TECHNICKÁ UNIVERZITA V LIBERCI
**Fakulta přírodovědně-humanitní
a pedagogická**

Bilinguals and their use of languages in the Czech Republic

Bakalářská práce

Studijní program: B0114A300068 Anglický jazyk se zaměřením na vzdělávání

Studijní obory: Anglický jazyk se zaměřením na vzdělávání
Tělesná výchova se zaměřením na vzdělávání

Autor práce: **Mariana Machačná**
Vedoucí práce: Richard Madsen, M.A., Ph.D.
Katedra anglického jazyka

Liberec 2022

TECHNICKÁ UNIVERZITA V LIBERCI
Fakulta přírodovědně-humanitní a pedagogická

Zadání bakalářské práce

Bilinguals and their use of languages in the Czech Republic

Jméno a příjmení:	**Mariana Machačná**
Osobní číslo:	P19000042
Studijní program:	B0114A300068 Anglický jazyk se zaměřením na vzdělávání
Specializace:	Anglický jazyk se zaměřením na vzdělávání
	Tělesná výchova se zaměřením na vzdělávání
Zadávající katedra:	Katedra anglického jazyka
Akademický rok:	**2020/2021**

Zásady pro vypracování:

Bakalářská práce pojednává o bilingvních jedincích a jejich využití jazyků v každodenním životě. Práce je rozdělena do dvou částí. Teoretická část popíše a vysvětlí dvojjazyčnost a její druhy. Zaměří se na projevy dvojjazyčnosti v rodinném prostředí a ve společnosti.

Cílem praktické části je zjistit, jak bilingvní jedinci používají své jazyky v rozdílném prostředí a v určitých situacích. Informace budou získávány dotazováním bilingvních rodin a následně zpracovány kvantitativní metodou.

The bachelor thesis focuses on bilinguals and their language usage in everyday life. The work is divided into two parts. The theoretical part will describe and explain bilingualism and its types, including the manifestation of bilingualism in a family environment and in society.

The aim of the practical part is to find out how bilinguals use their languages in specific environments and situations. The information will be gathered by questioning bilingual families. The data of the questionnaire will be processed quantitatively.

Rozsah grafických prací:
Rozsah pracovní zprávy:
Forma zpracování práce: tištěná/elektronická
Jazyk práce: Angličtina

Seznam odborné literatury:

Baker, Colin. *A Parents' and Teachers' Guide to Bilingualism. Bilingual Education and Bilingualism*. 5th ed. Clevedon: Multilingual Matters, 1995.

Baker, Colin. *Foundations of Bilingual Education and Bilingualism*. 3rd ed. Clevedon, England: Multilingual Matters, 2001.

Baker, Colin; Prys Jones, Sylvia. *Encyclopedia of bilingualism and bilingual education*. Clevedon, Philadelphia: Multilingual Matters, 1998.

Ellis, Rod. *Second Language Acquisition*. Oxford: Oxford University Press, 1997.

Grosjean, François, and Krista Byers-Heinlein. *The Listening Bilingual: Speech Perception, Comprehension, and Bilingualism*. Hoboken, NJ, USA: Wiley-Blackwell, 2018.

Grosjean, François. *Life with two languages: an introduction to bilingualism*. Cambridge, Massachusetts, London: Harvard University Press, 1982.

Harding-Esch, Edith, and Philip Riley. *The Bilingual Family: a Handbook for Parents*. 2nd ed. Cambridge: Cambridge University Press, 2003.

Morgensternová, Monika, Šulová Lenka, and Lucie Scholl. *Bilingvismus a interkulturní Komunikace*. Praha: Wolters Kluwer Česká republika, 2011.

Romaine, Suzanne. *Bilingualism*. 2nd ed. Oxford: Blackwell Publishers, 2000.

Štefánik, Jozef. *Jeden človek, Dva Jazyky: dvojjazyčnost⊠ detí: Predsudky a skutočnosti*. Bratislava: Academic Electronic Press, 2000.

Vedoucí práce: Richard Madsen, M.A., Ph.D.
                      Katedra anglického jazyka

Datum zadání práce: 28. června 2021
Předpokládaný termín odevzdání: 15. července 2022

L.S.

prof. RNDr. Jan Picek, CSc.   Mgr. Zénó Vernyik, Ph.D.
        děkan   vedoucí katedry

V Liberci dne 28. června 2021

Prohlášení

Prohlašuji, že svou bakalářskou práci jsem vypracovala samostatně jako původní dílo s použitím uvedené literatury a na základě konzultací s vedoucím mé bakalářské práce a konzultantem.

Jsem si vědoma toho, že na mou bakalářskou práci se plně vztahuje zákon č. 121/2000 Sb., o právu autorském, zejména § 60 – školní dílo.

Beru na vědomí, že Technická univerzita v Liberci nezasahuje do mých autorských práv užitím mé bakalářské práce pro vnitřní potřebu Technické univerzity v Liberci.

Užiji-li bakalářskou práci nebo poskytnu-li licenci k jejímu využití, jsem si vědoma povinnosti informovat o této skutečnosti Technickou univerzitu v Liberci; v tomto případě má Technická univerzita v Liberci právo ode mne požadovat úhradu nákladů, které vynaložila na vytvoření díla, až do jejich skutečné výše.

Současně čestně prohlašuji, že text elektronické podoby práce vložený do IS/STAG se shoduje s textem tištěné podoby práce.

Beru na vědomí, že má bakalářská práce bude zveřejněna Technickou univerzitou v Liberci v souladu s § 47b zákona č. 111/1998 Sb., o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších předpisů.

Jsem si vědoma následků, které podle zákona o vysokých školách mohou vyplývat z porušení tohoto prohlášení.

8. července 2022   Mariana Machačná

Acknowledgements

I would like to thank my supervisor Richard Skultéty Madsen, M.A., Ph.D., for guiding me through my work and giving me valuable comments and suggestions. Furthermore, I would like to thank my family and partner for being there for me and creating a pleasant study environment. Finally, yet same importantly, many thanks belong to participants who completed the questionnaire.

Abstrakt

Bakalářská práce zkoumá dvojjazyčnost a využití jazyků bilingvními jedinci v České republice. Dokládá, jak dvojjazyční lidé používají jazyky v konkrétním prostředí, s určitými lidmi a při různých aktivitách.

V teoretické části je popsáno několik definic, které blíže vysvětlují, co je to bilingvismus. Dále jsou zde zmíněny typy dvojjazyčnosti, diglosie ve vztahu s dvojjazyčností nebo nový fenomén zvaný heritage language neboli jazyk dědictví. Závěrečná část teorie popisuje lingvistické zvláštnosti a mýty týkající se dvojjazyčnosti.

Praktická část bakalářské práce je sestavena z dat získaných od třiceti respondentů, kteří odpovídali na otázky zaměřené na využití jazyků bilingvními jedinci v konkrétních situacích, s konkrétními lidmi, při komunikaci s jinými dvojjazyčnými jedinci nebo i například na to, zda střídají jednotlivé jazyky na základě měnících se emocí. Veškeré získané informace jsou verbálně popsané a graficky znázorněné na základě předem prostudované teorie.

Klíčová slova: dvojjazyčnost, jazyk, mateřský jazyk, použití jazyka, komunikace

Abstract

The bachelor thesis studies bilingualism and the language use of bilingual individuals in the Czech Republic. The paper explores how bilinguals use their languages in specific surroundings, with specific people, and in specific activities.

The theoretical part explains what bilingualism is and some of the main definitions are stated. Further, the explanation includes some types of bilingualism, describes diglossia in relation to bilingualism, and subsumes heritage language as a new phenomenon. The last part of the theory deals with the linguistic peculiarities and myths of bilingualism.

The practical part of the thesis is based on the data collected from thirty participants who responded to questions concerning with whom and where a particular language is used, which tongues are used for daily activities and to communicate with other bilinguals or language switch according to specific emotions. All the information are analysed graphically and verbally with regard to knowledge from the theory.

Keywords: Bilingualism, language, mother tongue, language use, communication

Table of Content

List of Figures

Introduction

In today's world, bilingualism is a standard everyday life of many humans as civilisations intermingle and people try to communicate with each other. The interaction is caused by the development of new technologies, the internet, businesses, migration, cultural and personal reasons or even war. Bilingualism is complex and still little researched because people usually define the term as knowledge of two languages on the native level. Nevertheless, the languages do not have to be mastered on the same level. Bilingualism comprises aspects such as when, how and to what extent the tongues are acquired. Most of us start learning a second language at elementary school, however, some people have the opportunity to acquire their languages from birth. The opportunity to hear more than one language from the beginning of life influences speech and expressions. This work should help to understand bilingualism as a narrowed topic and contributes to research on the use of languages by bilingual individuals.

The bachelor thesis examines how bilingual individuals specifically use their languages. It extends to which languages are represented in everyday life, either domestically or outside the home. Furthermore, whether a particular language is used more with regard to where they live, go to school, work or with whom they talk. The aim is to analyse people who grew up since birth in bilingual surroundings and currently living in the Czech Republic.

To define the aim of this thesis, a pilot study was created and consequently sent to parents who answered the questions. The investigation aimed to determine any particularities in the use of languages. Whether a child prefers a specific language

more and therefore uses it more, whether the vocabulary is the same for both languages or if the tone of speaking with a language changes also alters. The topic of this bachelor thesis was defined based on the responses, and related literature was researched and studied.

The theoretical part is created based on the studied material beforehand. It comprises the most crucial aspects of bilingualism, such as the definitions. Further, this part involves related topics, for instance, diglossia or heritage language. As far as the topic goes, bilingualism matters in families, which were studied in literature and described. The last section subsumes the phenomena of blending language systems and myths, which were discussed with Aleksandra Bogoiavlenskaia whose expertise is in bilingualism.

For the practical part of the thesis, a survey was completed. The questions were designated regarding the reviewed material with the purpose of depicting the crucial part of the use of languages. It subsumes inquiries such as how individuals use their languages while counting, dreaming, writing a diary or the language in which bilinguals have set their gadgets, as modern technology plays an essential role in bilingualism. The responses to the survey are graphically and verbally analysed.

1   Theoretical part

The following chapters introduce essential information stating the basic knowledge for the practical part. It defines bilingualism, its types, and diglossia which is crucial for understanding the distinction between the term as bilingualism on the level of society and bilingualism on the level of an individual. Further, the chapter comprises a study on heritage language as a type of bilingualism. The theory describes language acquisition and the bilingual family structures that are the centre of the practical part. In the final part, bilingual peculiarities and the most common myths about bilingualism are mentioned. A number of them relate to the gathered data in the practical part.

1.1   Definition of bilingualism

In the past, many linguists have addressed the question of bilingualism. Nevertheless, for the most part, the understanding of bilingualism was that it had a negative impact on humans and their intelligence. There was an opinion that bilingual education resulted in poor expressive and cognitive skills. In addition, it was thought that as one can have only one mother, so can have only one mother tongue. The turning point was in the middle of the twentieth century. Thanks to many studies, scientists started to see bilingualism as more beneficial (Štefánik, 2000, 13-14).

Bilingualism does not have one concrete definition. Many experts differ in this matter and describe the term differently. This chapter mentions a few explanations by which bilingualism can be understood.

According to the Encyclopedia of sociolinguistics (Nešpor, 2017), a bilingual individual has a vocabulary of both languages equal to the mother tongue, and it can be divided into three categories. The first is conversational, in which the individual has no problem speaking in both languages. However, the person is not able to read and write. The second is active bilingualism, characterised as being capable of speaking, reading, and writing in both languages. The last one is intellectualised, with meaning, using both languages to create on the scientific or literacy level.

Bloomfield (1933) has a similar definition and characterises bilingualism as "native-like control of two languages" (56). In other words, bilingual is in both languages highly proficient. The individual is competent to speak, read, listen and write on a native-like level.

