Language Acquisition in Balanced Bilingual Families in the Czech Republic

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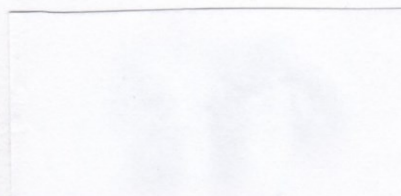Romaine, Suzanne. 1995. *Bilingualism*. 2nd ed. Oxford: Blackwell.

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ABSTRAKT

Tato bakalářská práce se zabývá tématem osvojování jazyků u dětí, které vyrůstají v česko-anglicky mluvících rodinách. Tato práce je rozdělená do dvou částí.

Teoretická část se zabývá termínem jako bilingvismus a jeho typy. Dále rozebírá osvojení jazyků bilingvním dítětem, typy bilingvních rodin a aktivity využívané rodiči a dětmi pro osvojení jazyka.

Praktická část se skládá z kvalitativních rozhovorů s respondenty, kterými jsou rodiče bilingvních dětí různého věku. Celkem se rozhovorů účastnilo pět rodičů z pěti bilingvních rodin. Tyto rodiny se skládají vždy z jednoho česky mluvícího rodiče a z jednoho anglicky mluvícího rodiče. Některé rodiny vychovávají své děti od narození v České republice a další žili určitou dobu s dětmi v zahraničí. Cílem praktické části bylo zjistit, jaké jsou nejvíce vyhovující postupy rodičů při snaze pomoci dítěti si osvojit oba jazyky, tak aby se jejich děti staly bilingvní.

Klíčová slova: bilingvismus, bilingvní rodina, osvojování jazyka, dvojjazyčné prostředí

ABSTRACT

This bachelor thesis deals with the topic of language acquisition in Czech-English bilingual families. This thesis is divided into two parts.

The theoretical part focuses on terms such as bilingualism and its types, bilingual first language acquisition, types of bilingual families, and activities that are used by parents and their children for language acquisition.

The practical part consists of qualitative interviews. Respondents are parents of bilingual children of different ages. There were overall five respondents from five families. In these families, one parent speaks Czech, and the second speaks English. Some of the evaluated families had lived abroad with their children at some point, and others live in the Czech Republic for their whole life with their children. The main aim of the analysis was to determine the most convenient steps done by parents to help their children learn both languages and become bilingual.

Keywords: bilingualism, bilingual family, language acquisition, bilingual environment

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CONTENTS

INTRODUCTION

Every Family is unique. Children in this world are brought up in different conditions. The situations in which families and children live are different. In this world are families that use one language to communicate. However, there are also families that are called bilingual families. Barron-Hauwaert defines the bilingual family as "a mixture of at least two languages or dialects and two or more cultures" (2004, X). According to Lyon, "families, or at least marriages, where each partner has a different first language are becoming more commonplace" (1996, 36).

This thesis is divided into the practical and theoretical parts. The theoretical part consists of three chapters, each focusing on a different topic. The first chapter focuses on bilingualism and its definitions and types. The second chapter focuses on bilingual first language acquisition and the communication among parents in the bilingual family, as well as hypotheses concerning the language acquisition of two languages. The topic of the last chapter is mainly about bilingual families. This chapter describes language strategies used by parents and activities for bilingual families.

The practical part focuses on the five respondents who are essential for the outcome of the thesis. For the data collection, all five respondents were interviewed. The following process was to evaluate the data and summarize the outcome of the thesis. All of the five respondents are parents from Czech-English bilingual families.

I have chosen this bachelor thesis topic, because I have always been interested in raising children who can communicate in both languages without effort. The reason for this is that my personal opinion is when children know, for instance, Czech and English, it would be much easier for them to adapt to this modern world.

I. THEORY

1   BILINGUALISM

As stated by Harding-Esch and Riley, if you ask anyone what bilingualism means for them, probably the most straightforward answer will be that it means that you can "speak two languages 'perfectly'." However, it is hard to define what it means to speak perfectly in one language. As Harding-Esch and Riley claim, even a monolingual person does not know the meaning of every word in his or her mother tongue. The authors also add that "each of us speaks part of our mother tongue". This also applies to the bilingual speakers (2003, 22). Harding-Esch and Riley also claim that bilinguals are unlikely to know every word. As same as monolinguals, they also know parts of the languages they speak; however, those parts differ in both languages. Harding-Esch and Riley present us with an example of this situation. These authors mention a woman who works as a lawyer, is bilingual and speaks English and French. In this example, the woman uses English only at work, while the mother tongue, French, is only used to communicate with her family. The woman knows the vocabulary related to the law mainly in English but not in French because there is no need for that. As a result, this woman knows English more precisely than French in the legal sphere (2003, 22).

As was mentioned before, the general public, according to Harding-Esch and Riley, usually defines bilingualism as "speaking two languages perfectly" (2003, 22). However, other definitions of bilingualism are more specific and differ because many linguists, such as Bloomfield, Hamers and Blanc, or Macnamara look differently at this phenomenon.

Bloomfield defines bilingualism as "native-like control of two languages" (1984, 56). According to Hamers and Blanc, this means that an individual is "able to speak two languages perfectly" (2004, 6). However, there is a need to mention that according to Bloomfield, "one cannot define a degree of perfection at which a good foreign speaker becomes a bilingual: the distinction is relative" (1984, 56).

