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Anotace

Tato bakalářská práce zkoumá bilingvismus u dětí. Teoretická část je zaměřená na vysvětlení tohoto jevu a rozdělení do skupin dle různých aspektů. Práce se snaží postihnout základní charakteristiku bilingvismu a nastínit možné výhody či nevýhody této výchovy. Praktická část zjišťuje, jak jsou žáci nižšího stupně gymnázia obeznámeni s tímto jevem. Snaží se postihnout i jejich případné bilingvní schopnosti. Na základě dotazníku zkoumá jazykové vzorce v rodině.

Abstract

The thesis deals with the bilingualism in children. The theoretical part focuses on the explanation of this phenomenon and its division into groups according to various aspects. The work tries to cover the basic characteristic of bilingualism and present some specific advantages and disadvantages of this upbringing. The practical part investigates how pupils of eight-year grammar schools are familiar with this phenomenon. It tries to recognize their possible bilingual abilities. Based on a questionnaire, it explores language patterns inside the family.

Contents

1.	Introduction	1
I.	Theoretical Part.....	2
2.	Context of Bilingualism	2
2.1.	Environment of Bilingualism and Multilingualism	2
2.2.	There Is Too Many Languages. The Origin of Bilingualism.	2
3.	What Is Bilingualism?.....	4
3.1.	Some Definitions of Bilingualism	4
3.2.	Which Questions Should Be Discussed before Creating a Theory	5
3.3.	My Theory about Bilingualism	5
4.	Types of Bilingualism	7
4.1.	Simultaneous or Successive Bilingualism (Aspect of Time)	7
4.2.	Prestigious or Natural Bilingualism (Aspect of Motive)	8
4.3.	Place of Education (Aspect of Environment)	8
4.4.	Level of Language (Aspect of Proficiency)	9
5.	Process of Language Changes Connected with Migration	11
5.1.	Perception of “New” Language across Generations	11
5.2.	Disappearance of the Original Language.....	12
5.3.	Culture Shock.....	13
6.	Do You Want to Have a Bilingual Family?	14
6.1.	Duration of Stay	14
6.2.	Family Connection.....	15
6.3.	Distribution of Languages.....	15
6.4.	Status of Language	15
6.5.	Role of Parents.....	16
7.	Language Pattern inside the Bilingual Family.....	18
7.1.	One Person, One Language – Natural Version	18
7.2.	One Person, One Language – Intentional Bilingualism	20
7.3.	Inside the House or Outside the House – Immigrant Family.....	20
7.4.	Inside the House or Outside the House– One Parent Is an Immigrant.....	21
7.5.	Other Ways How to Use Two Languages	22
7.6.	Three Languages at the Same Time	22
8.	The Most Discussed Topics Connected to Bilingualism.	24

8.1.	Advantages	24
8.2.	Disadvantages.....	24
8.3.	Connection to IQ.....	24
8.4.	Development of Children	24
II.	Practical Part	26
9.	Introduction	26
10.	The Questionnaire	27
11.	Analysis of the Questionnaire.....	29
12.	Results of the Survey.....	30
12.1.	Basic Classification	30
12.2.	Knowledge of the Term <i>Bilingualism</i>	30
12.3.	Question Number 4 and 5 – Two Charts.	31
12.4.	Which Languages Do You Use in a Conversation at Home?.....	32
12.5.	Do Any Relatives Live in a Foreign Country?	33
12.6.	Do You Study Any Other Language than English?	34
12.7.	What Is the Most Difficult for You? Evaluate Each Activity.....	34
12.8.	How Long Have You Been Studying English?.....	35
12.9.	Summary of the Question Number 11 and 12	35
12.10.	Do You Have a Dictionary in Your Mobile Phone?.....	36
12.11.	Choose One Statement from Each Line.	37
12.12.	Why Do You Study a Second Language	37
13.	Conclusion.....	38
14.	Závěr	39
15.	Bibliography	40
15.1.	Literature	40
15.2.	Internet sources	40
16.	List of Figures.....	42

1. Introduction

This thesis focuses on introduction to bilingualism. This ability - to speak more languages - is a big trend nowadays and there are two different ways how to acquire a second language. Either we can study it in our adulthood or we can be taught a second language from our parents from the cradle. Real bilingualism is the second example and it is obvious that it is strongly connected to the process of upbringing.

Because of this fact bilingualism is dependent on parents much more than on children. Parents are those who can decide whether family will be bilingual or not. Despite the fact that it is very beneficial for children, who usually perceive bilingualism as a great game and something funny, bilingualism can be very tough for parents who have to take a role of teachers. Based on this knowledge it is not possible to write just about children because without parents there are no true bilinguals.

The theoretical part of my thesis is concentrated on clarification what bilingualism is and it tries to explain this phenomenon. The work starts with a possible classification of bilingualism. Furthermore, some obstacles that parents can face during bilingual upbringing are mentioned. In the chapter number 7 there is a summary of all possible patterns of using two languages in the family communication. In the ultimate chapter there are some advantages and disadvantages.

In the practical part, the thesis investigates the language background of pupils from different grammar schools. The special questionnaire was created and answered by 105 pupils from two different schools.

I. Theoretical Part

2. Context of Bilingualism

At first I would like to present some basic terms. I will explain who the monolingual, bilingual and multilingual people are as it is basic and necessary knowledge for this thesis.

Furthermore, I will work with some possible reasons why and how bilingualism was created. And I will also mention some aspects of language, like dialect or slang, that make the matter around bilingualism little bit complicated.

2.1. Environment of Bilingualism and Multilingualism

According to the evidence, 2/3 of the world's population is considered as being raised in a bilingual or even multilingual environment.¹

To go even deeper, there are countries that are officially bilingual, for example, Canada, Finland or Belgium. It means that two official languages exist simultaneously at the same level. You can speak both or you can choose one according to personal preferences.

But we should be careful and note that in monolingual environment there can be some people who speak more languages the same as in bilingual environment there can live some people who speak just one language. In addition to that it seems that the environment is not the only cause of bilingualism.

2.2. There Is Too Many Languages. The Origin of Bilingualism.

Certainly the root of bilingualism is a language. *We should realize that a language is an exclusively human communicative process no other organism on the earth has evolved a communication system as intricate or dynamic.*² The detailed description of the language can be seen in Čermák.

But on the other hand, humanity has created too many languages that we are very often forced to learn more than one language. Nowadays linguistics claim that there are about 3-5 thousand of languages in the world³ and these languages are spoken in about 206 countries.⁴ Under these circumstances it seems that bilingualism is a very natural thing. This fact is also mentioned by Černý. Based on these statistics it is almost impossible that some people have not heard about bilingualism at all.

The number of 3-5 thousand of languages is just an estimate as there is a big difference on the scale 3-5 thousand. Because of this fact linguists are forced to face many problems. Sometimes it can be very hard to distinguish what is a new language and what is just a different dialect of the same language. As every language has many dialects and many other forms, such as slang, the number can vary a lot.

¹ (Morgensternová, Šulová, & Scholl, 2011: 26)

² (Garcia & Nanez, 2011:20)

³ (Harding- Esch & Riley, 2008:26)

⁴ (Wikipedia, the free encyclopedia, 2017)

Is Scottish English just a dialect of English or is it as much different that it should be counted as independent language? And there are many and many other examples, for instance the dialect of Klatovy region in the Czech Republic.

Sometimes it can be hard to distinguish what is what. Swedish, Norwegian and Danish are much more similar to each other but they are considered to be different languages. On the other hand, Chinese has many dialects that are so different that a speaker of one dialect will probably not understand to a speaker of the second dialect. ⁵

⁵ (Harding- Esch & Riley, 2008:27)

3. What Is Bilingualism?

The topic of this work is undoubtedly bilingualism. But what does bilingualism mean? And who can be considered as a bilingual? The answer seems simple, "*A bilingual is a person who speaks two languages.*"⁶

Unfortunately, the question is more complex. Many other aspects play a role in a huge discussion around bilingualism. Further in this chapter, I will describe some ideas and quotations which are trying to explain this phenomenon and I will comment them on.

3.1. Some Definitions of Bilingualism

Now I will provide four hypotheses about bilingualism and I will use the term language with no connection to dialects.

Bloomfield claims that, "*Bilingualism is an ability to speak two languages at the native-like level.*"⁷ Behind this statement there are many questions which we have to take into account.

What does it mean to have a native-like level in some language? Does it mean to acquire the language perfectly, in all aspects? Can anybody acquire the language totally? Is it possible to know all the dialects, all the words and actually everything? I suppose it is impossible even for monolinguals not to speak about bilinguals. During the time the language is still changing since it is not a permanent thing. Due to this fact it is not possible to acquire all the acknowledgment.

A native speaker should be somebody who was born in the country where the language is spoken. Does it mean that immigrants cannot gain the native level of the second language? Of course it does not.

Grosjean has another theory, "*Bilingualism is when a person uses two languages regularly.*"⁸ That is quite a smart statement because Grosjean does not evolve or explain what does regularly mean. In this case we can imagine various things. Does it mean each week, each day or even several times during the day? And what does it mean to use a language? Does it mean to speak, to write or everything together?

Despite all troubles with Grosjean's theory, Mackey created a similar one, "*Bilingualism is when somebody is able to switch between languages.*"⁹ Mackey ends the statement without telling us anything more. While he is probably not interested in the frequency of use, he seems to be fascinated by the act of speaking.

Finally, I would like to work with one more statement. Macnamara claims, "*Bilingual is anybody who is able to either speak, read, write or listen (at least a bit) in other language than what her or his*

⁶ (Baker & Sienkiewicz, 2000:1)

⁷ (Harding- Esch & Riley, 2008:40)

⁸ (Morgensternová, Šulová, & Scholl, 2011: 27)

⁹ (Morgensternová, Šulová, & Scholl, 2011: 27)

mother tongue is."¹⁰ This is very nice theory, because according to this sentence almost everybody in the world would be bilingual since everybody knows at least "a bit" from the second language.