On the other hand, Mayers-Scotton (2006) defines bilingualism as "the ability to use two or more languages sufficiently to carry on a limited casual conversation" (44). In meaning, both languages do not necessarily have to be on a high level. Nevertheless, a speaker should be able to use them in everyday conversation.

Weinreich (1966) also leaves bilingualism in simple terms and expresses it as "The practice of alternatively using two languages" (1).

Josef Štefánik (2000) describes a bilingual as "jednotlivec majúcí schopnosť alternatívneho používania dvoch jazykov pri komunikácii s ostatnými v závislosti od situácie a prostredia, v ktorom sa táto komunikácia uskutočňuje" (17). In translation, an individual with the ability to use two languages alternatively in communication with others, depending on the situation and environment in which the communication occurs. Briefly, bilingual people's languages do not have to be at the same level or

used daily. The person chooses the language based on where, with whom, and about what the conversation is going.

As noted above, bilingualism is complex, and we have to consider many aspects which being bilingual brings. Colin Baker and Sylvia Prys Jones, in their book Encyclopedia of bilingualism and Bilingual education (1998), raised many questions with different points of view regarding who is bilingual and who is not. Since we want to define bilingualism, they take into account five aspects that we should consider while using the term.

Firstly, we have to distinguish how much an individual is proficient in two languages and how much they use them.

Secondly, people can use the languages differently regarding the four language skills; listening, reading, writing, and speaking.

Thirdly, only a few bilinguals are proficient in both languages on the same level. Mostly, they have a dominant language, which is more developed and therefore used more and vice versa.

Fourthly, bilinguals use their languages for different functions and purposes. Hence, they do not have the same competence as monolingual speakers in their languages.

Lastly, the competence in languages of an individual can alter with time, based on the changing events. (3)

1.2   Types of bilingualism

Since the definition of bilingualism is not unitary, sociologists and linguists and their works introduce various types of bilingualism that bring us closer to bilingual individuals and their use of languages.

The primary division of bilingualism states Morgensternová (2011, 28-29) as individual and societal. Individual bilingualism means that the person or family uses another language than their society, and it is concerned only within the person's circle. In comparison, societal bilingualism is on the level of one specific group in the country. This type is also called diglossia, which is closer described in chapter 1.3 below. Štefanik (2000) also notes that individual bilingualism is a consequence of societal bilingualism. However, they can appear separately and are not always bound to each other. (18)

Morgensternová (2011) further distinguishes bilingualism into four categories. According to the level of language control, the way of acquisition, in which age the languages were acquired, and the balance between them. (29-32)

At first, Morgensternová divides bilingualism on the level of language control into productive and receptive bilingualism. Productive bilingualism describes a fully competent person in the language who can speak, write, and understand the language. A receptive bilingual is a person that is able to understand the spoken language and can read it. However, they cannot or do not want to produce speech themselves. (29-30) Harding-Esch and Riley (2003) add another variant of receptive bilingualism called asymmetrical bilingualism. This type occurs when the bilingual is more proficient in speaking than understanding the language. (39)

The second is bilingualism according to the way of acquiring the languages. Primary or natural bilingualism is obtained naturally at home or by visiting a school in another country for a more extended period, so the language surrounds the child. Secondary bilingualism, also called artificial bilingualism, is characterised by attaining the language through organised education. (30-31) Štefanik (2000) adds one more term called intentional bilingualism when one of the parents decides to talk to the child in a language other than their native one. (28)

Further, Morgensternová introduces bilingualism as simultaneous and successive according to the age of acquisition. This category can be additionally divided into early and late bilingualism. Simultaneous bilingualism means that children simultaneously learn the languages from birth or early in their lives. On the contrary, when kids acquire their second language after becoming fully competent in the first one, it is successive bilingualism. (32) Lachaout (2017) takes a different perspective at the age of acquisition and differentiates bilingualism from infantile when languages are acquired from birth. Then he introduces adolescent bilingualism, which is achieved through learning later in life. (36)

In addition, adolescent bilingualism is learning the languages after puberty. Harding-Esch and Riley (2003) further state that when children acquire their languages in early life, they usually have native-like pronunciation. On the other hand, having attained another language later in life, the non-native-like pronunciation is highly likely to happen. (45)

In the last category, the balance between languages, Morgensternová distinguishes balanced and dominant bilingualism. Balanced bilingualism occurs when a person is equally competent in both languages, however, this is seldom. The dominant bilingualism is characterised by the prevalent usage of one of the

languages. (31-32) Baker and Prys Jones (1998) further state that the dominance can change through time regarding age, home area, work, or friends and motivation. Moreover, they mention one more category called semilingualism, involving bilinguals who are not fully competent in any of their languages. Nevertheless, this category brought up objections such as that bilinguals can use a specific language for specific purposes or the problem of undeveloped languages can be political or social conditions rather than bilingualism itself. (3, 14)

Weinreich (1966) adds another three types to the typology of bilingualism: type A called coordinative, type B named compound, and type C called subordinative. Coordinative bilingualism is characterised by two independent systems where one language corresponds to one form. Various language forms differ from the other language. On the other hand, compound bilingualism is when a person shares the same linguistic content for both languages. The subordinative type occurs when the language content of one language is learned through the other one, the dominant language. (9-10)

1.3   Diglossia

Concerning bilingualism, which is mainly used in terms of two languages within an individual, we have social bilingualism connected with two languages used in society. For this group, a particular term is used - diglossia.

Fishman (1967, as cited in Beardsmore 1982) explains diglossia and bilingualism by saying, "bilingualism is essentially a characteristic of individual linguistic behaviour whereas diglossia is a characterization of linguistic organization at the socio-cultural level" (33) and adds that both can occur simultaneously in the range of one particular culture. Charles Ferguson (1959) first presented the definition

of diglossia based on a distinction between two varieties of the same language, dialects, with different functions in communication. His description is following: "Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation" (336)

Ferguson (1959) further states that diglossia can happen in diverse situations and stages of language use and displays three conditions when diglossia transpires. "(1) There is a sizable body of literature in a language closely related to (or even identical with) the natural language of the community, and this literature embodies, whether as source (e.g. divine revelation) or reinforcement, some of the fundamental values of the community. (2) Literacy in the community is limited to a small elite. (3) A suitable period of time, on the order of several centuries, passes from the establishment of (1) and (2)". (338)

Ferguson (1959) defines two kinds of diglossia, a superposed variety called high (H) and low (L) variety, the regional dialects. The function of diglossia is crucial as both types are not the same suitable in different situations. However, speakers mostly regard H as the primary and L as the inferior. The low variety is often used in informal speech, whereas high is mostly in formal written form. Further, unlike L varieties, the H type has grammatical study pieces of literature and norms, which individuals have to follow. (327, 329-332) Joshua A. Fishman (1989)

stated that Ferguson's theory represents the H as a variety learned later in society under specific institutions, such as school or church. (181-182)

Joshua A. Fishman (1989) also presented other relationships between the two varieties.

1. High as classical and Low as vernacular, both genetically related.

2. H as classical and L as vernacular, both as not genetically related to each other.

3. H written or formally spoken and L as vernacular, both genetically unrelated.

4. H written or formally spoken and L as vernacular, both genetically related. (182)

In addition, he developed different theories in which bilingualism and diglossia can emerge in a reaction to Ferguson's varieties. He introduces four stages of relationships: "Both diglossia and bilingualism, bilingualism without diglossia, diglossia without bilingualism, and neither diglossia nor bilingualism". (184)

1.3.1 Bilingualism and diglossia

Interaction of bilingualism and diglossia at the same level is a societal arrangement in which the bilingualism of an individual is widespread and supported by institutions. People use both types in certain situations. The L type as a mother tongue is acquired at home and persists there. Moreover, language usage is also spread to other interactions, such as emotions, intimacy and spontaneity. On the contrary, the H variety is for more formal-like interactions. Therefore, it is not often used for familial and emotional relations. Superposed type is in, for example, education, school or government (Fishman 1989, 185). For instance, in Paraguay, people speak Guaraní as the Low variety, and Spanish as the High variety. (Fishman 1972, 1980a, as cited in Baker and Prys Jones 1998, 118)

1.3.2 Diglossia without bilingualism

This situation refers to two languages being used in one geographical area. Fishman mentions political and governmental arranged diglossia, where two or more languages meet together. The author refers to states like Switzerland, where official national languages are considered German, French, Italian and Romansch. Other countries where more languages are considered national are, for example, Canada or Belgium (Fishman 1989, 186). Fishman also states that diglossia with and without bilingualism is enduring and does not change much (Fishman, 1980a as cited in Baker and Prys Jones 1998, 121).

1.3.3 Bilingualism without diglossia

This type represents people who will be bilingual but will not limit the language and use both languages for any functions (Baker and Prys Jones 1998, 118). Fishman (1989) notes that exist those kinds of bilingual situations that do not last even three generations, such as numerous native American or Australian aborigines. Furthermore, the languages of immigrants can disappear as they switch to the new language of their new land, and not many newcomers from the same country emerge. Both instances have in common the lack of social compartmentalisation. Therefore, Fishman sees both languages as inconsistent and usually, one wins over the other one, which later can disappear. (187)

1.3.4 Neither bilingualism nor diglossia

Following the previous paragraph, if bilingualism without diglossia persists, society becomes monolingual. For instance, in some countries like New Zealand or Ireland, where many immigrants were situated, but their languages were

exterminated, the standard is monolingualism. Alternatively, when governmental policies substantially impact the linguistically various country with the majority language, they impose monolingualism. (Fishman 1989, 188-189)

In relation to the Czech Republic, according to Bermel (2010), the classic diglossia, which is governed by the nature of the communication situation and the way of communication, that is speaking and writing, does not occur. Bermel calls the situation in the Czech Republic post-diglossic as in history diglossia had its birth due to the National revival and restoration of Czech statehood within the German-speaking empire. (27)

1.4   Heritage language

Maria Polinsky and Olga Kagan (2007) bring an essential sight into the study of bilingualism. Their research called Heritage languages 'In the wild' goes deep into explanations of such a term. This chapter is devoted to their work.

A few decades ago, people from bilingual families who acquired only one language properly or did not speak one of the languages were considered pseudo-bilinguals, unbalanced or dominant. Later linguists called this group heritage speakers. The broad conception of heritage language brings together cultural and linguistic heritage. Mostly, speakers learn the heritage language as the second language in school or adulthood. (369)

On the other hand, in the narrow meaning, a heritage speaker is an individual raised at home with other than the dominant language. Although acquiring the heritage language was primary at first, it was not fully developed because individuals switched to the dominant language. (369-370)

People who speak heritage language are diverse in a range of phonetic comprehension. Some are fluent, and some do not speak the heritage language. Polinsky and Kagan (2007) write about three categories into which researchers divide speakers of heritage language with regard to a baseline of a language, which is the language that the person was surrounded by since birth. The acrolectal speaker is considered a native speaker with high proficiency. Another one is basilectal, in which the speaker's proficiency is at the lowest level. The third category is mesolect, which corresponds to the state between the two types mentioned above. (371-372)

1.4.1 Classification of heritage speakers

With regard to the speaker's proximity to the baseline of the heritage language, linguists consider the speech rate crucial (Polinsky and Kogan 2007, 374). According to a study by Polinsky (2008), heritage language speakers produce short sentences with a much slower speech rate. Besides that, they eliminate the structural forms of the baseline. For instance, losing cases or restructuring the aspect of languages, and usually, the adult heritage speakers use tenses inconsistently. (162)

Polinsky and Kogan (2007) further add lexical proficiency, in which heritage speakers can be classified. Speakers can be examined by the correlation between lexical proficiency and the control of grammar. Alternatively, their proficiency can be classified in terms of the length and manner of exposure to the baseline. A Speaker born and raised in the community of the baseline language is considered to have a different baseline with more advantages than the one who moved into the community. (376-377) Additionally, Au and Oh (2005, as cited in Polinsky and Kogan 2007) include parent's usage and attitude at home toward the language as an important aspect of heritage language speakers. (377)

In the article, Polinsky and Kogan (2007) concentrate on the language knowledge of the basilectal speaker, who is considered the least proficient in the heritage language. Regarding the phonetic and phonological aspects, basilectal speakers sound native-like. However, if the basilectal and acrolectal speaker is compared, the accent of the lower-proficient one still occurs and can be recognised. In morphology, basilectal speakers are likely to exclude morphological rules, forms that are no more in use. Moreover, the listener should be aware not only of the over-regulation of such models but also of interpretation. For example, Spanish speakers use achievement verbs in imperfect for actions that are finished. Heritage speakers overtake it entirely and use it also for actions that are not completed. Furthermore, they use to a great extent fossilised forms. (377-380)

To sum up, the studies on heritage language show that speakers tend to have some difficulties, for instance, spontaneous production. Nevertheless, they are more likely to achieve near-native linguistic and social fluency than second language learners (Polinksy and Kogan 2007, 389-390).