On the other hand, there are linguists who define bilingualism from a different point of view. The definition of a bilingual person, according to Macnamara, is that it is someone "who possess at least one of the language skills even to a minimal degree in their second language" (1967, 59-60). Language skills according to Sadiku are "listening, speaking, reading, writing" (2015, 29). The example of a person who would be defined as a bilingual according to Macnamara is someone who is "an educated native speaker of English and who can also read a little French" (1967, 60).

When comparing the aforementioned definitions of bilingualism, we can see a considerable difference. According to Bloomfield, Hamers and Blanc, being bilingual means knowing both languages perfectly (1984, 56), (2004, 6) . Meanwhile, Macnamara says that if you are bilingual, you can be an English native speaker while possessing the ability to read in French, but you do not have to speak that language (1967, 60).

Morgensternová et al. refer to the definition of bilingualism stated by Macnamara. In accordance with his definition, Morgensternová et al. claim that if Macnamara's definition is considered, it means that being bilingual means possessing "any knowledge of the foreign language." In this case, this would mean that "almost everyone would be bilingual" (2011, 27; my translation). When Morgensternová et al. comment on Bloomfield's definition of a bilingual person being someone who knows two languages perfectly, it describes a situation that is "unique and thus, according to this concept, almost no one could be described as bilingual" (2011, 27; my translation).

According to Hamers and Blanc, the definitions of bilingualism by Bloomfield and Macnamara that are mentioned above only "refer to a single dimension of bilinguality, namely the level of proficiency in both languages, thus ignoring non-linguistic dimensions" (2004, 7). According to Hamers and Blanc when bilingualism is described, it "generally [focuses] on one single dimension of these phenomena which are thereby viewed from a particular angle" (2004, 25). Concerning the dimensions of bilingualism, Hamers and Blanc present six dimensions: relative competence, cognitive organisation, age of acquisition, exogeneity, social cultural status, and cultural identity. Bilingualism, according to these authors, is a phenomenon that is multidimensional (2004, 25).

1.1 Types of bilingualism

This section is devoted to various types of bilingualism. There are many types of bilingualism; however, I have chosen the types that are relevant to my thesis. The first three types of bilingualism discussed below are compound, coordinate and subordinate bilingualism. According to Hamers and Blanc, these types are based on the dimension related to the cognitive organisation (2004, 26). The next types of bilingualism discussed are early and late bilingualism and successive and simultaneous bilingualism. According to Hamers and Blanc, successive and simultaneous bilingualism are based on the age of acquisition (2004, 26). The last two types that are mentioned in 1.1.4. are Dominant and Balanced bilingualism. According to Hamers and Blanc, these types are based on competence in both languages (2004, 26).

1.1.1 Compound, Coordinate, and Subordinate bilingualism

One of the authors who defines these types of bilingualism is Weinreich (1968, 9-11). Romaine, who refers to the Weinreich's work claims that there are three types of bilingualism: compound and coordinate. The third type is subordinate bilingualism, which is considered "a sub-type of compound bilingualism" (1995, 79).

According to Romaine, compound bilingualism refers to the concept in which an individual "learns the two languages in the same context, where they are used concurrently, so that there is a fused representation of the languages in the brain." Romaine demonstrates an example of a child that uses German and French at home. For a child, the German word *buch* and the French word *livre* "have one common meaning" which in this case is *a book*. The child understands both words in different languages, which have "the same mental representation" (1995, 79).

On the other hand, according to Romaine "in coordinate bilingualism, the person learns the languages in separate environments, and the words of the two languages are kept separate with each word having its own specific meaning." This means that every word that an individual learns in different languages has a particular meaning (1995, 78).

An example of a coordinate bilingual mentioned by Romaine is a person who speaks English and French. The English language is the person's first language, and regarding French, the person firstly came in contact with this language at school. In this case, the person perceives the meaning of the French word *livre* separately from the English word *book*. Both words will have their own meanings. Due to the situation in which "the two languages were associated with different contexts, it was believed that different conceptual systems would be developed and maintained for the two languages" (1995, 79).

The third type and the last is sub-coordinate bilingualism. As stated by Romaine, "in the sub-coordinate type bilinguals interpret words of the weaker language through the words of the stronger language." "The dominant language acts as a filter for the other" language. As an example of sub-ordinate bilingualism, Romaine presents an Urdu/English bilingual whose weaker language is English. For the person, "the English word *book* will evoke the Urdu word *kitab*" (1995, 79).

1.1.2 Early and late bilingualism

As stated by Baetens Beardsmore, early bilingualism means "the acquisition of more than one language in the pre-adolescent phase of life." On the other hand, late bilingualism "occurs when the first language is acquired before the age of more or less 11 and further

languages are learned at some age beyond this period" (1986, 28). As stated by Baetens Beardsmore, early bilingualism is perceived as a type of bilingualism with positive aspects such as: "the ease with which it can be achieved and the superior level of attainment when compared with late bilingualism." Thanks to early bilingualism, a child gains "the acquisition of a flawless, native-like accent and intonation patterns in more than one language" (1986, 33).