As we can see, it is not an easy task to define bilingualism.

3.2. Which Questions Should Be Discussed before Creating a Theory

In this section, I would like to pose some problems and introduce some questions, which should be taken into account during a process of creating our own theory about bilingualism.

First set of questions: What is really important? Is it the number of words you have known, the level of grammar you have achieved or your pronunciation? And if you speak about the language do you mean: speaking, writing, listening or understanding?

Some bilinguals can use just one language in a real world, but another can try to use both languages with halting fluency in one of them. Would be both marked with the same grade?

What about a person who can understand a second language perfectly but cannot speak it? In this case we would probably speak about the *passive competence* in the language.¹¹ People with this ability can passively gain some information from the surroundings but they are not able to create any sentence on their own. The ability to use the language in a productive way is called a *receptive competence*.¹² Could we consider both groups as bilinguals?

3.3. My Theory about Bilingualism

Because of all these arguments mentioned above, we should not be excessively strict in creating a theory about bilingualism. Even monolingual person often does not acquire all aspects of his language; and hardly anybody acquires it perfectly. Even monolingual person probably does not know all the words in his language. It seems there is no reason why bilinguals should be perfect.

According to me, nowadays almost everybody studies some second language. All schools have a strong influence as every child has to take some foreign language. On the other hand, I wonder that only a few people can be called bilinguals.

I would further divide people who are in the process of second language acquisition and those who are potentially bilinguals. According to me the difference is mainly in the reason of studying the second language. Pupils who study some language in school just because it is a compulsory subject and adults who study a language in order to get a higher salary or better job, those are people who try to acquire the second language.

I suppose bilingual is a person who studies the language because it is interesting and it is definitely the free option. Both languages are integral part of bilingual's personality and they cannot be separated. Personally I believe that the language is closely connected to the culture thus it is

¹⁰ (Morgensternová, Šulová, & Scholl, 2011: 27)

¹¹ (Baker & Sienkiewicz, 2000: 2)

¹² (Baker & Sienkiewicz, 2000:2)

impossible to refuse it in order to be bilingual. Bilinguals should work on their languages to keep them strong and active.

I do not suppose that bilingual person is a perfect speaker but still some level of language is necessary. **Bilingualism starts when a person does not think about the language of the conversation.** He can easily switch between languages and he is able to express himself in both languages. He is not believed to know all words but he has to be able to converse with anybody about anything, in both languages. The right pronunciation is very important however some people are easily not able to pronounce some words properly.

The ability to write some story or letter is compulsory in both languages. For purposes of some academic writing, a bilingual can choose the language.

Since all people have different level of languages it seems to be a great idea to speak about some degree of bilingualism. The level can be different in both languages and it can change during time.

I am pretty sure that being taught two languages from the childhood is the best way how to become bilingual. I suppose bilingualism is strongly connected to parents and family background. If one parent is a foreigner and uses the original language in the conversation with the child it is the best example of bilingualism. Children from those families could be real bilinguals.

4. Types of Bilingualism

In this chapter I would like to follow up some aspects that can cause the distinction between bilinguals. The distribution is not strict; because it was created artificially, it can happen that some categories can mingle with others. Since every bilingual is an individual, not everybody has to fit into each category.

We should also perceive that this distribution is created by people, very often by monolinguals. Bilinguals usually do not see any purpose in studying bilingualism. They do not see it as something interesting, different or even strange as monolinguals often do. In one research some bilinguals were asked, "How do you feel like to be bilingual?" they were confused what to answer, because it was just normal for them to know two languages, to use them unconsciously.¹³

But for anybody who speaks just one language can be impossible or even strange to imagine that some people can speak two languages without any confusion. Compare a question for monolinguals, "How do you feel like to speak just one language?" I feel normal, it is normal, does not it?

Bilingualism is not simply the alternative connection of two languages. Because they are not static states; both are subjects to grow or decrease under the specific conditions.¹⁴ These two languages are almost constantly active and they influence each other, it is one of the reasons why the level of languages changes over time, during the whole life.

There are many factors that can influence our level of language, for example: age, aim, environment or proficiency.

4.1. Simultaneous or Successive Bilingualism (Aspect of Time)

The age when you start to acquire any second language is probably the most important aspect in distinguishing bilinguals. According to the age, you can be either simultaneous or successive bilingual.¹⁵ The borderline for these groups is somewhere around the age of three¹⁶ and it creates huge differences.

If you start to teach your children a second language before their third year, it would be a **simultaneous bilingualism**. This is the case of a family where both parents came from different countries with different mother tongues. Then, naturally, both parents speak their language to a baby. Parents can start from the very birth of their children but they do not have to. Some parents can change their mind and start with the bilingual upbringing after some time.

This is definitely the best way how to become a bilingual. This method is said to have a strong positive effect because any little child is able to catch the native-like pronunciation. Generally children are said to be like a sponge, with the ability to absorb anything new with any or little effort.

The second type is called **successive bilingualism**. Despite the fact it is not the most effective, it is considered to be the most frequent because we can change our mind in any age and start with the second language. It is usually up to our own decision if we want to take a second language.

¹³ (Baker & Sienkiewicz, 2000:3)

¹⁴ (Altarriba & Heredia, 2008: 110)

¹⁵ (Morgensternová, Šulová, & Scholl, 2011:31), successive/consecutive/sequential

¹⁶ (Baker & Sienkiewicz, 2000:42)

While learning a language during life is possible at any age, the amount of effort to manage it is not the same at all. It seems that older children and adults can learn more quickly and efficiently than younger children, because their cognitive skills are developed more. However it is often simpler for younger children to learn anything, even a second language. For some strategy how to study a second language check the book written by Lojová.

It is also proved that the older you are the harder it will be to achieve the native-like pronunciation. Sometimes it is said that it is not possible to gain perfect pronunciation after the age of 6.¹⁷ There is one research which is trying to explain another possible reason for this. It claims that adults are very aware of their strange pronunciation and they protect it as a part of their own identity. Therefore it can be true that we do not have perfect pronunciation in adulthood, because we are unconsciously protecting our personality.¹⁸

4.2. Prestigious or Natural Bilingualism (Aspect of Motive)

The reason for studying the language is also very important. Why do you study? Do you have to or do you want to? The motive creates a barrier between prestigious and natural bilingualism.

Natural bilingualism¹⁹ is a case when you are literally pushed into learning a new language. If you move to a new country and people speak a different language, you basically have to study their language to understand your surroundings.

Natural bilingualism can have two sides. Firstly, we speak about adults; immigrants who move into new country. And secondly, we can speak about children of those immigrants, who are taught their original language by their parents. This home education is often necessary for children to understand their relatives. Immigrants very often use their mother tongue inside their home and the new language outside.

First generation can feel a strong urgency to keep their original language, at least at home, in order to keep the connection to their earlier life. Their children will probably have a different opinion as they will have a lot of friends from outside (speaking new language).

The opposite is **prestigious bilingualism**.²⁰ It is an example of a person who wants to study, because it is profitable for him— one's can gain social, economical or cultural prestige. One of the biggest advantages is that this person can even choose the language, according to various criteria. It is often a situation of bureaucrats, diplomats or members of upper class families. All these people feel a strong motivation as Ellis Rod wrote in his book.

4.3. Place of Education (Aspect of Environment)

The environment is the next thing that we should speak about, the other thing which can differ. For the purposes of this work I will speak about the educational environment - the place where the language is taught.

¹⁷ (Baker & Sienkiewicz, 2000:45)

¹⁸ (Harding- Esch & Riley, 2008:91)

¹⁹ (Harding- Esch & Riley, 2008:103)

²⁰ (Baker & Sienkiewicz, 2000:8)

Natural environment is basically a term for that kind of education that takes place at home. Every single person receives the biggest input of the language from his parents. If the language of parents is the same as the language of the external world we speak about monolinguals. If these languages differ, it is the case of bilinguals. This is typical for simultaneous acquisition.²¹

The connected term with the natural environment is also a mother tongue. Officially it is the first language that any person acquires. But it can also be a bit confusing as simultaneous bilinguals can actually have two mother tongues.²²

The last note in this section belongs to the Critical period hypothesis. Despite the fact that this hypothesis speaks about the first language acquisition it is necessary to mention it here. Lenneberg said, *“There is a critical or sensitive period in the maturation process, during which humans are able to acquire a language, and after this time adults are no longer able to be completely successful.”*²³

If the natural environment does not function at least in the section “language model” it can have serious consequences – there is the existence of feral children. If somebody does not get an input of a language till the time of the critical period, he will not be able to fully acquire language, especially the grammatical system.

The second type of the environment would be the **artificial one**.²⁴ It is each place where people go in order to study some language. It can be a school, any special class or actually any space, where there is somebody who is trying to teach us a language.

4.4. Level of Language (Aspect of Proficiency)

The proficiency in both languages is the most questionable topic because it is hard to determine the real level of knowledge. A language has four main parts: reading, writing, listening and speaking. In each part the level of proficiency can differ, the same as it can vary in both languages.

The quality of each language may change several times during our life according to many circumstances – which language do you speak, how often do you use it, which topic is discussed, who are you talking to and many others.²⁵

Almost every bilingual person has one language, which is dominant.²⁶ Generally bilinguals prefer one language to a second one, but it does not have to mean they do not use both languages. This state is not permanent; the **dominant language** can be changed by the second language due to many aspects: work, age, education, area of residence, motivation, etc.

Not all people have some language stronger. It is a situation, where both languages are at the same level and it is called **balanced bilingualism**. This term is often discussed and some linguists claim that it

²¹ (Morgensternová, Šulová, & Scholl, 2011: 30)

²² (Baker & Sienkiewicz, 2000:3)

²³ (Altarriba & Heredia, 2008: 278)

²⁴ (Morgensternová, Šulová, & Scholl, 2011: 30)

²⁵ (Altarriba & Heredia, 2008: 11)

²⁶ (Morgensternová, Šulová, & Scholl, 2011: 28)

is just a myth. No one is equally competent in all parts of both languages across all different situations.²⁷

Some people often speak about the bad level of language that bilinguals have in a comparison to monolinguals. The problem is maybe hidden somewhere deeper. *Comparing monolinguals with bilinguals would be the same nonsense as comparing a long jumper with a 100 meters sprinter for speed. Both will run but with a different purpose, different style. Both will practise in a different way.*²⁸ To create a parallel to our topic, it is not good to compare monolinguals to bilinguals.