1.5   Language acquisition

Language acquisition is a process based on natural learning through communication and intuitive usage. The structures and functions of the language are developed unconsciously (Krashen 2009, 10). Following recent studies, already small children are able to distinguish their languages and even grammatical structures (Morgensternová 2011, 44).

According to Saunders (1982, as cited in Morgensternová, 2011), the bilingual child's language development can be described in three stages. (42-43)

In the initial stage, bilingual children construct their vocabulary from both languages and regard them as one unit. Nevertheless, they cannot use the same lexis in each tongue. Usually, this stage lasts from the first words till the age of two.

The second stage represents life after the age of two. Children start to recognise in which situation to use concrete language depending on to whom they are talking, however, they lack the understanding of grammar rules. The vocabulary increases, but mixing both languages in one sentence still occurs due to the vocabulary learned in a specific context. A child can use certain concepts learned in a given language but cannot use them in a second language. Furthermore, some children can already understand their languages as separate systems. Hence, they use both tongues when referring to specific items.

The last stage is individual and depends on the personality and competence of the kid, on parents, and on the involvement time of each language. During this period, children understand the differences in vocabularies and grammatical structures of both languages and are concerned about when to use concrete language.

Miesel (2006, as cited in Morgensternová, 2011) notes that around the age of four to five years old, specific cerebral systems are matured. Hence language acquisition after this period has different developmental stages, and the adoption of grammatical structures also varies. (41)

Krashen, Long, and Scarcella (1979, as cited in Krashen 2009) completed three generalisations based on published studies of the effect of age on second language acquisition.

"1. Adults proceed through the early stages of second language development faster than children do (where time and exposure are held constant).

2. Older children acquire faster than younger children, time and exposure held constant.

3. Acquirers who begin natural exposure to second languages during childhood generally achieve higher second language proficiency than those beginning as adults."(4)

In summary, the children were better at acquiring the language in the long term.

1.6   The types of bilingual families

According to Harding-Esch and Riley(2003), we should consider five main types of bilingual families. First, both parents have different mother tongues, of which one of them is the dominant language of the society, but they are competent in the other's language. Each of the parents speaks to the child in their native language from the beginning of life. An example of this kind of type would be a British mother living with a Czech father in the United Kingdom, and each of the parents would speak to the child in their native language.

Second, parents have different mother languages, and one of them is also the language of the community as it was in the first type. They speak to the child in the non-dominant language at home, and the kid is exposed to the dominant language everywhere else, for sample, at school. This kind of bilingual family could be a British mother and a Czech father together living in the Czech Republic and speaking to their child in English.

The third type occurs when the family lives in a different country than the native language of the parents they share. The mother and the father speak to the

child in their mother tongue. In particular, a British family living in the Czech Republic and speaking to the child in English.

Another category is a family living in a different country than the dominant language of each of the parents. Moreover, they both speak to the child in their native tongue. That would be the example of a family where the mother is Czech, the father is British, and they live in Austria. Nevertheless, each of the parents speaks to the kid in their mother tongue. In this case, the mother speaks Czech and the father English.

The fifth type mentioned by Harding-Esch and Riley is when parents have the same native language, and it is also the language of the community. However, one of the parents decides to speak to the child in another language. For instance, Czech parents living in the Czech Republic and the father is speaking English to the child. (51-53)

1.7 Crosslinguistic peculiarities

In comparison to monolinguals, bilingual individuals have to deal with two language systems. Such diversity leads to unwanted linguistic cross and influence of languages on one another.

In bilingual speech, phenomena like interference, code-mixing, or code-switching may occur. Costa (2006, as cited in Morgensternová, 2011) mentioned that the basis for the peculiarities is that when the individual talks in one language, the second one is also activated in his brain. As well as words, the phonologic aspect is triggered too. (47)

1.7.1 Interference

By the term itself, interference is the influence of one language on another. It can arise in grammatical rules, lexis, syntax, and phonological structures in speech and written form. (Grosjean 1995, as cited in Morgensternová 2011, 46)

Morgensternová (2011) divides interference into static and dynamic. The static interference is characterised by the accent by which we can see that the person is using another language and syntactic constructions of an individual's speech which arises due to the incorrect use of grammar or structure. On the contrary, dynamic interference is a one-time deviation in speech. (48)

1.7.2 Code-switching

Grosjean (2010) defines code-switching as "the alternate use of two languages" (51). The bilingual person freely switches between the languages in the sentence or dialogue with respect to grammar. According to Lachaut (2017), bilinguals usually switch unconsciously without interrupting the speech flow and swap words, phrases or whole sentences. (84)

1.7.3 Code-mixing

Code-mixing occurs when a bilingual person lacks competence in one of the languages and replaces one language for another during the speech. The talk may be grammatically incorrect, and the other person does not have to have knowledge of the second language. (Aleksandra Bogoiavlenskaia, personal communication, May 4, 2022)

1.8   Myths

In spite of the fact that bilingual research has advanced in recent years and brought many insights into the problematics, many myths exist that are considered as a negative impact on children's development. Up to now, many pieces of literature have described fallacies and, therefore, can influence a child's education.

The following section presents the most crucial myths according to Štefanik (2000, 79-85).

1.   Bilingualism negatively affects a child's thinking and intelligence.

In the past, bilingual's children intelligence was tested unequally. For instance, children sit IQ tests in their weaker language, or low-income children were compared with elite school students. Such examination led to the wrong analysis of the effects of bilingualism on children's thinking. Nevertheless, today's surveys show that bilingual children with equally developed languages can have even higher IQs than monolinguals.

2.   Bilingualism affects language development, therefore, the children will not fully acquire either of the languages.

This prejudice is false, and when the rules for bilingual education are followed, it cannot happen. The rules include creating an appropriate environment to support and motivate the child, ensuring sufficient contact with both languages, and following the set method. If the aspects above are not respected, children can acquire only one language more than the other.

3. Bilinguals will mix languages without being able to separate them

As already written in the chapter about language acquisition, bilingual children's language development is based on three stages. In the first stage, children do not separate the languages and use them freely. However, this stage is temporary. In the second stage, the knowledge about the use of languages gets broader, and the children start to use tongues regarding whom they are talking. Nevertheless, they borrow words from the other language in case they lack specific vocabulary. In the third stage, both languages are entirely separated regarding communication with a particular person. Each stage is for every bilingual differentiated according to time, age and personality.

Using both languages in communication between two bilinguals is considered normal and helps faster interaction.

4. As a result of bilingualism, the bilingual individual is unable to fit into either culture, and this harms his psyche

The reason for the disrupted psyche of a bilingual individual has more factors, namely, the surrounding, family, friends or traditions. According to research, there is no cause for a bilingual person to have psychological trauma caused by knowledge of two languages. Moreover, the vast majority of bilinguals rank themselves to a particular culture or consider themselves members of both cultures.

5. Bilingualism has a negative impact on a child's personality

Research examining the differences in personalities of bilinguals and monolinguals in the past brought no significant revelations. With respect to the earlier myth above, a bilingual's personality reflects many factors that influence it.

6. A bilingual individual is, in reality, two monolinguals

Bilinguals are considered to be able to use both languages on the same level. However, as mentioned in previous chapters, bilingualism has many variations. The prejudice is a consequence of assessing bilinguals by the monolingual's standards.

7. The language in which bilinguals dream is the dominant one

In compliance with studies designed for bilinguals and their dreams, there is no evidence of the prefered dominance of one language. Most dreams and the language depend on the events that happened that day or conversations.

Francois Grosjean (Accessed June 25th, 2022) stated more myths concerning bilingualism. A few of them are noted as follows.

1. Bilingualism is a rarity

In the 21st century, more than half of the people on the globe are bilingual, and individuals with knowledge of more than two languages can be found on all continents and all levels of society.

2. Bilinguals are fluent in both languages without any accent

Grosjean states that having an accent is influenced by the age of acquisition. Furthermore, even less fluent bilinguals can lack an accent. On the other hand, individuals who acquired both languages on a high level may have an accent.

3. Bilinguals are good translators

Translations need specific education and formal knowledge of the languages. Bilinguals use their languages in specific situations with different people, and the knowledge of the languages in most cases varies.

4. Bilinguals use their main language to express emotions

Bilingual individuals who have acquired both languages since birth are likely to switch their languages regarding emotions. Nevertheless, even successive bilinguals who acquired the second language later do not have a specified language for emotions. It is a personal factor.

2   Practical part

The aim of the practical part is to study the use of the languages of individuals from bilingual families living in the Czech Republic. To what extent are the languages used, and how do they appear and influence a bilingual's everyday life.

To understand the language maintenance of bilingual people, a survey was created with open-ended questions on the internet platform Survio to gather the data more accessibly. The questionnaire was sent to thirty respondents from the personal circle or contacted by family members and friends through the internet. All responses are anonymous.

The survey subsumes twenty-one questions with additional sub-questions which are all together analysed and described in this part of the work. The main questions are graphically analysed to see the differences on the scale clearly. The sub-questions are interpreted verbally as the graphical visualization would not be well comprehensible.

2.1   Questions and analysis

1. Question: How old are you?
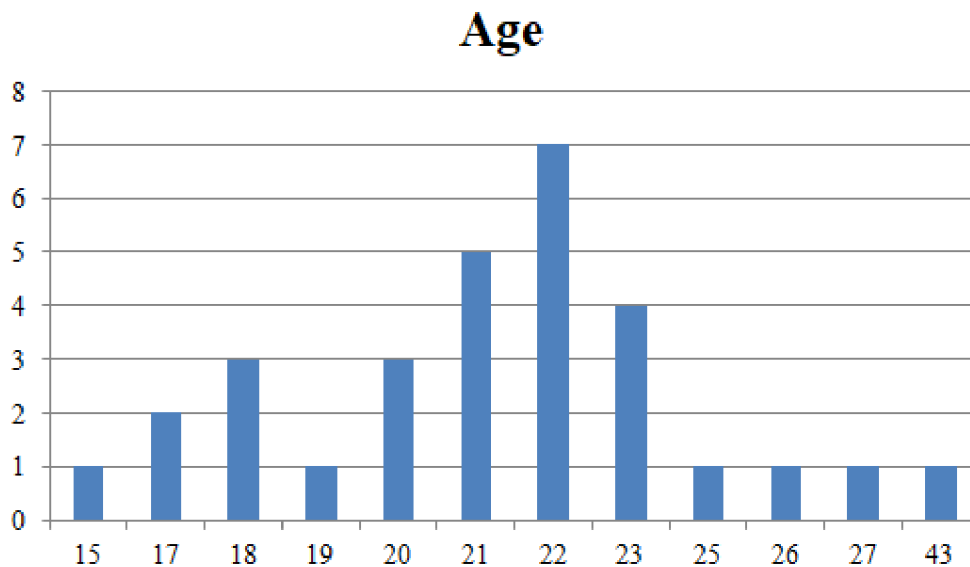
Figure 1: Age

The survey's first question was to find out the respondents' age. The gathered information examined the average age of the people filling in the data for setting the age line. As illustrated in the graph, the youngest person was fifteen years old, and the oldest was forty-three years old. Moreover, the average age of people answering was at the age of twenty-two. This result brings another perspective to bilingualism in the Czech Republic and that it is still a new topic as not many older people are from bilingual families.