1.1.3 Simultaneous and Successive bilingualism

One of the authors who defines successive and simultaneous bilingualism is McLaughlin. According to this author, when a child encounters two languages before he/she is three years old, this bilingualism is referred to as simultaneous bilingualism. Otherwise, when a child encounters two languages after this age, it is referred to as successive bilingualism (99, 1978). On the contrary, according to Wei, to be a simultaneous bilingual means being "someone whose two languages are present from the onset of speech" (2005, 5). The last definition which concerns simultaneous bilingualism is by Tabors, who claims that simultaneous acquisition occurs "when young children are exposed to two languages from birth" (2008, 11).

1.1.4 Balanced and dominant bilingualism

The last type of bilingualism that I would like to mention is balanced and dominant bilingualism. According to Peal and Lambert, a balance bilingual is someone who "is equally fluent in both languages" (1962, 15). Mukherji and O'Dea state that a balanced bilingual is "a person who speaks, reads, writes and understands two languages equally well" (2000, 126). Another definition is by Kohnert and Bates, who say that "when skill level is comparable across the two languages, it is called balanced bilingualism" (2002, 347-348).

Taking into account dominant bilingualism, according to Mukherji and O'Dea, a dominant bilingual is "a person who is more proficient in one of the two languages" (2000, 126). The definition of dominant bilingual, according to Wei is following; "someone with greater proficiency in one of his or her languages and uses it significantly more than the other language (s)" (2005, 5). As stated by Kohnert and Bates "when one language is stronger than the other (as is most often the case), this language is considered dominant" (2002, 348).

1.2 Summary

Bilingualism is the phenomenon that might seem easy to define. However, there are many aspects that we have to look at to understand this term. As can be seen in this section, the definitions of bilingualism vary, and it is clear that everyone will perceive this term differently. For this thesis, the most applicable definition is the following definition by Macnamara who says that a bilingual person is someone "who possess at least one of the language skills even to a minimal degree in their second language" (1967, 59-60). The reason why this definition is the most applicable for this thesis is because the practical part will mainly evaluate the situation of the bilingual children and their bilingualism. In this case, children are considered to be bilingual even though they are very young. An example that could be mentioned is the child of Respondent 4 who is only one year old. She does not produce long utterances in both languages. However, she reacts to people who use both languages and produces single words in both languages.

Only a few types of bilingualism were described, even though many of them exist. Thanks to the data provided by the respondents, it is possible to evaluate early and late bilingualism, simultaneous and successive bilingualism, and dominant and balanced bilingualism of respondents' children in the practical part of this thesis.

2   LANGUAGE ACQUISITION

As stated by Brown, language acquisition "has been a subject of interest for many centuries." One who dealt with this phenomenon was St. Augustine (354 - 430) in his work named *Confessions,* in which he focuses on "a self-analysis of the acquisition of the first language" (2007, 24).

According to Saicová Římalová, the definition of language acquisition is "the gradual acquisition of language and communication skills in a particular language, which includes the acquisition of the ability to understand and also speak the language, as well as read and write in this language" (2016, 12; my translation). She also adds that language acquisition does not have to be related only to "a child who acquires competence in the mother tongue, but it can also apply to adults" (2016, 12; my translation).

Saicová Římalová also adds that there can occur a situation when the acquisition of a language and learning a language can be perceived as the same thing. However, they are not the same. "Language acquisition is considered spontaneous and is typically associated with the mother tongue, while language learning is delineated as controlled or conscious" (2016, 13; my translation).

According to Richards and Schmidt, there is also the distinction between the first language (L1) and the second language (L2). The first language refers to "a person's mother tongue or the language acquired first" (2010, 221). On the other hand, the second language, according to Richards and Schmidt is "any language learned after one has learnt one's native language" (2010, 514).

According to Yule, there are several steps to follow in terms of language acquisition. For instance, a child should come in contact with other language users in his/her first three years of life. The reason for this is "to bring the general language capacity into contact with a particular language such as English" (2017, 191). As stated by Lightbown and Spada, in course of the first three years, a child will produce language that has "predictable patterns" that a child learns in order to acquire the language. This is known as "stages" and, in other words, known as "developmental sequences" (2013, 7). The stages of the first language acquisition are briefly introduce in this part. More precisely, this topic is explained in more detail in Chapter 2.1.1 of my thesis.

According to Lightbown and Spada, these stages are associated with the cognitive development of young children (2013, 7). As reported by Richards and Schmidt, cognitive development can be described as "developmental changes in cognitive abilities, processes,

and structures" (2010, 91). According to Robinson, cognitive abilities are defined as "aspects of mental functioning, such as memorizing and remembering; inhibiting and focusing attention; the speed of information processing; and spatial and causal reasoning" (2012, 17).

For better understanding, Lightbown and Spada demonstrate the example of a child that does not understand the concept of time and does not use adverbs that express time, such as tomorrow or last week. This means that, if a child does not come in contact with these words, it is obvious that they do not appear in his/her vocabulary. Another example mentioned by these authors is a situation in which a child can see the difference between singular and plural nouns. However, the child can produce plurals of nouns much later, even though he/she already sees the difference between singular and plural nouns. Later on, a child learns how to create and use "irregular plurals (such as 'feet')" (2013, 7).

2.1 First language acquisition

This type of acquisition ties to the first language, explained briefly in Chapter 1. According to Richards and Schmidt, it is "the process of learning a native language." This phenomenon "has been studied primarily by linguists, developmental psychologists, and psycholinguists" (2010, 221).