Bilinguals are not the simple sum of two monolinguals; they are unique combination and integration of two languages. Bilinguals should not be compared to monolinguals according to their knowledge of languages, because monolinguals' norms are simply inappropriate for bilinguals.

²⁷ (Baker & Sienkiewicz, 2000: 5)

²⁸ (Baker & Sienkiewicz, 2000:134)

5. Process of Language Changes Connected with Migration

Nowadays more and more people make the decision to move abroad in the course of their lives. Despite the fact that migration is not a necessary condition for bilingualism, it is the most natural version of it. Therefore I have decided to go through this topic and explain some behaviour or features typical for immigrants.

The expansion of the European Union has led to ever-increasing numbers of Europeans who move from one country to another. *In addition, many people have come to some countries of Western Europe as **refugees** from conflicts in the other part of the world. In many countries in the world, as for example: Africa, Taiwan, Japan or Korea, there are plenty of foreign **workers**. The USA, Canada and Australia have a **large immigrant** population.*²⁹

All these groups can be called immigrants because the basic feature is the same- they leave their country in order to live somewhere abroad.

5.1. Perception of “New” Language across Generations

The most important step in new environment is definitely learning a language. I will follow a situation where the language is different in a new country as I would like to create a great place for a birth of bilingualism.

It could be a process of many years to fully acquire new language nevertheless we do not need to be native-like speakers or professionals, at least not immediately. The basic ability that people need during their life is to be able to express their opinion and to understand their surroundings. People are able to comment on everyday situations not more than a half of the year of studying the language.³⁰ Despite this fact, I must admit that there are immigrants who are not able to say a word in a new language even after ages in a “new” country.

In this case we will speak about **receptive bilingualism** – typical for the first generation, for parents. *People will finally understand, but they will not be able to create new sentences, nor to speak on their own.*³¹ There could be many reasons for it, for example; the first wave of immigrants is easily used to different kind of life and to give up their mother tongue could be the same as reject their own identity or culture.

But it would be different with their children. As they will grow up in this “new” country it will become their mother country. They will meet a lot of peers and they will feel a strong desire to be able to talk to them, to make friends. Children will very often visit schools where the language of the majority (originally new language for family) will be taught. By all these circumstances children will be pushed into becoming **productive bilinguals**.³²

As children are faster in learning anything new, they will usually acquire the language faster than parents. As a consequence of this fact, children start to play a role of **translators** for their parents.

²⁹ (Cunningham, 2011:1)

³⁰ (Štefánik, 2000:48)

³¹ (Harding- Esch & Riley, 2008:55)

³² (Cunningham, 2011: 9)

According to many evidences, we can easily say that they enjoy this role. They are trying to translate anything to improve their knowledge, they criticize subtitles and they enjoy the attention of their parents.³³ This situation puts children into a position of power and the additional value is that children can find an attraction in a language.

5.2. Disappearance of the Original Language

In the family of immigrants, we can very often see this language pattern: parents use their mother tongue for any conversation and children use the dominant language of the community.³⁴ In these situations it is possible that parents and children use different languages in the same conversation.

Parents as receptive bilinguals understand but they cannot speak the new language, in order to say something they use their original language. Children on the other hand become productive bilinguals, it means that they know both languages and they can speak both. Children will most likely tend to use a language of the community.

To complete the list of all reasons why children stop using the language of their parents is almost impossible. However I would like mention some features that are typical for children from immigrant family. The first example is an **ethnic evasion**.³⁵

It is accompanied by the strong desire to belong somewhere. Children want to be the same as their dominant culture peers; they do not want to be different in any aspects. It can go even to the point when children start to reject their mother tongue and/or their original culture, firstly outside the house, then even inside. They are trying to forget in order to become "normal" in other's opinion.

The second reason could be something called **language shyness**.³⁶ Children can stop using original language because the lack of proficiency in it. As they got a relatively small amount of input (just from parents) their knowledge of vocabulary can be limited. They can also face some troubles with wrong pronunciation.

Both these problems can lead to the situation when children forget their mother tongue and they fully adopt the language of the community as their own. From now it is clear that the dominant language is not always the first language.

*Whether the mother tongue of the immigrants is not strong and prestigious enough, it is said that somewhere between second and third generation it is lost and forgotten totally.*³⁷ If the language is lost, it means that the process of bilingualism was not successful and we should again speak about monolinguals.

Despite the fact that very young children can reject to use two languages, after some time every child appreciate this added value.

³³ (Baker & Sienkiewicz, 2000:30)

³⁴ (Harding- Esch & Riley, 2008: 6)

³⁵ (Garcia & Nanez, 2011:74)

³⁶ (Garcia & Nanez, 2011:74)

³⁷ (Baker & Sienkiewicz, 2000:54)

5.3. Culture Shock

The situation of refugees who have just run away from the war experience would be quite different to the situation of immigrants who have decided to change a country for some profit.

But both groups will face some similar issues. For both it could be very hard to adopt a new culture. All these troubles can even cause something that is called a **culture shock**.³⁸

It is a summarizing name for all strange feelings that one's can have in a process of discovering a new environment. The culture shock is a superior name for all inconvenient factors, which immigrants can face. The feeling, that everything is different, disgusting, strange or even bad. It is a description of a big frustration.

Imagine that all your friends, all members of your family stayed in the original country. Everything that you have known is far away and you are suddenly alone in a totally new place. Immigrants can feel being rejected, being unknown and having no identity.

*If you want to stay and live in this country you have to, sooner or later, accept the culture. Otherwise it will be just worse. You cannot reject the culture around you for the rest of your life.*³⁹

³⁸ (Wikipedia, the free encyclopedia, 2017)

³⁹ (Baker & Sienkiewicz, 2000:21-22)

6. Do You Want to Have a Bilingual Family?

Undoubtedly, an adult can make the decision and start studying a second language anytime in his life however it is not the same with children. If we speak about babies, the decision is made by parents. They choose how many languages they will teach their children. This decision is not really easy and many factors play a fundamental role.

Partners should firstly speak to each other. What do they want for their children? Are they able to raise their children up in a bilingual way? What do they need to know for being successful?

In this section I would like to summarize some basic information for those who are thinking about starting a bilingual family. It is not a chapter only for bilingual parents, not even for immigrants, it is for anybody. Since even parents who do not speak a second language, they can want their children do.

6.1. Duration of Stay

The first subchapter describes the matter of time and it is concentrated on immigrants. How long are you going to stay in new country? Is it long enough to learn any language? Will you have enough time to use it? Which factors are crucial for the decision whether to study new language? Definitely it is **the length of the stay**.⁴⁰

If immigrants are going to go back to their country in a week, in a month or in some other short period of time, they will be interested in new language rarely. More often they will keep their original language with symbolical meaning of protecting their personalities.⁴¹

And opposite, if the moving abroad is permanent or it should last for a long time, immigrants will be gradually forced to understand new language.⁴² When we speak about a single person, he has three options.

Firstly, he can choose to ignore the majority language and keep using his mother tongue. This kind of person can also gain some knowledge of majority language but he is not willing to use it.

Secondly, he can choose to use majority language with the tendency to forget his mother tongue.

Finally, he can choose to be bilingual. Either it is his aim from the beginning or this decision can be made after starting a family with a native inhabitant. Those partners can choose to have bilingual children and the first partner is forced to use his mother tongue, again.⁴³

Slightly different it is in the second situation, when we speak about the whole family. Either adults have young children or they are going to have some in future. In this example, there is a stronger tendency to keep the original language because there are two people with the same language experience. For partners it can be extremely hard to change the language of their communication and it can completely influence their relationship. Most likely parents will speak their mother tongue and

⁴⁰ (Harding- Esch & Riley, 2008:106)

⁴¹ (Harding- Esch & Riley, 2008:91)

⁴² (Cunningham, 2011:8)

⁴³ (Cunningham, 2011:12)

children will be either bilinguals or speakers of majority language. Despite it is fact that even in those families both parents can choose not to use their mother tongue and it can be a monolingual family speaking just the majority language.

Once parents have decided to have a bilingual family, it should be a permanent decision. Of course in reality they can stop at any time, but without keeping all the effort until the significant end (at least the basic knowledge in the language) everything can be worthless.

6.2. Family Connection

This subchapter is mainly for immigrants, especially for those who have some living relatives in their original country. The knowledge of language is necessary in order to communicate with other people. If there is a family who live in one country and an immigrant who move into other country, there can appear a language problem.

That is why parents should think about their relatives and about all relationships which they have left in the original country. If there are some serious problems in family relations, which have caused that immigrants do not want to be in a contact with the family at all, there is no language problem to be dealt with. Similar occurrence can happen when there are no living relatives in the original country.

But in a family with good relationships, immigrants should teach their children the original language, otherwise they will not be able to understand and speak to their relatives.⁴⁴ It can be very strange to spend some time together, without any common language

6.3. Distribution of Languages

Furthermore parents should be interested in **language possibilities** in the country. How many people of the same nationality live in the country? Is there a community where the chosen language is spoken? Is there a school or some educational program where children are taught that language (at least as a voluntary subject)?

If there is nothing from above it would be seriously hard to teach children any language since all the language input is just up to the parents.⁴⁵ However it is still not impossible.

As it would cost a lot of effort parents should think whether the language is worth it. *The second language could be the biggest gift that parents give to their children and at the same time it could be the most useless one in the case the language is not used.*⁴⁶

6.4. Status of Language

The first generation of immigrants is probably on a way to keep their original language, out of habit, and to gain just passive knowledge of the second language. The second generation (their children) will

⁴⁴ (Harding- Esch & Riley, 2008:103)

⁴⁵ (Morgensternová, Šulová, & Scholl, 2011: 100)

⁴⁶ (Harding- Esch & Riley, 2008: 106)

be somewhere between and they will also make a decision about their future children.⁴⁷ Is there any other criterion that will help them to solve the language question?

