ona) Dívá se na televizi. Zorka si češe vlasy.

- Petr a Pavel slaví svátek ve stejný den.
 Každé ráno máme za oknem černou kočku.
 Všichni mě napjatě poslouchali.
 Sluníčko nám svítilo na cestu.

Napsal své babičce na Slovensku dopis.

5. **Barevně potrhni typy přísudku vlnovkou. Přísudek slovesný jednoduchý (Př. SJ) modře, přísudek jmenný se sponou (Př. J) žlutě, přísudek slovesný složený (Př. SS) zeleně.**

Např. Př. SJ (sedí, seděl, seděl by), Př. SS (umí sedět, chce sedět, atd.), Př. J: BÝT + podst.jm nebo příd. jm. (je studentem, je veselý)

Hanka se každé léto koupe v moři.

Chtěl/a bych pracovat jako doktor.

Mírek byl často nemocný.

Jana je akrobatkou v cirkuse.

Správný skaut umí rozdělat oheň.



6. **Potrhni podmět ve větě a doplň i-y.**

Potápěči prozkoumával __ moře.

Hvězdy padal __ z nebe.

Citroníky krásně voněl __.

Děti si šli __ hrát na hřiště.

Obrazy visel __ na zdi.

Kotátka se choulil __ ke své mámě.

Koně se rozběhl __ po louce.



7. **Kdybys měl/a stroj času a mohl/a by ses vrátit do minulosti, které historické období bys navštívil/a a proč? Změnil/a bys něco? Chtěl/a bys potkat někoho z minulosti? Pokud ano, koho a proč?**