As stated by Lightbown and Spada, one of many questions concerning first language acquisition (FLA) is how children acquire a language and "how this development takes place." During the twentieth century, three theories were introduced that explain how language acquisition works (2013, 14-15). Each of these theories will be briefly explained below.

According to Lightbown and Spada, the Behaviourism presents us with the idea that children imitate the language that is used by other people. Children try "to reproduce what they heard receive positive reinforcement." One of the most important aspects that this theory emphasizes is the environment which is "the source of everything the child needs to learn" (2013, 15).

As stated by Lightbown and Spada, there is the innatist perspective. In 1959 Noam Chomsky suggested a different hypothesis in "his review of B. F. Skinner's book Verbal Behavior" that differs from the behaviourism. He claims that "all human languages are based on some innate universal principles." What Chomsky explains is that "children are biologically programmed for language and that language develops in the child in just the same way that other biological functions develop." An example of this is that almost every single child learns how to walk, and this ability occurs at the same age for almost all children.

Chomsky compares this biological development to language acquisition and says it is alike (2013, 20). As reported by Lightbown and Spada, Chomsky claims that what helps children find out how to use the language and its rules is that they are "born with a specific innate ability." This innate ability is "containing the principles that are universal to all human languages." This is also called universal grammar (UG) (2013, 20).

According to Lightbown and Spada, there is also interactionist development perspective. It is said that developmental and cognitive psychologists claim that "language acquisition is but one example of the human child's ability to learn from experience and they see no need to assume that there are specific brain structures devoted to language acquisition." The hypothesis says that the most important thing for children is to be exposed to the language. Practicing languages will give them everything they need to know to consolidate language. The more they are in contact with people who use a language, the more beneficial it is for them. The psychologists put a much greater emphasis on "the environment than the innatists do even though they also recognize a powerful learning mechanism in the human brain" (2013, 24).

2.1.1 Stages of first language acquisition

According to King, "from about the second to fifth month, infants engage cooing." Cooing, is related to the usage of vowels. When a baby is cooing, it represents joy (2014, 224). As reported by Yule, in terms of sound produced by a child, in his/her first months, "high vowels similar to [i] and [u]" appear, and in a baby's fourth month, consonants such [k] and [g] are produced. In the fifth month, a baby "can already hear the difference between the vowel [i] and [a] and discriminate between syllables like [ba] and [ga]" (2017, 193).

According to King, the following stage is babbling. The time frame when this stage occurs is between the fourth and sixth months and continues until a child is one year old (2014, 224). As stated by Yule, a child is "producing a number of different vowels and consonants." As the parents respond to a child, he/she gets "experience of the social role of speech" (2017, 193).

The following stage according to King is holophrastic stage. This stage occurs when a child is one-year-old. In this stage, "infants tend to use single words to communicate a variety of complex functions". (2014, 225). As reported by King, when a child is two years old, the two-word stage occurs. In this stage a child uses "phrases which are not more than two words." The penultimate stage is the multi-word stage in which a child produces "phrases of three or more words" in his/her two and half years (2014, 226). The last stage,

according to Yule is the telegraphic stage in which a child produces "strings of words (lexical morphemes) in phrases or sentences." A child can put words in the right word order. During the third year of a child´s life, a child is already using "hundreds of words and pronunciation has become clearer" (2017, 195).

2.2 Bilingual first language acquisition

De Houwer defines bilingual first language acquisition (BFLA) as "the development of language in young children who hear two languages spoken to them from birth." Children who experience this kind of language acquisition "are learning two first languages." Regarding time, children are exposed to both languages and "there is no chronological difference between the two languages in terms of when the children started to hear them" (2009, 2).

As stated by De Houwer, one of the facts that should be taken into consideration is that "the family is the primary socializing agent for the development of BFLA." In other words, it can be said that the family is an integral part of BFLA. One of the situations that are mostly to occur is that each of the parents speaks their own language to the child. Languages that are used by parents differ from each other. Parents are not the only ones who can help a child to acquire two languages and become bilingual. Another option is to involve other people who can help increase the language input such as grandparents or nannies who are in contact with a child (2009, 7-8). De Houwer also adds that the situation may appear where parents could raise bilingual children but decide not to. This can happen, for example, due to "the lack of a positive attitude towards one of the languages" (2009, 88).

2.2.1   The use of languages among parents

Each of the parents of a bilingual child has a certain language ability. According to De Houwer, "in linguistically diverse couples, at least one of the partners is bound to be bilingual." There are four different patterns in terms of the usage of languages between parents of a bilingual child (2009, 87).

Pattern	Partner Q	Partner P	Language used between Q and P
1	Only **LA**	**LA** and LAalpha	**LA**
2	**LA** and **LAalpha**	**LA** and **LAalpha**	**LA**
3	**LA** and **LAalpha**	**LA** and **LAalpha**	**LA** and **LAalpha**
4	**LA** and LAalpha	**LA** and LX	**LA**

Table 1 Four main patterns of language use in linguistically diverse couples (adapted from De Houwer Annick 2009, 87)

According to De Houwer, this table describes languages such as LA, LAlpha, and LX and explains their meaning. Each of those languages is different; partners use them but not necessarily with their partner in a couple. "In each pattern, LA is the overlapping language. There may be a second overlapping language. Overlapping languages are marked in bold" (2009, 87). In this context, overlapping language means the language that is used between the partners.