The status of the language has a role in this decision. Immigrants do not really choose a language, their language is done. But they can think about their original language, whether it is worth keeping or not. Is their original language one of the internationally prestigious? What is the language perceived in new country like? Are people from new country open-minded or xenophobic?

On the contrary, there are prestigious bilinguals. There are adults who can independently decide to study any language or children who are pushed by parents to study some foreign language.⁴⁸ It is a case of middle and upper class families who are speaking two languages in order to improve their social, economic and cultural position. In this group we can speak about some intentional **knowledge for profit**.

In this situation it is much more to speak about, because **they can literally choose any language they want**. But it is not as easy task as it seems to be. What is a perfect option, how to choose the best language?

According to which criterion would you choose the second language? Do you want to choose a language that will be easy to learn (because it is similar to your language, because it does not have a highly-developed grammar system, etc.) or some that would be the most useful, the most extended? Do you want to choose a language that is spoken on the largest areas (Chinese, Hindi or Spanish) or a language that is used over the world (English)?

Be aware that you are looking for such second language that will match to your mother tongue. To create a good combination is a difficult task because all big differences between languages. For example some languages can vary in their language systems (compare Chinese logograms, alphabetic English and Russian Cyrillic) and some of them even do not have any written form at all!

*Big differences are also hidden in the pronunciation, in the grammar or in the system of phonemes. Actually people will face a huge number of troubles during choosing the best combination.*⁴⁹

Languages are divided into some groups (**family trees**) according to their similarity and origin.⁵⁰ To study this scheme can also help us to find some of the most convenient language.

6.5. Role of Parents

It is necessary to mention a gigantic role of parents in bilingual education. Parents work as language models and it carries a big responsibility. The level of language of both parents is in question. Are both parents good enough to become a language model for their own children? It should not be a problem for native speakers but what about others?

⁴⁷ (Baker & Sienkiewicz, 2000: 54)

⁴⁸ (Baker & Sienkiewicz, 2000: 8)

⁴⁹ (Harding- Esch & Riley, 2008: 28)

⁵⁰ (Lynch, 2017) ; The Indo-European Language Family Tree.

The decision to lead a bilingual family is not easy and it will complicate the life of both parents for some time. The development of very young children is not the same in the comparison of monolinguals to bilinguals. There are some differences at first, but about the age of three both children are approximately at the same level of development. Thus parents need to talk seriously about their capabilities. Both have to agree on because both will play a fundamental role in the process of education.⁵¹

⁵¹ (Štefánik, 2000: 42)

7. Language Pattern inside the Bilingual Family

Since now there was written a lot of about things that should be considered in advance, during the process of contemplating to have a bilingual family. After all of above parents have finally decided to have a bilingual family. What they need to do now? It is to make an agreement with a partner on how it will work.

Parents need to think about several things: who is going to speak which language to the child, how it will change in specific situations (if they are at home or out, which country they are in, whether there are some monolinguals guests, etc.). All these questions should be decided before the child is born because it can influence the whole family. For many people it is extremely difficult to change the language they speak to others, once they have established a relationship in one language.⁵²

I dare to say that both parents have to agree with bilingualism because it costs a lot of endeavour and both parents have to play their roles. If one makes every effort to do his best but the second will not take it seriously it will not function.

However if there is just one parent (does not matter which one) the bilingual upbringing can still function. The role of the second parent can be replaced by some other person – a teacher, a babysitter, a nanny or for example a grandparent. But it is *definitely possible to have a bilingual family even if that family is not complete.*⁵³

To implement bilingualism in a family with a little baby means to prepare a language strategy.

Parents can choose one from those already existing or create their own. They can also try to mix more strategies into something new. Adults should be aware of a fact that they should use the same language pattern for many years

In this section I would like to introduce some of the most popular language patterns that are used in bilingual families.⁵⁴

7.1. One Person, One Language – Natural Version

This is definitely **the most successful strategy** how to lead a bilingual family. In the natural version it is a case of a single immigrant who moves into a new country where he meets his future partner. In this situation both parents have a different mother tongue and both use their own original language in the communication with their child.

In this strategy it is important for both parents to understand the second language. It is not necessary to speak it but they should, at least, understand a simple conversation. Parents often learn the second language together with their child.

⁵² (Cunningham, 2011: 20)

⁵³ (Baker & Sienkiewicz, 2000: 41)

⁵⁴ (Harding- Esch & Riley, 2008: 70-72)

If one of them does not understand the second language it is quite a problem because this parent will not understand any conversation. In such situations somebody has to translate every communication. It can be boring and at the same time each conversation will be prolonged.

*On the other hand, I need to say that a monolingual parent can have a bilingual child the same as a bilingual parent can have a monolingual child.*⁵⁵

To explain this, there can be a woman who gets married into a foreign country, because she is going to have a baby, she stays at home. Therefore she is not in touch with the dominant language. That is exactly the situation when she can speak to her child/partner with her mother tongue (minority language). The father, on the other side, can use his own mother tongue that is at the same time the dominant language of the community.

This is the most natural way as Grammont said, *“You do not have to teach your children anything special. The only thing you should do is to speak to him in one language. Your partner should speak by a second language. Your language roles should have not been mixed.”*⁵⁶

Parents should keep using the same language in every communication to the child. *Sometimes, it can be uncomfortable because a parent who is speaking the minority language can be very conspicuous, especially if the conversation is taking place outside. People can react unpleasantly while hearing a foreign language.*⁵⁷ The parent who uses a minority language can be seen as a stranger for the rest of his life. From the other perspective it can be unpleasant even for children. Some of them do not want to use a minority language outside the house in order to be the same as people around.

*When both parents speak a different language to their child it helps to keep these languages separate. A child can easily realize that there are two different language codes, and that it is desirable to use one or the other.*⁵⁸ In reality very young children always mix languages together but after some time they are able to distinguish both separate systems. Nevertheless, the language mixing is **not a problem**, not in any age. It is just a way how bilinguals use their languages.

Thus even adults can mix both languages because it can be natural for them. They can already recognize that they use two separate systems, but as they know both, they do not see any purpose to separate them, strictly.⁵⁹

One person, one language strategy can be further divided into two sections according to who is the native speaker of the dominant language.

A model situation A: *a father speaks English; a mother speaks Czech; they live in the Czech Republic.* Because the language of the community is the same as the language of the mother it will have a dominant role in the life of their children. After the birth, the baby is mostly with the mother. Then the child goes to a kindergarten and later to a school where almost all conversations are in Czech language. His friends speak Czech too. Definitely the input in Czech language will be bigger.

⁵⁵ (Baker & Sienkiewicz, 2000: 38)

⁵⁶ (Štefánik, 2000: 32)

⁵⁷ (Cunningham, 2011: 24)

⁵⁸ (Baker & Sienkiewicz, 2000: 40)

⁵⁹ (Harding- Esch & Riley, 2008: 75)

All English input is derived from the father, thus his role is very important. He has to spend a lot of time with his baby.⁶⁰ Lately, some English courses can be taken to support the progress in English.

A model situation B: a father speaks English; a mother speaks Czech; the family live in England. Apparently, Czech language will be the dominant language of the child till the age of three. In this period, the child spends the most of the time with the mother. With the entrance into the kindergarten the English will play bigger and bigger role. **The dominance between languages changes several times during the life.**

I am pretty sure this child will have English in the superior position in the adulthood. In this model situation the influence of the second language (in this case it is Czech language) is bigger, because it was the dominant language till the age of three. In this case a precious form of bilingualism, **balanced bilingualism**, can arise.

7.2. One Person, One Language – Intentional Bilingualism

This strategy is comparable with the previous one but there no immigrants. In spite, we have two monolinguals who have decided to have a bilingual child in monolingual environment. Both parents have the same mother tongue and it is the same as the dominant language in the country. *It is the example of intentional or prestigious bilingualism because it is something that is artificially created.*⁶¹

How is it possible to lead this strategy? Firstly, one of the parents has to study the second language and then he has to use this language in the communication with his child. Actually, in this case both parents should study the second language – one to speak to their children and second to understand their conversations. **This strategy would be extremely hard for both parents.** To keep all rules of this strategy would mean that one of the parents should give up his mother tongue in every single conversation with his baby.⁶²

A model situation: parents speak Czech; they live in the Czech Republic; they choose English as the second language for their child. Parents have chosen English, because it is an international language and it has a big prestige. In the Czech Republic there are many possibilities for English education and voluntary courses. Thus parents can easily support their effort with some private English lecturer.

The dominant language of the child will be undoubtedly Czech. However his knowledge of English language can be very good.

7.3. Inside the House or Outside the House – Immigrant Family

The third strategy gives a strict boundary where can bilinguals speak each language. This strategy can be used in immigrant family where both parents have the same mother tongue. Parents do not have to come from the same town or even country, the only criterion is a common mother tongue.

⁶⁰ (Harding- Esch & Riley, 2008: 102)

⁶¹ (Morgensternová, Šulová, & Scholl, 2011: 78)

⁶² (Morgensternová, Šulová, & Scholl, 2011: 100)

In this situation both parents speak the same language to the child when they are inside their house. Anywhere else they use a dominant language of new country.⁶³ Children as same as parents have to study new language of the community.

This method is easier from the point of view that there are two people who are going to speak the same language. And both can cooperate. Also the input of the language will be doubled and the child will get twice more information.⁶⁴

As the minority language is taking place just inside the house there does not have to be any inconvenient feelings. If the colour of their skin and other physical features are similar to those who live in new country they do not have to feel as strangers.⁶⁵ These people can merge with the society totally.

A model situation: parents were born in England; their mother tongue is English; they moved into the Czech Republic; the dominant language of the community is Czech. In the house the family speak English and outside the house they speak Czech.