2. Question: What is your gender?
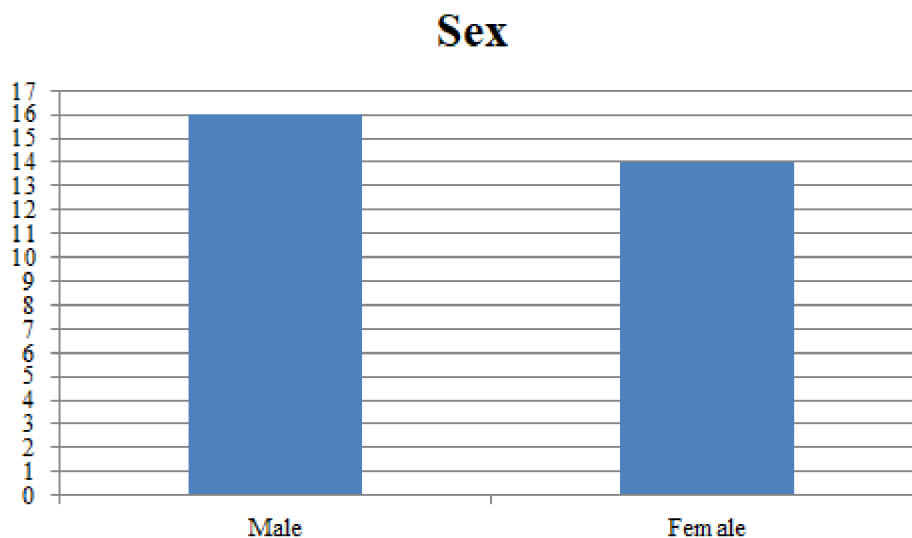
Figure 2: Sex

With respect to the first question, the second question was created to determine the gender for the overall picture of the respondents completing the questionnaire. The second graph shows the amount of male and female representatives in the research. Overall, around 53% of individuals involved were male. In addition, this question was formed to analyse any differences in language use between genders. Since the survey proved no contrast, it is not further analysed.

3. Question: What is your mother's native language?
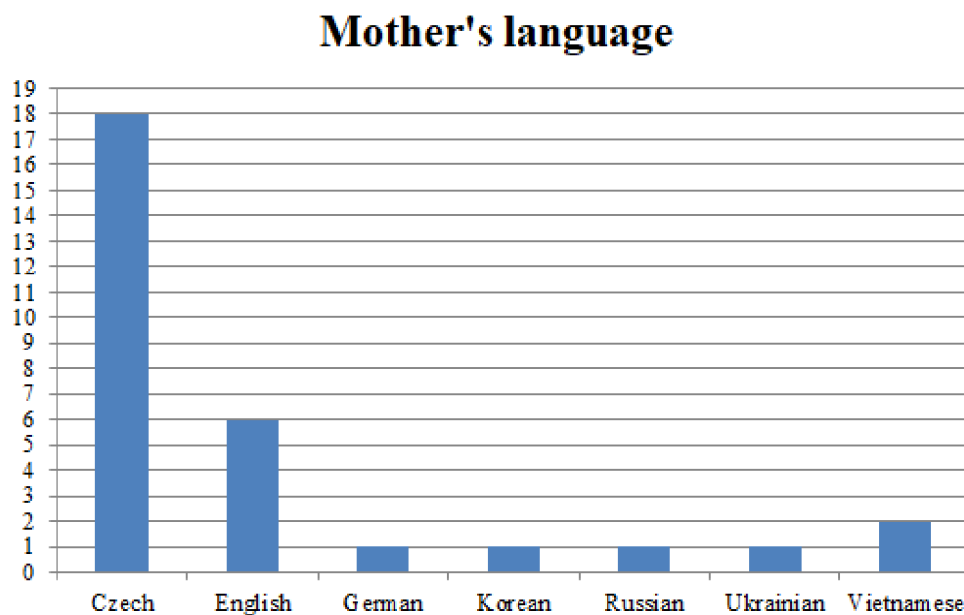
Mother's language

Figure 3: Mother's language

The question about the mother's native language aims to examine the respondent's base language, to analyse how diverse the languages are and what is the most common language of mothers. Based on the findings, 60% of respondents have a Czech-speaking mother. The most common language after Czech is English with 20%, followed by Vietnamese with 7%, and 3% for each from the languages German, Korean, Russian and Ukrainian. The diversity of languages is not as wide as the languages of fathers.

4. Question: What is your father's native language?
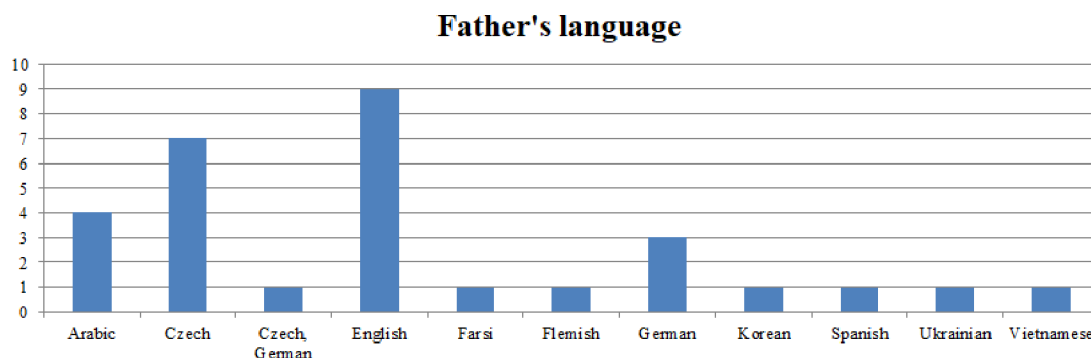
Figure 4: Father's language

In relation to the previews question about mothers' tongues, this question was set with the exact aim to analyse another language of the respondent, the most frequent language of fathers and its variety. 30% of the respondents have a father speaking English. The second language is Czech with 23%. The other languages more represented by 13% are German and Arabic. The variety of tongues was, however, more diverse than the mothers. Respondents who participated in the survey have fathers speaking not only Czech, English, German and Arabic but also Farsi, Flemish, Korean, Spanish, Ukrainian or Vietnamese. From those results, it seems that in most cases, the father is the foreigner, precisely from 73%. Unlike the father, 40% of mothers are foreigners. Moreover, 17% of respondents have both parents from a foreign country.

5. Question: At what age did you acquire your languages?

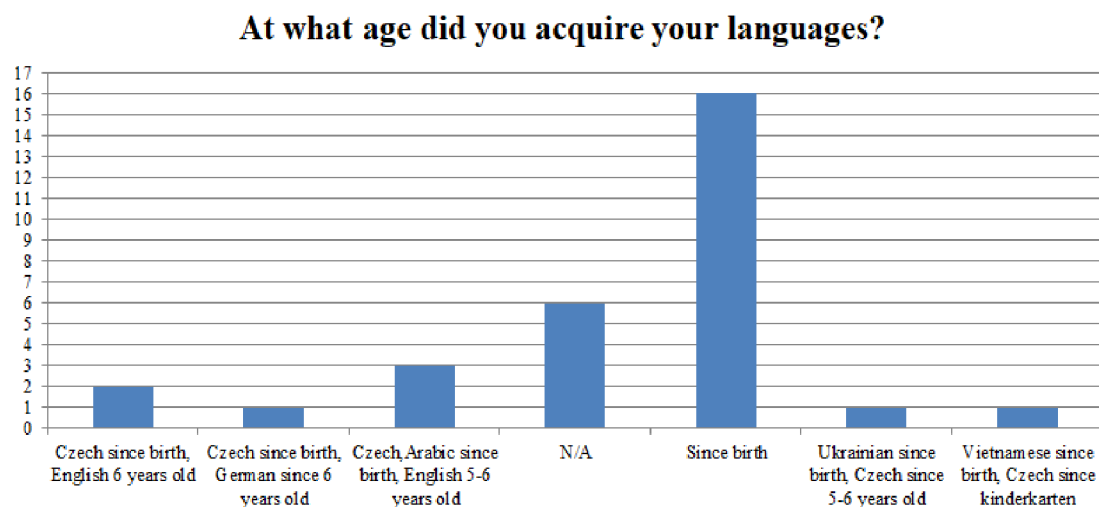## At what age did you acquire your languages?

Figure 5: Language acquisition

Acquiring the language is a crucial aspect of bilingualism because not all individual languages have to be acquired simultaneously. This question was designed to study the usual age of acquiring bilingual languages. From the responses gathered, half of the bilingual respondents acquired their languages since birth, particularly 53%. Around 20% acquired Czech first, and the second language followed typically around the year of six. Presumably, the reason for the earlier adoption of the Czech language, as opposed to another, is that families live in the Czech Republic and thus are more surrounded by the language. This case, however, does not have to be always applied. The two participants then answered to have acquired the Czech language later in kindergarten or school.

6. Question: How did you acquire your languages?

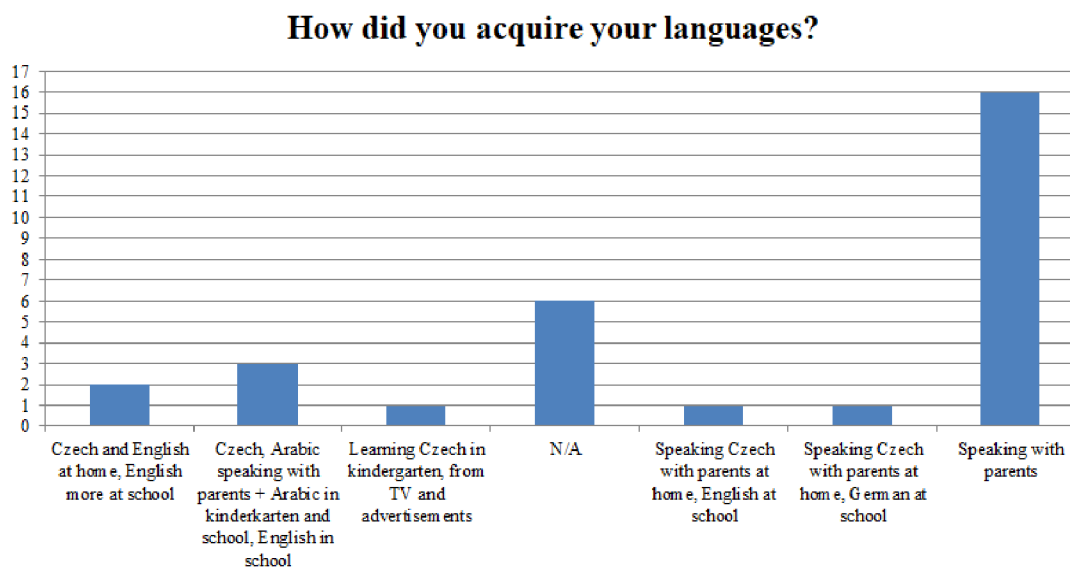**How did you acquire your languages?**

Figure 6: The way of acquisition

The sixth question is in correlation with the previous one to specify the individuals' language acquisition since bilinguals acquire their languages differently. 53% of bilinguals acquired their tongues by speaking with their parents. The rest of the respondents acquired languages other than Czech at school due to learning grammar, practising language skills and better understanding. One answer concerning acquiring the Czech language is that the help to understand and master the language was not only in kindergarten but also in television. In the Czech Republic is not standard to stream in Ukrainian. The only Ukrainian-speaking surrounding was, therefore, at home with the mother.