To better understand table 1, I would like to present specific examples. This thesis focuses on families that consist of one native speaker of the Czech language and one native speaker of the English language. For this purpose, I have decided that LA is the English language, LAalpha is the Czech language, and LX is a language that differs from English and Czech. In this case, it can be the Polish language.

The first pattern shows that partner Q can speak English and partner P can speak both languages i.e., Czech and English. The means of communication between the partners is the English language. It can be seen that the English language overlaps the Czech language. The second pattern demonstrates that partner Q possesses an ability to communicate in both languages as well as partner P. However, the means of communication between them is the English language. The third pattern shows almost the same situation as the second pattern. However, there is a difference in the way parents communicate together. They use both languages when they communicate with each other. The last pattern shows a situation where both partners speak English. Nevertheless, partner Q speaks Czech, and Partner P uses another language, for instance, Polish. Here, the only option for the partners to communicate with each other is the English language, which overlaps.

2.3 Unitary and Dual system hypotheses

Concerning acquiring two languages, a question can arise if bilingual children have one or two lexical systems. In this section of my thesis, I would like to answer this question and present two hypotheses that view this topic differently.

According to Meisel, the first hypothesis, called the Unitary system hypothesis, claims that "young bilinguals initially develop a single lexical and grammatical system comprising elements of both languages" (2019, 70). Referring to the Unitary system hypothesis, according to King, "a bilingual child begin[s] with just one grammar and lexical

system that later becomes differentiated as the child learns to distinguish between the two languages" (2014, 235).

According to Volterra and Teaschner, bilingual children go through three stages in the case of simultaneous bilingualism. "In the first stage the child has one lexical system which includes words from both languages." "In the second stage the child distinguishes two different lexicons but applies the same syntactic rules to both languages." In the last stage, "the child speaks two languages differentiated both in lexicon and syntax." In this case, "each language is associated with the person using that language" (1978, 311-312).

In opposition, another point of view disagrees with the Unitary System Hypothesis. According to Meisel it is possible that "an individual exposed to two languages from early on should be capable of separating the two grammatical systems without going through a phase of temporary confusion" (1989, 35). According to King, the hypothesis that claims that children "have two grammatical and lexical systems from the outset" is called the Separate System Hypothesis (2014, 235). As regarded by De Houwer, there is the Separate Development Hypothesis that says that "children regularly exposed to two separate languages from birth develop two distinct morphosyntactic systems" (2009, 367). As stated by Meisel, children differentiate between two "mental grammars." This "early differentiation is not only possible but characteristic of the developmental pattern through which simultaneous bilinguals typically proceed." He refers to this hypothesis as Dual Language Hypothesis, which is nowadays "widely accepted" (2019, 48). In other words, it can be seen that the Dual Language Hypothesis replaced Unitary System Hypothesis, and it is more recognized nowadays.

2.4 Milestones in BFLA children's early language development

This section is devoted to the utterances produced by simultaneous bilingual children and the time frame in which they occur. Below are mention milestones that bilingual children go through during the first five years of their lives.

According to De Houwer, the time frame when a bilingual child produces babbling in syllables is from 6 to 12 months. When the child reaches 12 months, he /she can understand "many words and phrases in each of two languages." When a child is over 12 months, he/she produces "sounds like single words in one or two languages." When a child is eighteen to twenty-four months old, there is a "noticeable increase in the number of different words produced." At around twenty-four months, "the production of combinations of two words in one breath" appears. A milestone during a child's thirtieth and thirty-sixth

months is characterized by "the production of short sentences with at least some bound morphemes and/or closed class grammatical words." When a child is around forty-two months old, adults who speak the same language as the child, are able to understand what he/she means, even though adults do not know him/her. When a child reaches 48 months, he/she creates complex sentences. When a child is two months old, she/he has "an ability to tell a short story that hangs together" (2009, 37).

Concerning monolingual and bilingual acquisition, there may arise the question if these types of acquisition are the same. According to De Houwer, "bilingual children have been found to develop their two languages in ways that are very similar to monolingual children" (2009, 328). As stated by De Houwer, "they produce the same sorts of utterances with similar types of errors and characteristics" (138, 2002). What De Houwer also adds is that "monolingual acquisition, though, is not the norm for bilingual acquisition, nor should it be" (2009, 328).

2.5 Summary

To summarize, Chapter 2 explains two terms in particular: first language acquisition and bilingual first acquisition. The FLA refers to the acquisition of only one language, while BFLA refers to the acquisition of two languages simultaneously. This chapter reviewed theories concerning first language acquisition. An emphasis is also placed on the stages in the FLA and milestones in BFLA that an individual goes through. This chapter also presents situations that can appear in bilingual families in terms of language usage among parents. The use of languages among partners was demonstrated in practical examples of Czech and English-speaking families because these types of families appear in the practical part of this thesis. Moreover, Unitary and Separate hypotheses were mentioned. These hypotheses claim that a child has one or two language systems. Nowadays, the Separate hypothesis seems to be more accurate. The next chapter will cover types of bilingual families and strategies used by parents who want to raise bilingual children.

3 BILINGUAL FAMILY

Many families have decided to raise their children to be able to speak two languages. In this thesis, five types of bilingual families are mentioned because not every family is the same. Harding-Esch and Riley differentiate among five main types of bilingual families. Bilingual families differ based on variations in their characteristics, including parents, community, and strategy (2003, 51–53).