At the beginning the baby is going to be mostly at home in the English environment. Then the child starts visiting a pre-school or school where there will be people speaking the majority language. A strong desire to understand his peer will arise immediately. *It is said that after about half of the year children do not have any problems to understand their friends.*⁶⁶ The learning of Czech starts simultaneously with using the minority language inside the house.

7.4. Inside the House or Outside the House– One Parent Is an Immigrant

This version is a compilation of all strategies mentioned above. There are two people who are going to have a bilingual family. Both parents have different mother tongue as one of them is an immigrant. They choose to speak just minority language inside their house.⁶⁷

This method is very demanding for both parents who have to study a different second language. The big advantage of this method is the fact, that there is one native speaker for each language. *The language role of the non-native partner is not essential when there is the other who can correct all the mistakes and help in any conversational situation. Much more important is the effort of both partners to provide a double language input.*⁶⁸

A model situation: A mother was born in England; a father was born in it Czech Republic; the family live in the Czech Republic. The language of the community is Czech but the language inside the house is English. The mother is the native speaker of English. She helps her partner with English language which is the only possible language inside the house. The father takes some language courses to learn English in order to understand family conversations. Family live in the Czech Republic therefore the mother has to study Czech. Czech language is the only possible language outside their house.

⁶³ (Harding- Esch & Riley, 2008: 103)

⁶⁴ (Cunningham, 2011: 44)

⁶⁵ (Altarriba & Heredia, 2008: 191)

⁶⁶ (Cunningham, 2011: 44)

⁶⁷ (Harding- Esch & Riley, 2008: 71)

⁶⁸ (Cunningham, 2011: 44)

There can be one problem from the father's perspective who is giving up his mother tongue for most of the family conversations. Yes, he can use it outside the house, but all the conversation during dinner, breakfast, etc., should be in English. It can be partly inconvenient for the father.⁶⁹

7.5. Other Ways How to Use Two Languages

Till now I was describing most common types of bilingual families. There is, of course, many other ways how to use two languages in the family conversation. In this chapter I will mention some of these minority ways.

Some strategies can be influenced by the time. The first possibility, *each day* the family use a different language. One day all members of family use the minority language and every second day they use the majority language in their conversations. The other option, *every weekend* the family use the majority language in their conversations. While every weekdays they use the minority language.

The language can be chosen according to the *topic*. The family very often use the minority language for some private debates, for example, to express feelings, love and other personal issues. On the other hand the discussion about the school or about their work can be held in a majority language.

As bilinguals are able to speak and understand two languages there are sometimes situations when *each member uses a different language*. Easily one can speak Czech and the other can answer in English. And there are no misunderstandings because the conversation is clear for both sides. These situations seem to have no explanation, just personal preferences take place.

Ultimate strategy to mention is an interesting switching between languages. Every time when somebody starts a conversation he decides about the language for the debate. Thus the language can be changed many times during a while. If somebody asks something the others are expected to answer in the same language as the question is.

7.6. Three Languages at the Same Time

To go even deeper, some of these language strategies can be changed in order to create a trilingual person. Despite the trilingual upbringing is also possible, it is extremely tough for parents the same as for children. Both need to have a talent for languages.

The most frequent example of a trilingual person is a bilingual who is trying to acquire another language. In addition to this there can be a person who was taught three languages from the cradle. To illustrate some kinds of trilingual upbringing I would like to speak about two most common situations.

The first is similar to the strategy described in the chapter 7.1. Partners have a different mother tongue and both speak their own language to their child. But in this example the family live in a country where none of these languages is spoken, both are considered to be minority languages. There

⁶⁹ (Harding- Esch & Riley, 2008:103)

is a third language in the society, the majority one.⁷⁰ The child is taught the third language in the kindergarten or later at school.

The second type of trilingual education is similar to 7.3. There is an immigrant family. Both partners have the same mother tongue which they use inside their house. The community outside is already bilingual. *The family speak the minority language inside the house. Outside their house immigrants have to face two languages at the same time.*⁷¹

Bilingual societies officially exist throughout the world. In this chapter I have proved even the existence of trilingual people. It seems to be obvious that the knowledge of one language is not the only way of life. *According to some scientists it appears that the ability to acquire multiple languages is innate and it is just up to us if we will develop it from the very beginning.*⁷²

⁷⁰ (Harding- Esch & Riley, 2008: 72)

⁷¹ (Baker & Sienkiewicz, 2000: 38)

⁷² (Garcia & Nanez, 2011: 61)

8. The Most Discussed Topics Connected to Bilingualism.

8.1. Advantages

Some advantages of bilingualism were already mentioned in previous chapters. For example, there was the social, the economic or the educational advantage. To make this list more complex, I would like to add few more. The biggest advantage is, definitely, the ability to speak with two nationalities without any problems. People, who are able to use more languages, have more possibilities to travel or to get a better job. The detailed description of advantages can be seen on the *CZECHKID website*.

Bilingualism is proved to have a positive effect on human **creativity**, since bilinguals have at least two names for each thing (at least one name in each language). They have also more solutions for each problem. Bilinguals are able to use two separate language systems due to this fact bilinguals are believed to be good at **abstract thinking**.

They understand that nothing is given by its name, the name can be given away but the thing will stay the same. For illustration, we can use a word pencil instead of a word rose while it cannot change their substances. The essence of the rose stay the same – a colour, nice smell.

8.2. Disadvantages

I dare to say there is no disadvantage on bilingualism from the point of view of bilinguals. On the other hand the bilingual way of upbringing is incredibly demanding for parents. That could be seen as disadvantage. The only real disadvantage of bilingualism is its difficulty.

8.3. Connection to IQ

Some people claim bilingualism has a negative effect on IQ. However, modern IQ tests do not support this theory. It is believed this myth was created in the deep past when there were not appropriate techniques how to measure IQ.

In the past, bilinguals were often given a test in one language. But that was a serious mistake made by some inexperienced specialists. Usually, bilinguals do not have equal vocabulary in both languages. They are used to use each language for different topics.

One language can be used to express emotions or hobbies while the second language can be used in order to speak about the job or the school. The test was usually full of questions which many bilinguals were not able to answer, because a bad language was chosen.

On the contrary, nowadays usually both languages are used in a test for bilinguals. Those tests do not show any differences in IQ between bilinguals and monolinguals.

8.4. Development of Children

There are some differences in the development of bilingual children in comparison with monolingual children. At the beginning, bilinguals seem to be delayed.

Very little bilinguals either mix both languages together or they do not speak at all. For all parents of bilingual children this period is the biggest test of their persistence. They have to be strong and continue with their efforts.

Approximately, at the age of 3 bilingual children are usually able to recognize that there are two separate language systems and the child can start to use them intentionally.

Around the age of 5 bilingual children usually catch up their monolingual counterparts, at least in one language. It is the time when we can start to speak about the dominant language.

II. Practical Part

9. Introduction

The practical part of my thesis is focused on young pupils and their language abilities. I was interested in all languages that pupils are in contact with. I tried to find out more aspects - the level of each language, the purpose of studying languages or the best way, how to study them.

I was concentrated not only on children but also on their family background.

For purposes of my survey I have visited two schools. The first was the grammar school Jírovčova and the second was the Episcopal grammar school of J. N. Neumann. Both schools are located in České Budějovice.

I chose the Episcopal grammar school because there is a special bilingual program concentrated on Spanish language. It was a great opportunity to compare language abilities of bilingual pupils, who are taught some subjects in Spanish, with pupils who are taught only in Czech.

10. The Questionnaire

1. Age / Věk
2. Gender / Pohlaví
3. Have you ever heard the term bilingualism? Can you, briefly, describe it? / Slyšel/a jsi někdy pojem bilingvismus/dvojjazyčnost? Pokud ano, vysvětli, co si pod tímto termínem představuješ.
4. Family/ Rodina

	Age/ Gender Věk/ Pohlaví	What languages do they speak?/ Jakými jazyky mluví?	What languages can they write a letter in?/ V jakém jazyce dovede napsat dopis?	What languages can they read a book in?/ V jakém jazyce dokáže přečíst knihu?
Mother/ Matka	x			
Father/ Otec	x			
Sibling/ Sourozenec				
Sibling / Sourozenec				

5. Your abilities in languages / Tvé jazykové dovednosti

	What languages do I speak?/ Jakými mluvím jazyky?	What languages can I write a letter in?/ V jakém jazyce dovedu napsat dopis?	What languages can I read a book in?/ V jakém jazyce dokážu přečíst knihu?	How/ where have I learned them?/ Jak/ Kde jsem se jazyky naučil/a?
I/ Já				

6. **Are your parents able to speak any foreign language?** (Choose either a) or b) variant and answer relevant part)/ **Mluví tvoji rodiče nějakým cizím jazykem?** (vyber si variantu a) nebo b) a odpověz na otázky v dané části).

- a) **Yes, they can speak a second language.** > Do you sometimes use this second language for your conversation at home? During which occasions? / **Ano, rodiče mluví cizím jazykem.** > Mluvíte někdy doma jinak než česky? Pokud ano, při jaké příležitosti?
- b) **No, my parents speak just Czech.** > What is the feeling of your parents that you are able to speak more languages? Which feelings do they experience – fear, anxiety, admiration, support, pride, low self-confidence, etc. / **Ne, Rodiče mluví pouze česky** > Jak rodiče vnímají tvoji schopnost rozumět a domluvit se cizím jazykem? Jaké emoce to v nich vyvolává – strach, obdiv, úzkost, podpora, pocit méněcennosti, hrdost, jiné.