7. Question? Which language(s) do you speak at home with your family?
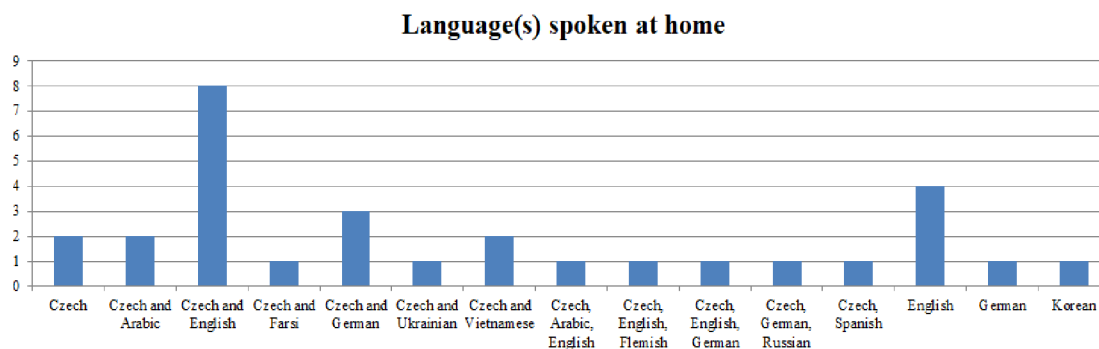

Figure 7: Language spoken at home

The seventh question examines the diversity of languages spoken at home. The aim was to define whether the family speaks more languages at home or if they settle in one language. The graph shows the variance of languages spoken at home. 80% of households share Czech as the spoken language, while 8% out of the 80% speak the Czech language only. Another common language is English, with 50% represented in bilingual's homes, and from that, 27% is English as the only language spoken. Furthermore, the survey indicates that German, with 20% in all homes, is the third most common language. The cause of the results is likely because German-speaking nations surround the Czech Republic and English is a global language.

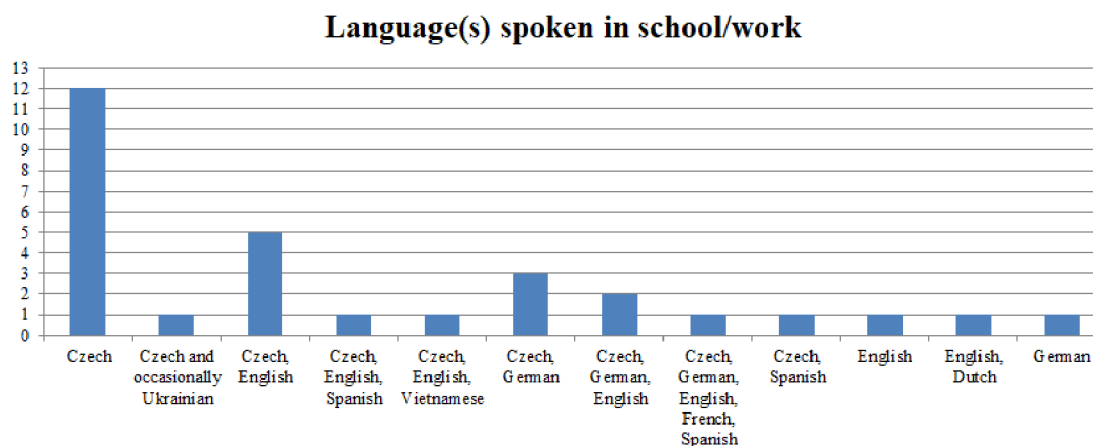**8.   Question: Which Language(s) do you speak in school or at work?**

Figure 8: Language spoken in school/work

The question was created to know the use of the language outside the home. To what extent are the tongues used. Language spoken outside of the home is diverse and is most often influenced by education. However, 40% of bilinguals speak only Czech in school or at work. As in the previews graphs, the second most common language is English, followed by German and even Spanish. Foundational to this, German and Spanish are the most common second mandatory languages in Czech schools, including occasionally French.

Sub-questions

If you use different languages, could you explain why?

When do you use them (regarding topic/surrounding)?

For a better understanding of the tongue's usage, the two sub-questions were designed. The survey revealed that individuals use different languages regarding their school or work duties on a daily basis. Often, the use of the various languages is

to communicate with others of different nationalities or for better understanding, however, it is not regular.

9. Question: Which language(s) do you speak with friends?
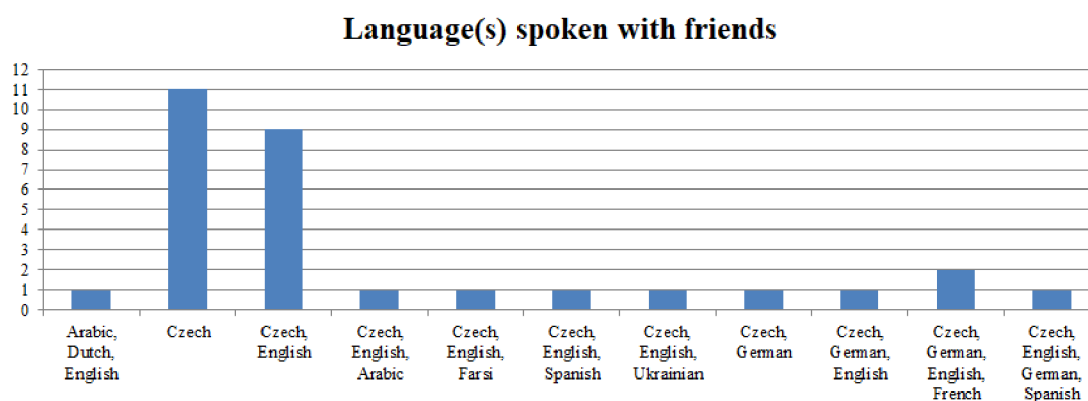
Language(s) spoken with friends

Figure 9: Language spoken with friends

Since the surroundings outside of the home influence the speaker's language, a question about communication with friends is asked to better understand how bilinguals use their languages with other people than family members. As illustrated, 97% of Czech is included in communication between bilinguals and their friends, resulting in living in the Czech Republic. 37% speak only Czech with friends, 57% use English in communication, 17% speak German, and 23% use another language other than Czech, English or German.

Sub-questions

If you use different languages, could you explain why?

When do you use them (regarding topic/surrounding)?

As in the previous question, the two sub-questions concretise the relations between languages and their use with companions. According to the survey, individuals who speak different languages use tongues with friends for communication and understanding or practising with each other. Furthermore, one responded to use another language for more accurate translation.

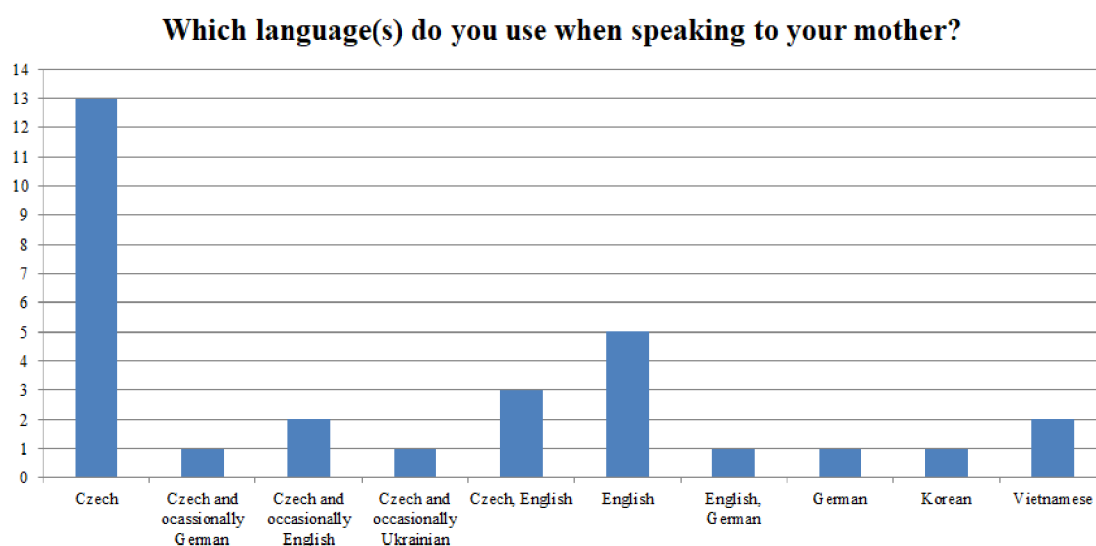**10. Question: Which language(s) do you use when speaking to your mother?**

Figure 10: Language spoken with mother

The tenth question researches the respondent's base language according to their mother. It is an essential question from which can be recognisable the individual's language use. From the survey, the graph above shows that 60% of individuals speak Czech to their mothers. In relation to question number three, there is a correlation in fact that bilinguals generally communicate with the mother in her native language, which is, from interviewed individuals, Czech, as she comes from the Czech Republic. The use of another language relates to the second one used at home regarding the father's language. In 37%, the second language is English.

Sub-questions

If you speak more languages with your mother, which one dominates?

When do you use the other ones (regarding topic/surrounding)?

As the languages spoken are more than one in the bilingual home, the communication with the mother can differ with regard to the occasions. The additional questions serve to study whether one language is more used than the other and on which bases the other tongue is used. Concerning the dominancy of languages spoken with the mother, the ordinary language is the native tongue of the mother. In other words, Czech-speaking mothers tend to communicate with children in Czech, or English-speaking mothers use English. Non-dominant language is chiefly used when having a conversation with the other persons speaking the language, for instance, family members or foreigners. Similarly, searching the expression for the exact word or when others should not understand.

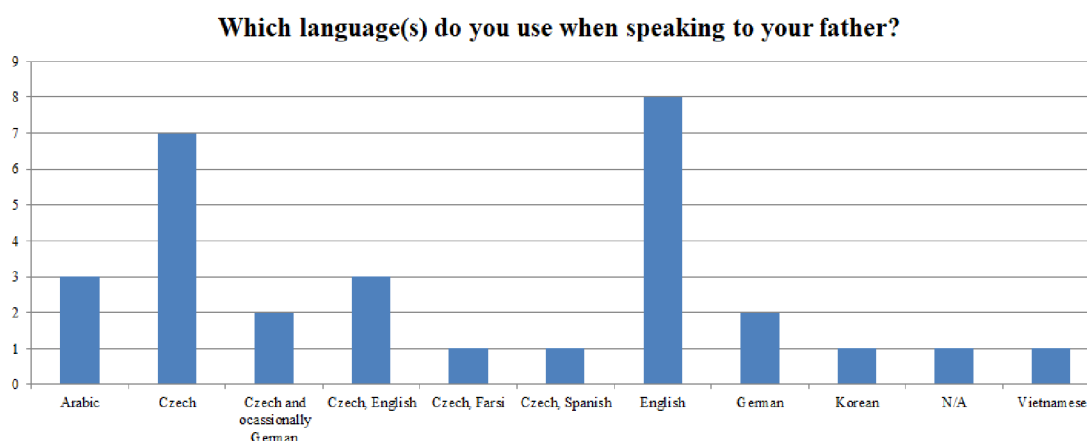**11. Question: Which language(s) do you use when speaking to your father?**

Figure 11: Language spoken with father

As far as the mother's language goes, the father's tongue is equally significant in the question of the individual's use of languages. The query is set to add an overview of languages used between the informant and father. Concerning languages spoken to fathers, respondents' diversity is wide as most of the fathers are foreigners. 23% of respondents speak to their father solely Czech, and another 23% use Czech additionally to another language. Besides, 50% of bilinguals communicate in a different language than Czech. As shown in the graph, among those languages is Arabic, German, Korean and Vietnamese.