According to Harding-Esch and Riley, in the first type of bilingual family, both parents are able to speak each other's languages. However, the parents may not speak the language fluently. They can have only "some degree of competence in" it. Typically, one of the parents speaks "the dominant language of the community" (2003, 52). According to Richards and Schmidt, the dominant language is defined as "the language that one uses most often and is most competent in" (2010, 183). According to Romaine, the strategy that is used in these families is the so called "one person - one language" strategy (OPOL) (1995, 183) which is discussed in section 3.1.1.

Regarding the second type of bilingual family, according to Harding-Esch and Riley, each of the parents uses a different native language. Regarding the community, the situation is the same as in the first type. On the other hand, the strategy differs. There are two situations. When a child is with parents, they address him/her by "non-dominant language." However, when a child is not at home, he/she is "fully exposed to the dominant language." This usually happens when a child starts attending kindergarten (2003, 52). According to Romaine, this type is known as "non-dominant home language" or as "one language – one environment" strategy (1995, 184). This is discussed in more detail in Chapter 3.1.2.

According to Harding-Esch and Riley, the third type of bilingual family includes parents that have the same native language, which is not the dominant language of the community. In this case, the strategy that the parents apply is to "speak their own language to the child" (2003, 52). According to Romaine, this type is also known as Non-dominant Home Language without Community Support (1995, 184).

As regarded by Harding-Esch and Riley, in the case of parents, the fourth type is similar to the second type, which means that "the parents have different native languages." The languages that parents use are different from the dominant language in the community. In the case of strategy, it is the same as in the first type, which means that "the parents each speak their own language to the child from birth" (2003, 53). According to Romaine, this

strategy is called Double Non-dominant Home Language without Community Support (1995, 185).

According to Harding-Esch and Riley, the last and fifth type of bilingual family represents the parents who "share the same native language" as in the third type. Parents use the language that is the dominant one in the community. The strategy is following: "one of the parents always addresses the child in a language which is not his or her native language" (2003, 53). According to Romaine, this last type is referred to as Non-native Parents (1995, 185).

As can be seen, there are several types of bilingual families, and they differ. However, in some cases, they share the same characteristics. Some of these types are more closely described in the following part, and how other authors elaborate on this topic.

3.1 Language strategies for bilingual families

Every family is unique, and it is a matter of parents how they want to raise their children. In the case of a bilingual family, it is essential for parents to agree on how they will communicate with their children and in which situation they will use one of the languages. In what follows, the language strategies used in bilingual homes are described.

3.1.1 One Person-One Language (OPOL)

According to Cunningham this strategy "has been recommended to mixed language couples as the most suitable" (2011, 35). According to Baker and Wright, this strategy is "commonly viewed as a highly successful strategy." This author refers to this strategy as One Parent-One Language (2017, 91). As stated by King and Mackey, many parents have decided on this strategy (2007, 108).

According to Cunningham, the One Person-One Language strategy is "a system of using languages within a family and elsewhere so that any two people always use the same language when speaking together" (2011, 186). In other words, Cunningham says that "the parents each speak their own language to their children" (2011, 35).

According to King and Mackey, when parents use this strategy, children should use one language with one parent and the second language with the second parent, meaning each language should be associated with one parent. This strategy is well liked because children are exposed to two languages equally "in terms of both quantity and quality." Parents in a particular family should "share roughly equal responsibility for child care." However, this is not always the case. There can appear situations when the family's father does not spend enough time with his children. He can spend only a few hours a week with the children alone.

This can result that children can not produce any utterances in their father's language (2007, 108). According to Romaine, there is an outcome of this strategy that occurs frequently, namely "a child who could understand the languages of both parents but spoke only the language of the community in which they lived" (1995, 186).

3.1.2 Minority language at home

Another strategy called Minority language at home is also known, according to Cunningham, as One language–one location. Parents who employ this method are those who "speak the minority language at home to their children" (2011, 44). The term minority language, according to Richards and Schmidt, means "a language spoken by a group of people who form a minority within a country" (2010, 351). In other words, according to Barron-Hauwaert, a minority language is a language that is "less frequently used." This strategy is also known under mL@H (2004, 169).

As stated by Barron-Hauwaert, there are "two kinds of mL@H families." The first type is "a mixed-language couple where the parents speak different languages." To communicate together, one of the parents decides not to use his/her language at home but chooses to use the language of his/her partner. The reason for this is "to support the other partner's minority-language". If parents choose this method, it will influence their children to be in contact with one language until they are three years because, during those first three years, children are usually at home. This would mean children are exposed to the majority language later (2004, 169). According to Cunningham, an example of being exposed to the majority language is when children spend their time with other children, for instance, who are their neighbors or with those children who attend "day-care or pre-school" with them (2011, 71).

According to Barron-Hauwaert, the second type refers to "a family with two monolingual parents who live in another country where they use a second language" (2004, 169). According to Richards and Schmidt, a monolingual person is someone who "knows and uses only one language" (2010, 374). Barron-Hauwaert states that such a situation can occur when a family moves to another country because of parent's jobs (2004, 170). As stated by Cunningham, "fortunately children are generally very motivated to learn the language." This is because there is a necessity to communicate with others (2011, 44).