7. Does anybody from your relatives live in a foreign country? Do you sometimes meet? In which language do you speak? / Žije někdo z tvých příbuzných v zahraničí? Stýkáte se někdy? Jak se spolu bavíte?
8. Do you study any other language than English? Which one and why? Which do you like more? / Učíš se ještě jiný jazyk než angličtinu? Pokud ano, jaký a proč? Který tě baví více?
9. What is the most difficult skill for you? Evaluate each activity on the scale 1- 5 (1= the easiest, 5= the most difficult)./ Co ti dělá největší potíže v angličtině? Ohodnoť jako ve škole 1= nejjednodušší, 5= nejtěžší

To Read/ Číst

To Write/ Psát

To Understand/ Rozumět

To Speak/ Mluvit

10. How long have you been studying English? Have you ever had any private lessons? / Jak dlouho už se učíš anglicky? Chodil jsi někdy i na soukromé hodiny?
11. Do you sometimes use English outside the school? During which activity? (for example: do you read some English articles/ books, do you listen to some English music, do you speak English with your friends, do you play some computer games in English, anything else). / Používáš někdy angličtinu i mimo školu? Při jaké příležitosti?(například: čteš si někdy anglické knihy/články, posloucháš anglickou hudbu, bavíš se s někým anglicky i mimo školu, hraješ počítačové hry v anglické verzi nebo cokoli jiného)
12. What is the best way how to study English according to you?/ Jaké jsou podle tebe nejlepší metody jak se naučit anglicky?
13. Do you have a dictionary in your mobile phone?/ Máš ve svém telefonu slovníček?
14. What do you generally think about bilingualism? The bilingualism is: (choose one statement from each row) / Myslíte si obecně, že bilingvismus je: (vyber vždy jedno slovo z řady)

Good - Bad - Nothing from this / Dobrý - Špatný - Nic z toho

Easy - Difficult - Nothing from this / Snadný - Těžký - nic z toho

Useful - Useless - Nothing from this / Užitečný - Přítež - nic z toho

15. Do you think bilingualism can have any advantages? What are your main reasons to study a second language? / Spatřuješ v bilingvismu nějaké výhody? Jaké jsou tvé hlavní důvody proč se věnuješ druhému jazyku?

11. Analysis of the Questionnaire

I decided to create the questionnaire in Czech language because some pupils might have problems with translating the instructions properly. The aim of my survey was to ask pupils about their language background. I prepared fifteen questions, including their age and gender.

I visited four classes (two in each school) in order to find some pupils who would fill in my questionnaire. I wanted to compare pupils of similar age therefore I visited parallel classes in both schools.

I went into the first year of the eight-year grammar schools because I wanted to know the attitude of young pupils. It was the 1.A in the Episcopal grammar school of J. N. Neumann and the 1.E in the grammar school Jírovčova. Then I skipped one year and went into the 3.E in the grammar school Jírovčova and into the 3.E in the Episcopal grammar school of J. N. Neumann. At the Episcopal grammar school there is available to study a special bilingual program concentrated on Spanish and the 3.E is one of many classes where pupils are taught according to this program. It was a great opportunity to compare bilingual versus monolingual education.

Younger pupils usually needed about 20 minutes to complete my questionnaire on the contrary, older pupils finished in about 12 minutes. I took the advantage of the end of the school year, when there is usually nothing else to teach, to distribute my questionnaire. Under these circumstances teachers have no problems with giving me some time, during their lecture.

I can say that I was very nervous because it was my first time in the teacher-like position. But pupils as well as teachers were very polite to me. Firstly I had to explain who I am and what the purpose of my survey is. I explained what I want them to do even though there was a lot of questions even after.

The biggest problem to fill in was definitely the table in the exercise 3. To answer more questions from different perspectives was a real problem for pupils.

Despite all my efforts, I have got some questionnaires, where not all my questions are answered. In addition, I was not able to read some of the answers. Some answers are simply not readable.

12. Results of the Survey

Exactly 105 pupils were asked to fill in my questionnaire. 50 pupils were from the Episcopal grammar school of J. N. Neumann and 55 were from the grammar school Jírovcová. As we can see there was a difference in number of pupils from each school. It was caused by the 3.E in the Episcopal grammar school. There is a strong tendency to have only few pupils in this class. In my case this class had just 21 pupils.

12.1. Basic Classification

My survey was answered by 105 pupils. To sum them up there were 38 boys and 67 girls. It is surprising at the first sight but not so much after further analysis. Nowadays much more girls are being born. Another reason could be that a lot of boys visit some kind of technical school while majority of girls visits some grammar school.

The age of my pupils was on the scale from 11 to 15. The following chart shows the distribution of the age groups:

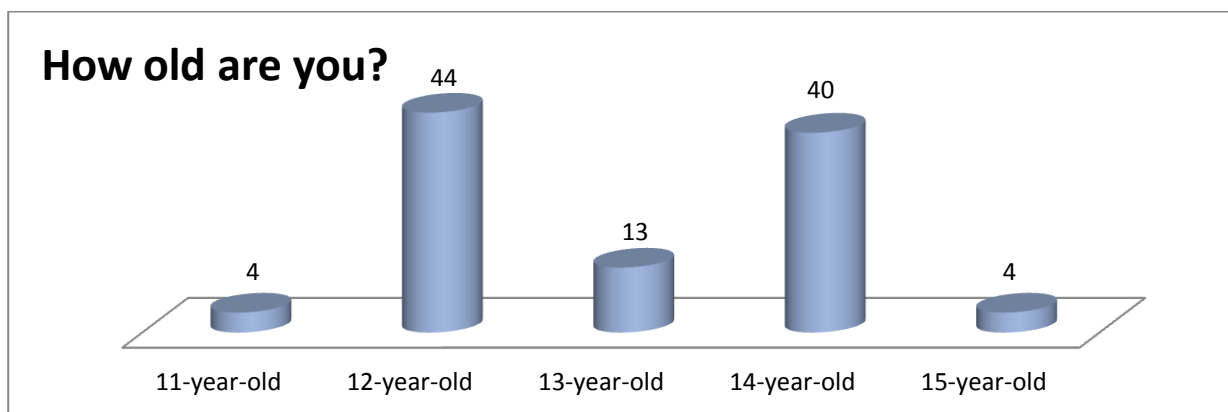


Figure 1 – The overview of all pupils based on their age.

12.2. Knowledge of the Term *Bilingualism*.

96 pupils out of the tested sample can be divided into four groups. Their opinions about the task: “What does *the bilingualism* mean?” were very similar. I wrote these main groups into the scheme below.

Generally, as I supposed, almost all pupils from the Episcopal grammar school were able to explain what the *bilingualism* means. On the other hand in the 1.A there were 16 pupils who have never heard this term.

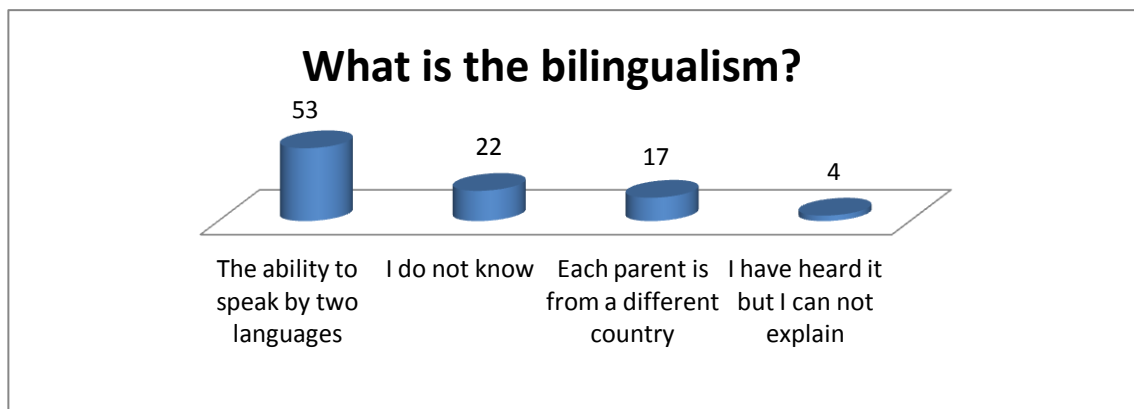


Figure 2 – The overview of four main answers given by pupils of both schools.

It was also interesting to compare some differences in pupils' theories. For example, pupils from the school Jírovcova regarded migration as a necessary condition for bilingualism. They also mentioned the important role of parents, much more than pupils from the Episcopal school. To sum it up, the theory of a pupil from the school Jírovcova could be something like: "A bilingual is a person whose one parent is from the Czech Republic and the second is from a different country" or "A bilingual is somebody who speaks two languages fluently."

On the other hand, pupils from the Episcopal grammar school did not mention the role of parents at all. Because they are influenced by their school program they often thought that the school is the most necessary condition. Their hypothesis could be something like: "A bilingual is a person who has some subjects in school that are taught in a different language." or "A bilingual is one who has two mother tongues". For this school it is very important to mention the word mother tongue because it was written in 35 out of 40 answers.

12.3. Question Number 4 and 5 – Two Charts.

If I had not put a chart in my questionnaire I would have done better. It was the most complicated task in my survey. Firstly the age of the parents was in question (I wanted to clarify the hypothesis whether the age of adults is somehow connected to the languages they can speak) but pupils did not know the age of their own parents, finally I had to cross it out of my questions

Despite I got some information about the whole families, it is necessary to realize that, some information does not have to be true. Answers in my survey were written by pupils and only from their point of view. I suppose I would be surprised if the same set of questions would be answered by parents of these pupils. For example, I do not believe that 98 out of these parents are able to read a book in English. This number is simply too high. But on the other hand, the number can be even higher because there can be some parents who are able to read in a foreign language but their children do not know it.

In the other question about the ability to write a letter, there were big differences. In the case of pupils who are taught this ability at school almost all believed they are able to write a letter in all languages that they study. While, according to the children, just few parents are believed to be able to write a letter in a foreign language. In the similar question about the ability to read a book, pupils were

afraid of writing some foreign language into this column. To be able to read a story a big amount of knowledge is needed. In this column there were the smallest numbers from the whole chart.

In my survey a lot of pupils wrote at least one of these three languages (English, German or Russian) as a language used by their parents. The English was a total top with amount of 134 parents who are able to speak English. The Russian language was more popular between parents of older pupils. Russian language on the other side is not spoken by pupils except of three individuals. It can be caused by the school's program that usually does not offer Russian as a voluntary subject. An extensive educational research of pupils from the primary schools was made by Müllerová. Besides other things, she tried to compare which languages are offered in various schools in the Czech Republic and Germany.