Sub-questions

If you speak more languages with your father, which one dominates?

When do you use the other ones (regarding topic/surrounding)?

The reason for the additional question corresponds with the preview question. As for the dominancy of the languages spoken with the father, most bilinguals speak the language that is the father's native one. The other languages are used in specific situations or with particular people, such as with family members. Furthermore, bilinguals tend to communicate in the other language for not being understood by others, which is an identical answer to the preceding.

12. Question: Which language(s) do you use when speaking with your siblings?
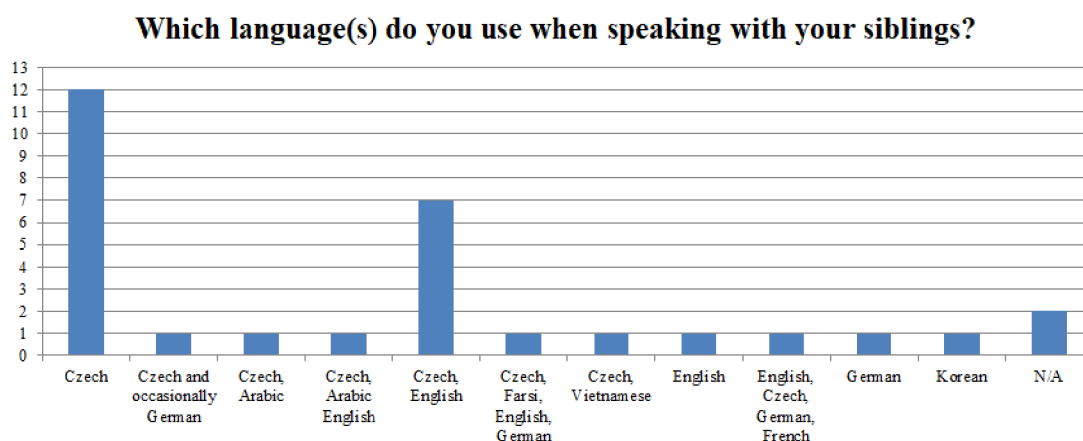

Figure 12: Language spoken with sibling

As well as the parent's languages influencing the individual development of languages, the siblings play an essential role in the tongue's usage. Because they are generally in the same conditions regarding the languages, they tend to be influenced by their surroundings. Hence, the question is set to determine how they interact with each other in the languages they know. In 83%, is the Czech language involved in all communications, which is a significant consequence of living in the Czech Republic. Furthermore, 40% of the most used language is English.

Sub-question

If you speak more languages with your siblings, which one dominates?

When do you use the other ones (regarding topic/surrounding)?

To better understand the communication between the siblings, additional questions were created. Bilinguals that live in the Czech Republic speak with their siblings, for the most part, Czech. However, for instance, if the siblings live in

England and come from English-Czech bilingual family, they communicate in English. The same example counts for both parents having spoken English.

Concerning the topic or surroundings, most bilinguals use their languages based on with whom they are talking or where. A few answered that they use languages that others cannot understand or for specific entertainment.

13. Question: When speaking to another bilingual person, do you switch languages or borrow words from the other languages in the sentences?
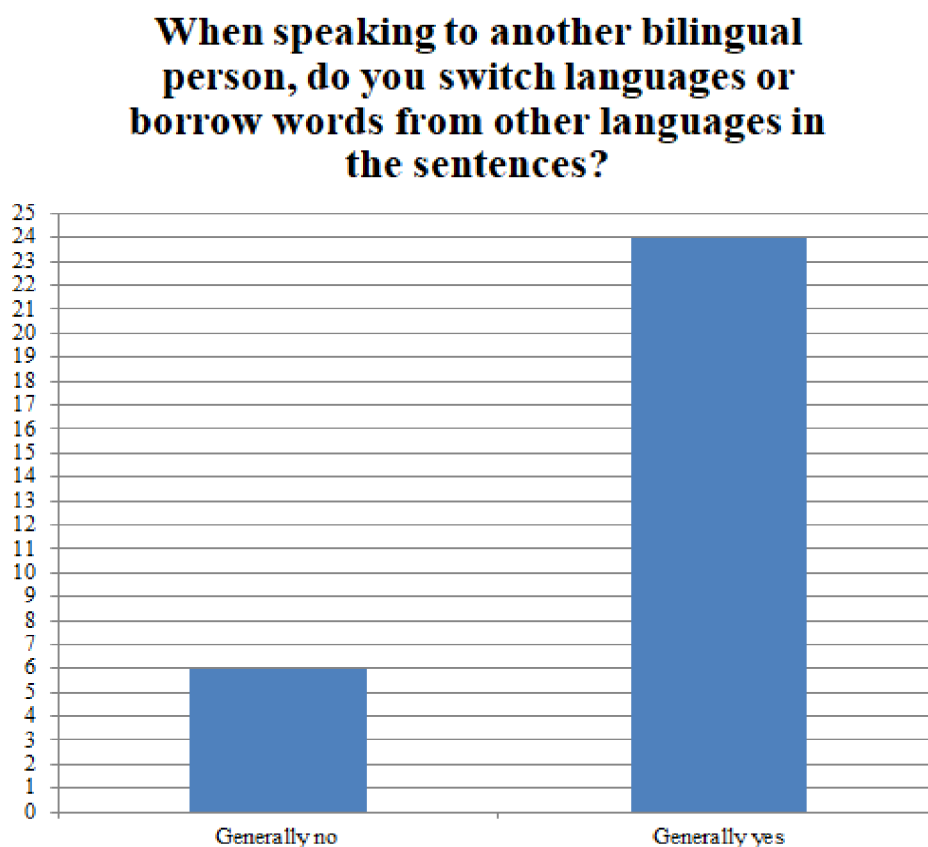

Figure 13: Switching languages

This question was created with regard to getting an overview of bilingual's language mixing, whether they involve all of their languages in the communication

or not. The graph shows that 80% of respondents use other languages while communicating with another bilingual person. Based on the earlier answers, bilinguals switch between languages to ease communication and prevent misconceptions.

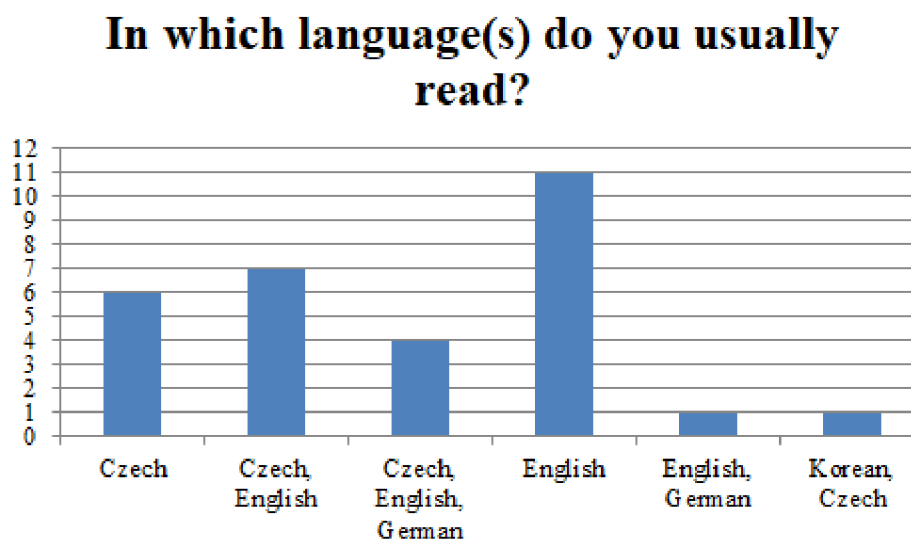**14. Question: In which language(s) do you usually read?**

Figure 14: Reading language

This query aims to explore how bilinguals use their languages in connection to reading. The more languages an individual uses, the more choices there are. Furthermore, the question studies the variety of languages when reading. Bilinguals read from 77% in English from what 37% read English only, and 40% read in more languages. Solely Czech reads 20% of the respondents.

Sub-question

Do you use different languages depending on the type of reading (e.g. when reading a book, newspaper, magazine, study material,…)?

The additional question examines whether the type of reading influences the choice of language. The survey revealed that most bilinguals use the language for what is their study field or what is their job. Based on the answers, news and social media are read in the language of interest. Furthermore, books are read in the original language they are written in. For the most, English is being used as reading for entertainment. One answered to read news about the Easter world in Arabic as Western news tends to twist information.

15. Question: Which language(s) do you usually use to take notes or write any diary?
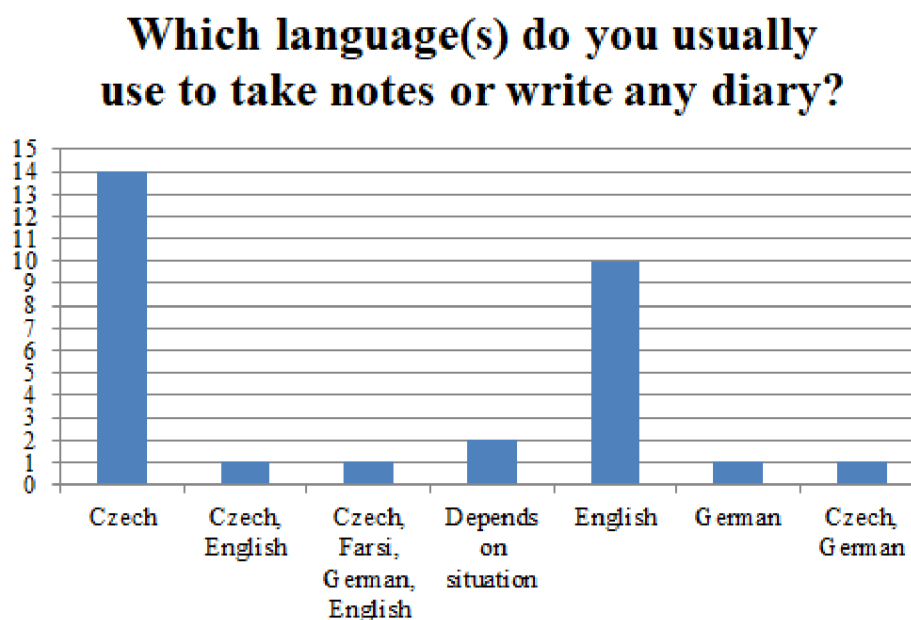

Figure 15: Writing language

This question investigates the respondent's diversity of languages which corresponds to their everyday use in writing. The most used language for writing notes or diaries is Czech, followed by English and also German. 7% of the responses related to the situation in which the individual is. For instance, if the person attends an English lesson, the notes are taken in English.