3.1.3 Time and Place Strategy

According to Barron-Hauwaert, bilingual families do not use this strategy very often. This strategy "uses external places or certain regular activities or rituals as a way to acquire, practise and use a language." An example of using the language during a specific time could

be when a family is having dinner. Another example is when a family chooses a particular day in a week when they want to use a language or the whole weekend. Children can also use a particular language when doing a specific activity. The author adds that "this kind of strategy needs strict control and organisation" (2004, 175). In other words, this means that it requires the dedication of the whole family, and parents have to be very precise if they want to help their children to master two languages.

3.2 The use of two languages

When raising bilingual children, there can appear a situation where they start mixing two languages. This part of the thesis demonstrates a brief distinction between language mixing and code-switching.

3.2.1 Mixing languages and Code switching

According to Arnberg, "language mixing refers to the young child's mixing of both languages within the same utterance before the child is really aware of having two languages in its environment" (1987, 27). According to Barron-Hauwaert, when children mix two languages, the action is "unintentional." Mixing two languages is usually perceived as an inability to perform in both languages "properly" (2004, 10-11). However, as stated by King, code-mixing should not be seen as a problem because it "is a normal phase of bilingual language development." It "might also be the result of a child's limited vocabulary (that is, the child may only know the names of some items in one language)" (2014, 234).

As stated by King, code-mixing is considered by some researchers to be early code-switching (2014, 234). According to Arnberg, code-switching is "a conscious and/or purposeful switching of the two languages." There are several reasons why code-switching occurs. As was mentioned before, a situation can appear when children do not know the vocabulary in one of the languages. Another reason why children code switch is "to exclude someone from the conversation" or when something is hard to explain for children in one language, they use the other language. Code-switching is also used when there is a need "to clarify a misunderstanding" (1987, 27).

3.3 Activities for bilingual children

Nowadays, parents have access to many sources that can help them find the best activities for their children and that will suit a family best. With the development of technology, there are many possibilities for getting into contact with languages and not only being exposed to

them when children are with their caregivers. Several activities that are recommended and can be done by almost every family are described in the following part.

According to Steiner et al., families can consider using technology such as TV to expose their children to a different language source (2009, 68). As stated by Raguenaud, when TV is used in the family, "it is a fun way to keep in touch with the news, pop culture, or anything the family is interested in" (2009, 142). On the other hand, according to King and Mackey, the interaction among people is much better for kids because they can receive feedback from their parents, which is not possible when watching TV (2007, 138).

According to Steiner et al., another language source that is used by bilingual families is the internet. This technology offers us access to countless resources. Before the internet era began, it was hard to find good language sources for many families (2009, 68). As stated by Raguenaud, due to the development of technology and the fact that the internet exists, many people can use webcams and smartphones. Thanks to this, they can stay in touch with friends. Parents can also join groups on internet that are focused on the topic of bilingualism (2009, 52).

According to Steiner et al., educational and computer games are another valuable source for children. Educational games "can be a great way to increase your child's language input." "Computer games are another language activity that your child is unlikely to object to." Parents can choose tactics that will not permit children to play the game in the majority language. However, parents can choose a language for children to play a game. This can help them to develop new vocabulary (2009, 71).

Technology is not the only way to help children develop their language. According to Steiner et al., parents choose other ways, such as hiring a babysitter. Steiner et al. present an example of a bilingual family where parents agreed with the babysitter to establish rules. For instance, a babysitter should speak only one language initially and not switch between two languages while speaking with children. (2009, 75-76).

As stated by Steiner et al. another tactic parents could choose is visiting extended family members. Parents should talk with other family members about the fact that they want to raise their children as bilinguals and ask them if they can support them in achieving their goal (2009, 76).

As reported by Steiner et al., another idea to help children develop their language is to visit a country where they can speak a minority language. For children, it is beneficial to be exposed to the language and speak with other people and not only with their parents. When children visit a country where a minority language is used, they will recognize that

they share a minority language with many different people and not only with their family (2009, 77). According to Cunningham, parents should also "consider letting teenagers visit the minority language country on their own." (2011, 83).

According to Steiner et al., meeting with other children is another crucial aspect that helps children develop their language. If there is a chance, parents should try to join or help create a community where children can meet with each other. Parents should meet regularly, which should become a habit (2009, 78).

As stated by Raguenaud, there are many more activities to do with children to help them develop languages. One of the activities that can be mentioned as a good example is gardening. Children can use "some technical words" that are unlikely to use in daily conversation. It is also recommended to play games with children, such as Scrabble, and Monopoly, or to read books to the children to enrich their vocabulary (2009, 140–144).

3.4 Summary

In conclusion, the beginning of Chapter 3 discusses five types of bilingual families. Further, Chapter 3.1 listed language methods that parents use when raising bilingual children, strategies that should help children use both languages, and especially strengthening the minority language in a family. Chapter 3.2 briefly discussed code switching and mixing two languages. Finally, Chapter 3.3 looked at activities in which parents can engage children to help them develop language. Parents can choose among an immense number of activities that will probably differ for each family. As can be seen, parents play one of the most important roles in children's life. They have a significant impact on them and can help them become bilingual.

II. ANALYSIS

4 INTRODUCTION

The main aim of the practical part of this thesis is to answer the following question:

1. What do parents consider the best strategy to support their children's bilingual development?

Based on the literature discussed in the theoretical part, the assumption is that families mainly practice three strategies: One Person-One Language, Minority language at home, or Time and Place.