Very interesting fact is that 25 parents are not able to speak, write or read in any foreign language. The biggest part of these parents, concretely 7 of 25, has their child in the 3.E of the Episcopal grammar school. While children are in a bilingual class, their parents are not able to use any foreign language.

Another question to answer was the language ability of siblings. If pupils have more siblings they were asked to write about the eldest. I can divide all siblings in two groups. In the first group there are all siblings under eighteen. They study those languages that are taught in their schools – English, German, French or Spanish. In the second group there are all siblings above eighteen. Some of them study some extra languages, for example: Chinese or Italian.

To sum it up, almost all pupils are forced to know more languages than their parents were. Nowadays at least two languages are compulsory at schools. The most favourite combination in all cases was definitely English with German.

12.4. Which Languages Do You Use in a Conversation at Home?

Despite the fact that almost all pupils wrote some languages into the table in the first chart, where they claimed that their parents are able to speak more languages it is not seen in the family conversation.

Many people nowadays study some languages but the conversation is taken place just in the specific places- at work, at school, or at class. In their private life, at home, they still use their mother tongue.

In my sample there were two girls who were true bilinguals.

In the first case, it was a 15-year-old girl from the 3.E in the school Jírovčova. Her mother is Czech; they live in the Czech Republic but her father is originally from Russia. Because father's parents live in Russia, it is required the girl knows the language in order to understand them. The language in this family is kind of voluntary, it is not strictly said that each discussion with the father has to be in Russian.

In the second case, it is a 13-year-old girl from the 3.E in the Episcopal grammar school. Her mother is Ukrainian and her father is Russian. Parents met in Russia and came into the Czech

Republic to search for work. Both parents try to keep their mother tongue at home but there is no strict language pattern. The girl is able to speak even three languages and now she is studying a fourth one at school.

These two girls are true bilinguals, because they were taught more languages from the birth. The rest of my respondents are just pupils who study a compulsory second language, they are no more than partly bilingual.

90% of all pupils claimed that their ability to speak more languages is positively seen by their parents. Parents are said to be proud of them, to support their effort. To my surprise about ten pupils are used to take a role of a family translator when they are abroad. 10% of all pupils spoke about some negative perception of their language ability. They sometimes feel that parents suffer from a low self-confidence.

I did not find any evidence for some regular foreign language communication in the family (except for the Russian bilingual girls). However it does not mean that there is no foreign language communication at all, there is some but it has a specific purpose. 30 pupils sometimes use English, German or Slovak language in the conversation with their parents in order to have fun. English was the most common – in 21 occurrences.

Pupils often use a foreign language at home due to practising before the exam. Some pupils try to use the foreign language during the holiday abroad. The most interesting and funny example when to use the foreign language was mentioned 6 times. Children or parents sometimes use a foreign language in order the rest of the family do not understand the conversation.

12.5. Do Any Relatives Live in a Foreign Country?

42 pupils have some relatives or friends living abroad. Unfortunately, almost all pupils use Czech in a communication to those relatives. To addition to this there were 7 pupils who claimed to have some relatives living abroad with whom they are not in contact with.



Figure 3 – The overview of all answers given by pupils of both schools.

I did not include the destination of their stay as a part of my question. But some pupils wrote it into my survey thus I decided to sum it up and wrote this incomplete list of destinations. The most favourite destination was definitely the United Kingdom (7 times), on the second place there was Slovakia (6 times) and finally two countries were mentioned 3 times: Austria and Canada. Between other places belong: France, Australia, Italy, Russia, and Germany.

I had about 10 pupils with some relatives who commute abroad each day because of their work. I did not count them into my statistics, because it is evident that their language is Czech. They commute to the work but they still live in the Czech Republic.

12.6. Do You Study Any Other Language than English?

Because answers on this question were very different in each class there is a separate paragraph for each.

I start with the 1.E in the school Jírovčova. To study a second language is not compulsory in the first year in this school. Therefore all pupils have to study only English. This class was very unique because even when they do not have to, 10 pupils out of 29 pupils already study a second language, voluntarily. They visit a special courses or study on their own because they want to, because it is useful for them. It was the only class that positively spoke about the second language.

The second class is 1.A in the Episcopal grammar school. There was a big difference to the previous school. This school is concentrated on languages thus even in the first class pupils have to study two languages. Pupils were forced to study a second language and they do not see it positively. 22 pupils chose German and 7 chose Spanish.

Another class is the 3.E from the Episcopal grammar school. This class is in the special Spanish program therefore all pupils are pushed to study Spanish. On the contrary to the previous class, they seem to enjoy it a lot. Almost all pupils were happy about their second language. According to their words, Spanish is great and it opens a lot of possibilities in the future life. The whole class claim to have perfect teachers and they enjoy having native speakers as their lecturers.

Finally, there is the class 3.E from the school Jírovčova. Pupils could choose either German or French as their second language. 15 pupils chose German and 11 pupils chose French. In the case of the German language most pupils mentioned that it is important to understand German as the Czech Republic has a boarder with Germany. In the case of French almost all pupils spoke about the straight aversion to German language that is why they chose French because it was the only other option. Pupils from this class are aware of importance to be able to speak more languages. They are reconciled with having the second language but at the same time they confess that it is sometimes hard for them.

12.7. What Is the Most Difficult for You? Evaluate Each Activity.

In this section it was very interesting to watch changes in self perception. I could see how pupils from different schools evaluate themselves.

Various results in each class can be caused by different language experience. The bigger experience pupils have with speaking the language in the real world, the bigger knowledge they can gain and bigger numbers they can use to evaluate themselves. Another reason for different numbers used by each pupil can be caused by a different attitude of their teachers. Their attitude can vary across schools the same as classes.

Because all these circumstances I do not want to claim, that I have some evidence of precious numbers. My respondents were not taught under the same conditions. I can summarize results that are valid only for my respondents.

For example pupils from the 1.A marked themselves by excellent number 45 times while pupils from the 3.E of the Episcopal school used the same number just 21 times. I do not know exactly what the reason for this is and it is not the same in two other classes. My idea is that pupils from the 3.E they are aware of how much of studying is ahead of them. Since they are in a bilingual class maybe a higher performance is required on them.

I counted up all numbers that pupils gave to each activity and got the final number for each activity, separately for each class. Numbers are very different but at the same time I can also see some similarities. Except the class 3.E from the Episcopal grammar school all classes agreed on the fact that the easiest activity is reading, the second one is writing, third one is speaking and the most demanding is to understand.

In the 3.E from the Episcopal grammar school was following order: the easiest is reading, then it is speaking, the third one is to understand and the most demanding is writing. I would understand this big difference in Spanish, because writing in Spanish is quite complicated. But I was asking about the English and, unfortunately, I cannot explain such a big difference in the order.

12.8. How Long Have You Been Studying English?

English is definitely the most popular foreign language in the Czech Republic. It is obvious that a lot of parents are concentrated on foreign languages and they want their children to study some. Based on my research I can prove that 14 pupils have been studying English since the start of the kindergarten. 41 pupils have started in the first year of the primary school. And 26 pupils have started in the third year of the primary school.

The second part of this task was searching for the answers on how many pupils have been visiting some private lessons anytime in their life. The total number is 39 pupils. They spoke about some voluntary courses or even some real language courses offered by the special language school.

12.9. Summary of the Question Number 11 and 12

Almost all pupils are in contact with English on daily base. One of them wrote: "English is everywhere around us, I need to understand it." And I totally agree.

There are two graphs in this chapter to illustrate two connected tasks. The first graph tries to illustrate answers on the first set of questions - Do you sometimes use English outside the school? During which activity do you use English? The first graph describes things that pupils really do.

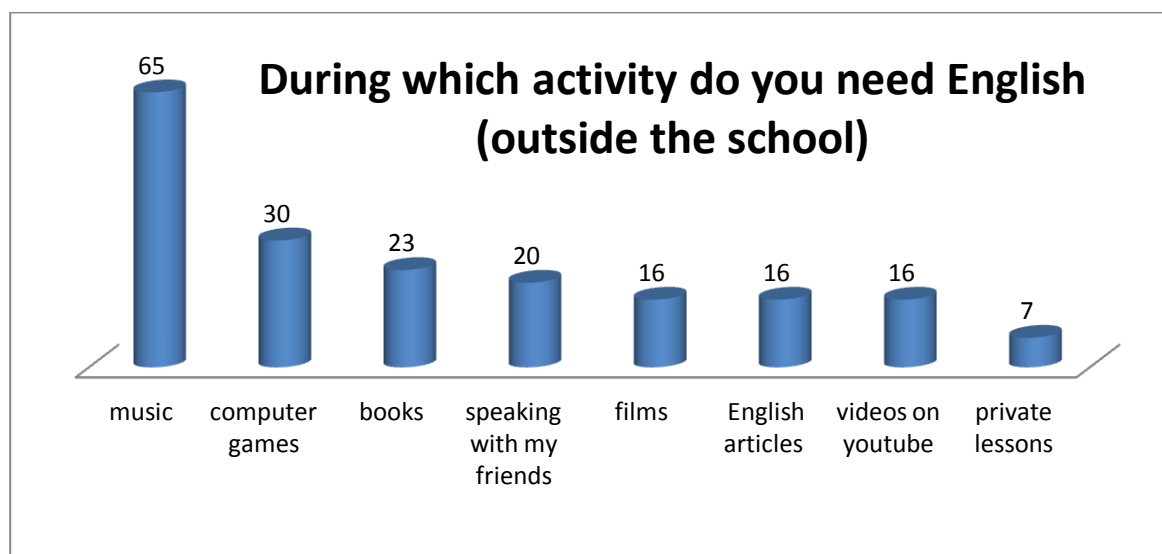


Figure 4 – The overview of all answers given by pupils of both schools.