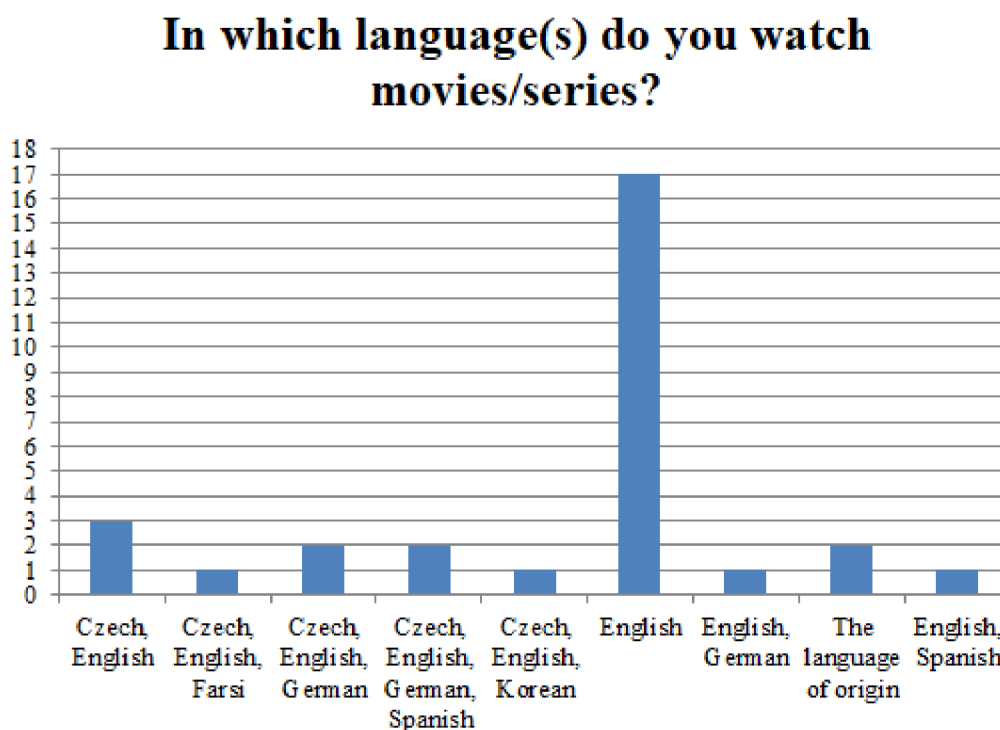**16. Question: In which language(s) do you watch movies or series?**

Figure 16: Movie language

Question sixteen was created as watching television can influence an individual's language use. With respect to the wide spread of English movie production, 57% of bilinguals answered to watch movies or series entirely in English. Then, 37% responded to watching films in at least two languages and 7% in the original language.

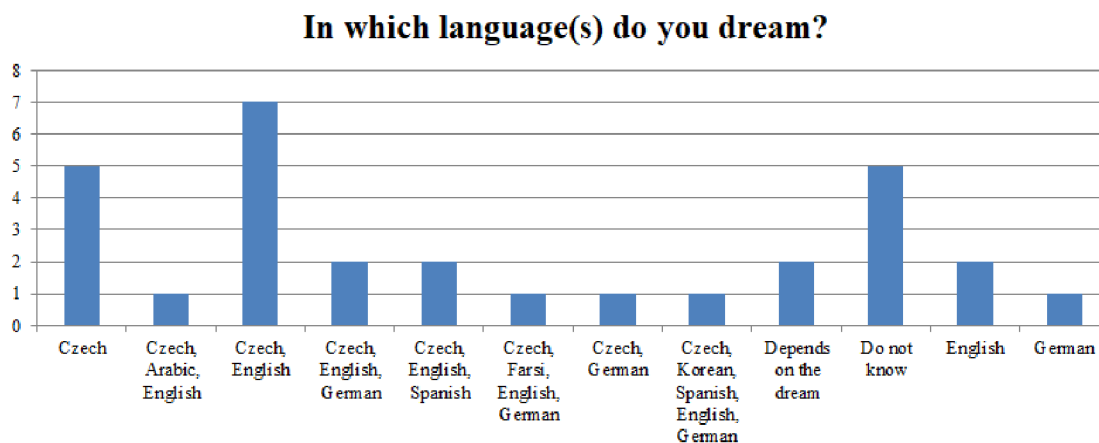**17. Question: In which language(s) do you dream?**

Figure 17: Dreaming language

Although it may not appear to be the case, dreaming is significantly influenced by individual's languages. This question explores the extent to which languages are represented in an individual's dreams. The language mostly depends on the situation or the person we are talking to in the dream. 67% of bilingual's dream includes the Czech language. 17% of all questioned people dream only in the Czech language, 7% in English, and one responded to have dreams entirely in German. The more languages the person knows, the more they are reflected in the dreams.

18. Question: If you have to count in your head, which language(s) do you use?
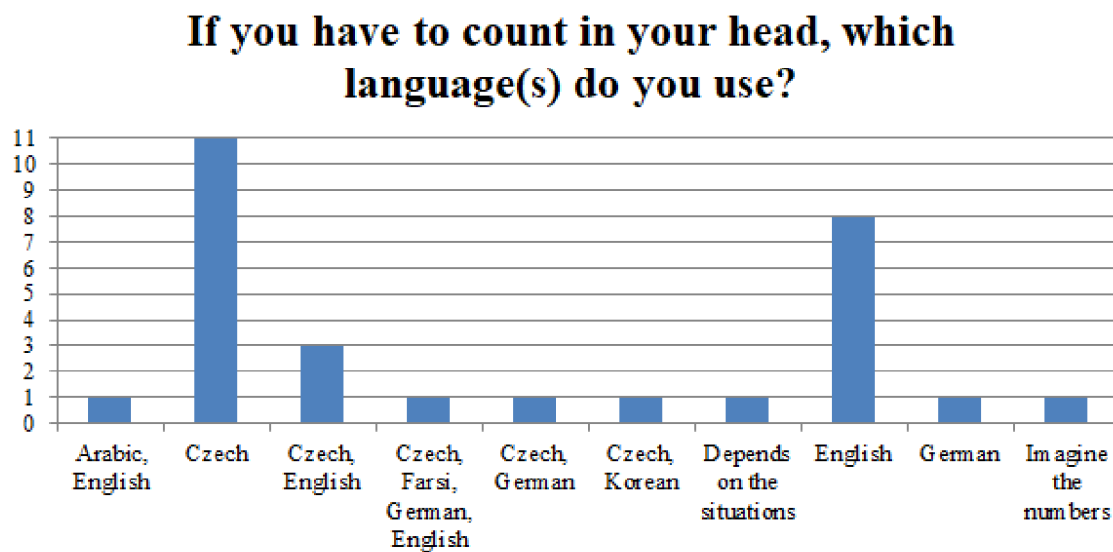

Figure 18: Counting in head language

Bilingual individuals have diverse language stock. Therefore the question studies whether the languages differ regarding counting or not. 37% of all respondents count in their heads solely in Czech, and 27% numbering in English only. However, the others use the languages based on the relation to counting. For example, if it is related to German, then instead of Czech, is German used and vice versa.

19. Question: When you are thinking aloud or speaking to yourself, which language(s) do you use?

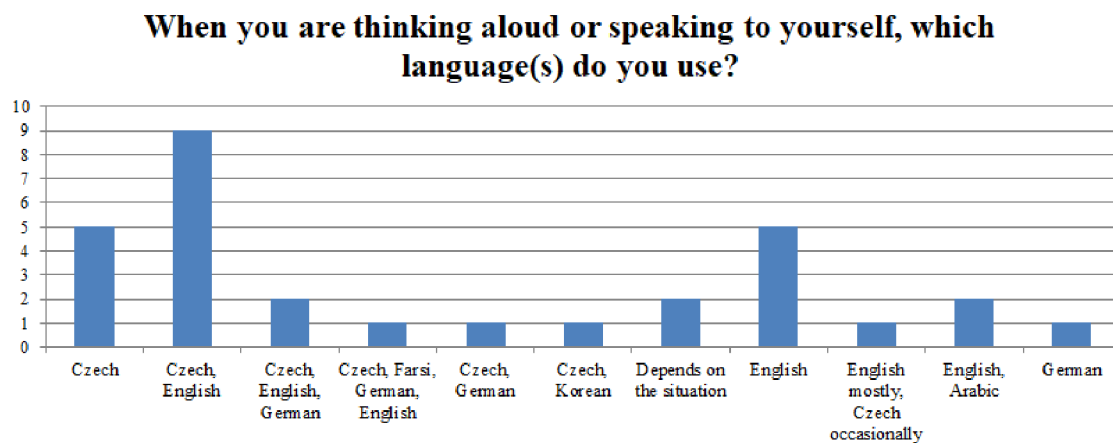When you are thinking aloud or speaking to yourself, which language(s) do you use?

Figure 19: Thinking language

Question nineteen was constructed to specify the use of the language regarding only the individual and his thinking without any other interaction. With regard to the previews question, the answers differ concerning the occasion about what, with whom or about which situation is thought. 17% of people answered to think in the Czech language and the same amount in English only. Most people think in Czech and English, particularly 33%, and in 10%, another language is used with the previews ones. Additionally, German is used in 20% of thinking.
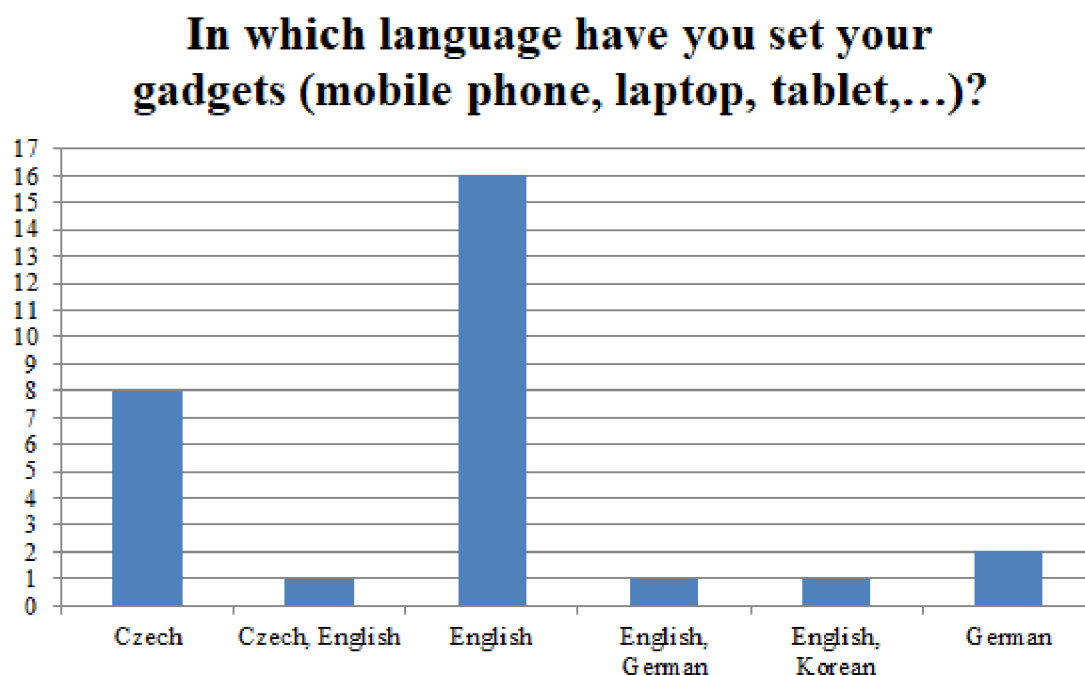
20. Question: In which language have you set your gadgets?

In which language have you set your gadgets (mobile phone, laptop, tablet,…)?

Figure 20: Gadget language

Because technology is in the 21st century an indispensable aspect of life, this question explores to what extent are languages used and if the variety is also wide. As technology evolves, most gadgets support nearly every language. However, the main language is English by being the international language. From the survey is noticeable that a number of bilinguals use English as the main setting of the devices. 53% use English only and 10% use English with Czech, German or Korean. 27% of respondents use Czech as the main language only.

21. Question: When you get emotional with someone, do you use another language than the one the person is speaking?

When you get emotional (e.g.: angry) with someone, do you use another language than the one the person is speaking?
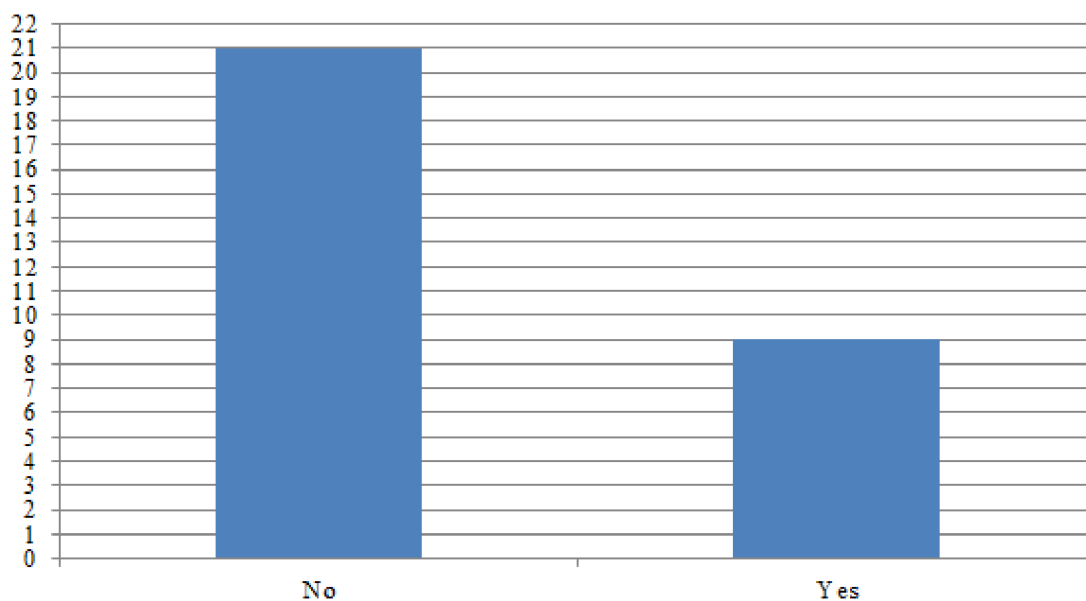
Figure 21: Emotion language

The last question was designed as emotions play an important role in language use. Therefore, the purpose was to determine to which extent people change their languages according to their feelings. A more significant amount of the respondents answered not to be influenced by the broad language knowledge, precisely 70%. Another 30% answered to use different language to avoid being understood by the other person.

Sub-question

If your answer to the previous question is yes, could you tell with which language it happens the most?

The sub-question aims to get a closer overview of which languages influence emotions more. According to people who answered yes, 78% speak a different tongue than Czech. Specifically, five people vocalise emotions in English, one in German or English, and one in Spanish. People usually express angry emotions in different languages with the intention not to be understood. The other 22% use primarily Czech.

2.2   Conclusion of the analysis

Based on the questionnaire, the research revealed that the average of people answering was the age of twenty-two, and 53% of the respondents were male, therefore 47%. However, concerning gender, the results display no differences between males and females in the use of languages. Also, no significant difference shows the age of acquisition of languages of the respondents. In particular, 53% of the informants acquired their language from birth by talking to parents, and 20% acquired Czech first before the other language, which was then fully acquired in school.

Further, the study shows that 73% of fathers come from other countries than the Czech Republic, which is 33% more than mothers. The mothers are in 60% Czech. 17% of bilinguals's both parents come from a different country. Regarding the diversity of languages, the survey discloses that fathers' tongues are more varied than one of the mothers. Some languages are less common than the other ones, such as Farsi or Flemish.

In relation to the interaction between parent and respondent, the language used is generally the native tongue of the parent. Other languages are also used to prevent misconceptions, as some words are better expressed in specific languages. On top of that, an interesting phenomenon is that the majority of respondents use languages with their parents so that no one can understand their communication. The interaction between siblings is 83% Czech. However, in correlation with parents, siblings switch languages to ease interaction, talk secretly in front of other people or for a specific entertainment, for instance, telling jokes or speaking with a specific accent.

In accordance with communication, the languages spoken at home and outside the household do not vary on a large scale. The most spoken language in any surrounding is Czech and followed by languages such as English and German. Nevertheless, 80% of respondents switch languages while speaking to another bilingual person in order to avoid misunderstanding.

The study explores using languages for specific occasions, including reading, writing, watching television, dreaming, and thinking. It reveals an essential sight into the usage of languages with gadgets and emotions. According to the survey, 77% of bilinguals include English in reading, and 20% reads solely in Czech. On the other hand, most individuals use the Czech language in writing. The variance in language choice depends on the person's situation, primarily whether at school or work. Additionally, when it comes to watching television, 57% of responses lean towards the English language only.

In the examination of the usage of languages while dreaming was explored that 67% of bilinguals dream in Czech together with another language. Only 17% of people dream entirely in Czech.

As for the self-interaction of an individual, thinking aloud and counting in the head are associated with the context of the thoughts. Languages while calculating, however, are more specifically used. 37% answered to count in their heads only in Czech and 27% in English.

The language use was examined in regard to the technical devices. In 63%, English is the language included in the device setting. 27% of the respondents use their gadgets solely Czech. The last question comprises the use of languages when influenced by emotions. Only 30% of people answered to take advantage of other

languages while speaking to another person. The change of the tongue occurs with angry emotions not being understood.

To summarize, the range of bilingual individuals' language usage is vast and mainly regards the person's surroundings. The people who acquire more than one language have a sizable advantage in life as communication between humans from other countries is more accessible and even work opportunities rise with every language.

3 Summary

In the modern world, most people are surrounded or live in bilingual surroundings. Due to job requirements or education, contact with a wide range of languages is generally more common. The knowledge of at least one additional tongue to the native one is considered a sure thing as globalisation rises. By the mid-twentieth century, bilingualism was marginally explored. Bilingual individuals were compared to monolinguals which led to mistaken sentiments about bilingualism as something negative. In the current century, the field is studied by many linguists, sociologists and psychologists who refute the myths and try to contribute to a deeper understanding of the bilingualism associated with people and cultures.

The results of the practical part revealed that the average age of respondents was twenty-two, although the target group was not defined. This leads to the conclusion that there are more young bilingual individuals in the Czech Republic than older ones and it can be the fact that bilingualism started to rise with globalism, therefore, it is still a new field in the Czech Republic.

In connection with bilingual's languages and the people they are talking with, the statistics show that Czech is represented to a vast extent in all bilingual individual's lives. Regarding the languages in the family, participants choose their language, concerning which parent they are talking to and where. With respect to the theory, as the participants obtained their languages naturally or were surrounded by the language at kindergarten or school for a longer time, all respondents can be considered natural bilinguals. One respondent can even be considered a heritage

speaker as the family immigrated to the Czech Republic and Czech became a dominant language.

An exciting result brought a question about tongues used with siblings. Respondents in most situations use Czech. Such findings bring us to the influence of society on young people as teenagers and young adults are more likely to get involved in their surroundings than older people. Nonetheless, the language use differs with the people the bilingual is meeting and where. Considering answers based on communications with another bilingual person, a great number of respondents usually switch their languages while speaking, which is a standard linguistic peculiarity called code-switching.

Furthermore, with regard to language acquisition, over half of the respondents acquired their languages since birth by communicating with their parents. Therefore, the half can also be called simultaneous bilinguals. The questionnaire displays that people who participated in the research come from different family types. For instance, in one family are both parents Americans so the language at home is English, and Czech is spoken outside of the home. On the contrary, most participants come from families that have one parent from the Czech Republic and the other one from a foreign country and at home together speak both languages. Another fascinating fact that the survey brought up is that most bilinguals use their foreign languages with their relatives and friends not to be understood, which appears as a significant advantage for some.

Concerning the daily activities, participants choose and use their tongues relating to the activity's surroundings or purposes. For instance, if the action relates to work or school, specific language is used. Comparing reading and writing, the majority of respondents prefer reading in English rather than in Czech, which may be

caused by the significantly smaller number of translated books into the Czech language than into English. On the other hand, many participants use Czech while writing. The reason for this could be that the individuals want their notes to be understandable for their Czech surroundings. Watching movies have the same impact as reading on an individual's language as the film productions are mostly in English. Concerning the languages while dreaming, counting and thinking, the language use is not specified. Bilinguals use their tongues according to about what or whom they are thinking or dreaming and for which situation they are counting. The variety of languages is wide. Regarding the setting of the gadgets, English is used in the majority of the individual's devices which corresponds to reading and watching television.

An interesting observation emerged with the use of tongues influenced by emotions. The respondents are less likely to talk to others with language the person does not know. Just a few participants change their tongues, driven by their anger. This result may contradict the myth about bilinguals and their usage of the main language to express emotions as it can be personal factor. However, further investigation has to be done on whether the data gathered in the practical part correlate with the myth itself. For instance, to figure out the respondent's main language.

To conclude, the research helps to understand the bilinguals and their use of languages in everyday life and bilingualism as such. It revealed that the second most used language after Czech is English and that most bilinguals choose the tongue in relation to where they are and with whom they are talking. Regarding the questions for the survey, for the next work could be added a query concerning where the family comes from and how long they are living in the Czech Republic. This thesis may be

used as a fundament for a master thesis, which could subsume bilinguals living in other countries than only in the Czech Republic.

References

Baker, Colin, and Sylvia Prys Jones. Encyclopedia of Bilingualism and Bilingual Education. Clevedon etc.: Multilingual Matters, 1998.

Beardsmore, Hugo Baetens. Bilingualism: Basic Principles. Clevedon, England: Tieto Ltd., 1982.

BERMEL, NEIL. "O Tzv. České Diglosii v Současném Světě." *Slovo a slovesnost: časopis pro otázky teorie a kultury jazyka* 71, no. 1 (2010): 5–31. https://doi.org/https://www.sheffield.ac.uk/polopoly_fs/1.126618!/file/Bermel-SaS-diglosie-separat.pdf.

Bloomfield, Leonard. Language. London: Allen & Unwin, 1935.

Esch, Edith, and Philip Riley. The Bilingual Family: A Handbook for Parents. 2nd edition. New York: Cambridge University Press, 2003.

Ferguson, Charles A. (1959) "Diglossia." WORD 15, no. 2, 325–40. https://doi.org/10.1080/00437956.1959.11659702.

Fishman, Joshua A. Language and Ethnicity in Minority Sociolinguistic Perspective. Clevedon, England: Multilingual Matters, Ltd., 1989.

Grosjean François. Bilingual: Life and Reality. Cambridge, MA: Harvard University Press, 2010.

Grosjean, Francois. Francois Grosjean - myths about bilingualism. Accessed June 25, 2022. https://www.francoisgrosjean.ch/myths_en.html.

Krashen, Stephen D. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press, 1982. (2009 Internet edition) http://www.sdkrashen.com/content/books/principles_and_practice.pdf.

Lachout, Martin. Bilingvismus a bilingvní výchova Na Příkladu Bilingvismu Česko-německého. Praha: Togga, 2017.

Morgensternová, Monika, Šulová Lenka, and Lucie Scholl. Bilingvismus a interkulturní Komunikace. Praha: Wolters Kluwer Česká republika, 2011.

Myers-Scotton, Carol. Multiple Voices: An Introduction to Bilingualism. Blackwell Publishing, 2006.

Nešpor, Zdeněk R., ed. "Bilingvismus." Bilingvismus – Sociologická encyklopedie. Accessed March 14, 2022. https://encyklopedie.soc.cas.cz/w/Bilingvismus.

Polinsky, Maria, and Olga Kagan. "Heritage Languages: In the 'Wild' and in the Classroom." Language and Linguistics Compass 1, no. 5 (2007): 368–95. https://doi.org/10.1111/j.1749-818x.2007.00022.x.

Polinsky, Maria. "Heritage Language Narratives 1." Heritage Language Education: A New Field Emerging, January 2008, 149–64. https://doi.org/10.4324/9781315092997-11.

Romaine, Suzanne. Bilingualism. 2nd ed. Oxford, England: Blackwell Publishers, 1995.

Štefánik, Jozef. Jeden človek, Dva Jazyky: dvojjazyčnosť u detí: Predsudky a skutočnosti. Bratislava: Academic Electronic Press, 2000.

Weinreich, Uriel. Languages in Contact Findings and Problems. Fourth Printing. Mouton & Co, The Hague, 1966.