The second question was - What is the best way how to study English? In the perfect world the answers would be the same as on the previous task. But it was not in my survey. It seems that pupils have some ideas what to do in order to easily and perfectly acquire English but they do not do it.

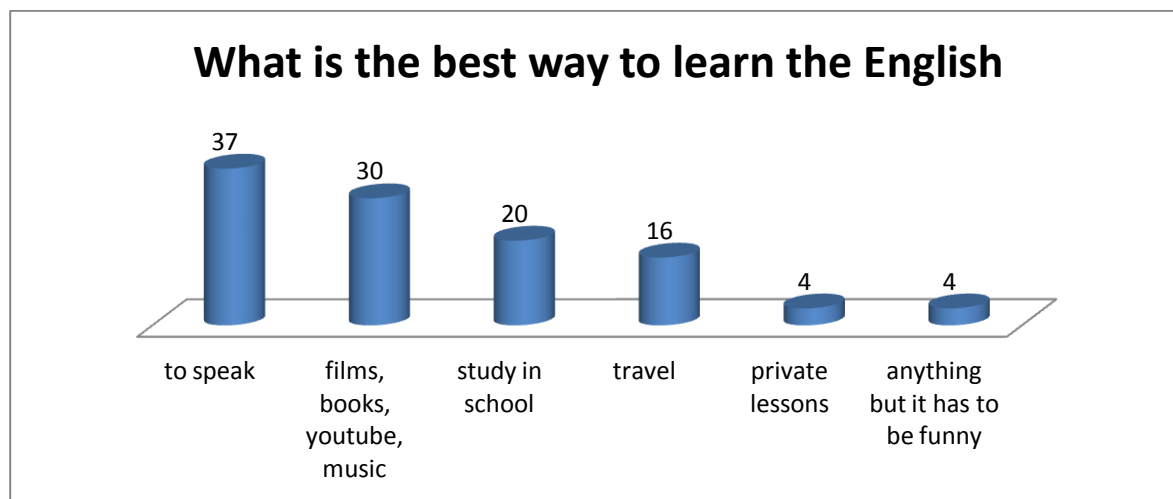


Figure 5 – The overview of all answers given by pupils of both schools.

12.10. Do You Have a Dictionary in Your Mobile Phone?

My shortest question was just to recognize whether pupils from grammar schools are used to have a dictionary in their mobile phones. The result is not surprising. Only 26 pupils do not have a dictionary in their mobile phone. In reality the number is even smaller as some of them do not have the special application of dictionary because they use a translator on the internet. It seems they are often in some situation, in which they need to translate something.

12.11. Choose One Statement from Each Line.

My first question in this task was to decide whether the bilingualism is good, bad or nothing from these options. Only three pupils circled the option nothing from these. All the other pupils wrote that bilingualism is good. It was very nice to see such a big agreement through.

The second task was the most diverse in its results. 10 pupils claimed that bilingualism is easy for them (6 votes were from the 1.A), 50 pupils claimed that bilingualism is difficult and 28 pupils circled the option nothing from above. According to the fact that 17 pupils did not circle anything, I am pretty sure it was the most difficult question to answer.

Last task was to decide whether the bilingualism is useful, useless or nothing from these options. Three pupils circled the useless variant as same as three pupils circled the nothing from these variant. The majority chose the useful option. For example, in the 3.E in the Episcopal grammar school all pupils chose that it is useful. It seems that they are satisfied with their decision to study in a bilingual program.

12.12. Why Do You Study a Second Language

In the previous question I found that except 6 pupils all the others circled that bilingualism is something that is useful. Logically my next question was: Why is it useful? What are your main purposes to study a second language?

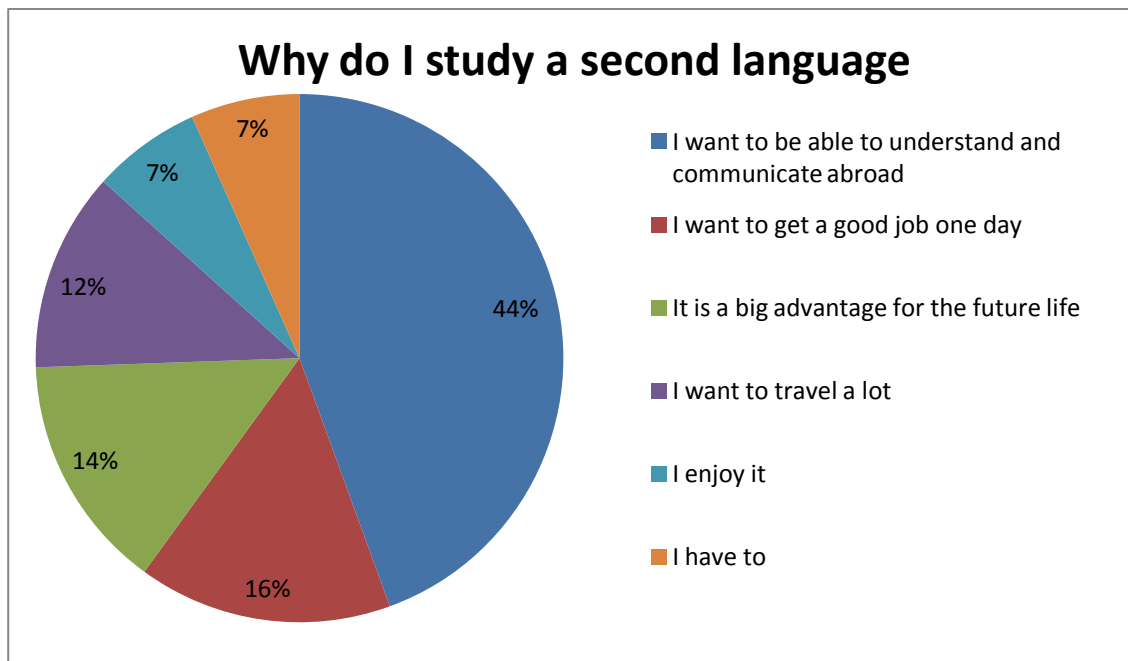


Figure 6 – The overview of all answers given by pupils of both schools.

In the graph, we can see that a lot of pupils are aware of the fact that the Czech language is not of a big importance abroad. They try to prepare themselves for their future and study some foreign language. There is also the evidence for the fact that travelling is very popular nowadays. Quite interesting is how many pupils are already thinking about their future – future life, future job.

13. Conclusion

In my bachelor thesis I tried to explain some interesting facts about bilingualism. I introduced some theories about what the bilingualism is and I spoke about some difficulties in creating our own theory about bilingualism in the chapter number 3. Since bilingualism has never been strictly defined, it can be understood differently. And people can imagine various things under this term.

In the chapter number 4 I worked with the most common types of bilingualism, especially with the successive and simultaneous form. Then I was briefly speaking about immigrants to show the language change in this kind of family.

The end of my theoretical part was written for parents. It gave some pieces of advice that should be taken into account before starting a bilingual family. The chapter number 7 described various ways how to use two languages in the family.

The main aim in the practical part of my thesis was to find out whether pupils from different grammar schools are in contact with some foreign languages on a regular basis. I was mainly interested in languages that are spoken by family members. I wanted to find some connection between parents and children or between siblings.

I visited 4 classes in two different schools to have some material to compare. Finally, 105 pupils answered my questionnaire. Some of my respondents did not answer all questions but generally I got a lot of sources for my thesis. After detailed analysis of all questionnaires I came to many interesting findings.

To my surprise there were two girls from bilingual families whose parents came from abroad (at least one of the parents). That is a big support in my presumption that bilingualism is known worldwide and even in the Czech Republic we can meet many bilinguals.

14. Závěr

Ve své bakalářské práci jsem se pokusila představit některá zajímavá fakta o bilingvistu. Ve 3. kapitole jsem popsala stěžejní teorie vysvětlující pojem bilingvistu a popsala různé problémy, kterým můžeme čelit při vytváření nové teorie. Jelikož není přesně určeno co je to bilingvistu, každý může tento pojem chápat trochu jinak s ohledem na různé podmínky.

Ve 4. kapitole jsem se pokusila popsat nejznámější typy bilingvistu se zaměřením na současné nebo postupné osvojení druhého jazyka. V další kapitole jsem stručně hovořila o imigrantech s pokusem zachytit změny v jazykovém systému rodiny.

Konec mé teoretické části je spíše určen rodičům. Uvádí rady, které by rodiče určitě měli zvážit předtím, než se rozhodnou založit rodinu a vychovávat své děti bilingvně. V 7. kapitole se zabývám jazykovými vzorci, které jsou možné v bilingvní rodině.

Hlavním cílem praktické části mé bakalářské práce bylo zjistit, zda jsou pupili z rozdílných gymnázií v pravidelném kontaktu s nějakým cizím jazykem. Hlavním úmyslem bylo zjistit jazykové schopnosti rodinných příslušníků. Zajímalo mě, zda existuje přímé spojení mezi jazyky, které znají rodiče a mezi těmi, které znají děti.

Navštívila jsem celkem 4 třídy ve dvou různých školách, abych získala materiál, který bych mohla později porovnávat. Nakonec jsem získala 105 respondentů. I když někteří z nich nezodpověděli všechny dotazy, podařilo se mi nashromáždit dostatek podkladů. Po detailní analýze všech dotazníků jsem dospěla k zajímavým poznatkům.

Mezi mými respondenty byly i dvě slečny z bilingvní rodiny, jejichž rodiče se narodili v zahraničí. To velmi potvrdilo mé přesvědčení, že bilingvistu je světově rozšířený a my se s ním můžeme setkat dokonce i v České republice.

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16. List of Figures

Figure 1 - The overview of all pupils based on their age.....	30
Figure 2 - The overview of four main answers given by pupils of both schools.....	31
Figure 3 – The overview of all answers given by pupils of both schools.....	33
Figure 4 – The overview of all answers given by pupils of both schools.....	36
Figure 5 – The overview of all answers given by pupils of both schools.....	36
Figure 6 – The overview of all answers given by pupils of both schools.....	37