2. What techniques and activities do parents use to strengthen children's languages.

4.1 Method

To collect information, I have decided to interview my respondents. According to King, Horrocks, and Brooks "interviewing is the most commonly used method of data collection in qualitative research" (2019, 1). For this purpose, I decided to use a qualitative research interview. According to Gill et al. there are three types: "structured, semi-structured, and unstructured" interviews (2008, 291). To obtain information, the semi-structured interview was chosen. According to Adams, the semi-structured interview is "conducted conversationally with one respondent at a time." This type of interview "employs a blend of closed- and open-ended questions, often accompanied by follow-up why or how questions" (2015, 493).

The respondents were interviewed individually in person or online due to the long distance between the interviewer and respondents. The online interviews were held via Google Meet. The interviews usually took 15 – 25 minutes. Interviews were in English, even though two respondents were Czechs. The identity of all respondents is guaranteed to stay anonymous. Therefore, I do not use names but designations such as Respondent 1, Respondent 2 etc. Respondents had never seen the questions before, and they heard them during the interview for the first time. All the voice recordings that were recorded for my use to transcribe information for the analysis of this thesis are deleted and no longer available. All of the five respondents agreed to be interviewed. Moreover, all respondents were informed about the purpose of the research.

The questions the respondents were asked are based on two questionnaires: the COST Action IS0804 Questionnaire for Parents of Bilingual Children (PABIQ Questionnaire) and the BIO Questionnaire. I have chosen several questions from these two questionnaires that are valid for my thesis. I also had to create questions tailored to the needs of obtaining data.

4.2 Respondents

The respondents who participated in this research have been raising bilingual children. Each respondent is one parent from a bilingual family. The overall number of respondents who were interviewed is five. Two women are Czech, and three men are English. In other words, this allows seeing five different bilingual families and their approaches to bilingualism. Respondents who participated in this study are mainly from the Zlín Region and the Moravian-Silesian Region.

Every interview was held in English, and there were several criteria that respondents had to fulfil:

1. Every family has to live in the Czech Republic.
2. The languages that are means of communication in these families are the Czech and the English language.

4.2.1.1   Respondent 1

The first respondent was born in Spain but had lived in Great Britain since he was two. His parents are from England and Scotland. His wife is from the Czech Republic. The respondent and his wife live in a town in The Moravian-Silesian Region. The family lives together in the Czech Republic with their children, who have never lived in a different country. They raise two children together; the older boy is ten years old, while the younger is six years old.

The children speak together in the Czech and English languages and have encountered both languages since birth. According to the respondent, his sons feel at home with both languages. Even though they speak Czech and English together, the respondent claims that his sons mostly communicate with each other in Czech, but it depends on the subject.

This respondent is not only a person who contributes to the English language development of his children. The respondent's mother, who is from England and lives in the Czech Republic, is an advantage for children to strengthen their English language skills. The family visited Great Britain when the older son was three years old. They do not visit the country on a regular basis.

Regarding how parents communicate with their children, each parent addresses children in his/her mother tongue. In this case, the mother speaks with them in Czech and the father in English. Parents communicate with each other in the English language. The reason for this is communication. They do not do this to develop children's English language.

The activities that parents do with their children to help them develop their language skills, especially in a minority language which is English, is reading books. The respondent

reads books in English while his wife reads in Czech and also sometimes English. The older son prefers to read books in the English language. In terms of telling stories, each parent tells stories in his/her native language. Technology can also be used as a language support. Even though this family does not own a TV, the children like watching videos on YouTube. They prefer watching them in the English language.

Parents would like to give an opportunity for their children to attend Czech-English bilingual school. In their opinion, it can have a positive effect on children. Lastly, the respondent and his wife have never discussed their strategy for how they will raise their children in terms of language. The most important thing was to keep it as natural as possible.

4.2.1.2   Respondent 2

The second respondent is a woman who lives with her family in the Zlín Region and is from the Czech Republic. The respondent is the mother of two girls who are eight and six years old. The respondent's husband is from Mexico; however, he moved to the United Kingdom in his twenties. Even though his mother tongue is Spanish, he speaks English fluently and uses this language at home.

The means of communication among the children are both languages, Czech and English. They have been in contact with both languages equally since they were born. According to the respondent, children feel at home with both languages. As far as language is concerned, children speak with one another in both languages. However, when siblings play together, they use English, while when they do everyday tasks, they use Czech.

In this family, each parent speaks a different language with children. Respondent 2 uses her mother tongue, Czech, and her husband uses English when addressing their children. Parents communicate with each other in English, and the respondent admits that sometimes she uses the English language with her children when their father is around.

The respondent tries to keep almost every activity in the English language. The respondent plays Bingo and Just Dance with English songs only with her children. They only buy English books for children and watch TV as well, only in the English language. Regarding reading books, both parents read only books in English to their children. Nevertheless, the respondent tells stories to children in the Czech language while her husband tells them in English.

The family visits Great Britain regularly. The respondent has a best friend in London who also has children. This is another opportunity for the respondent's children to practice

their English. According to the respondent, children's English language has improved thanks to these visits. "More they are in touch with a foreign country, their English is much better."

Partners discussed briefly how they want to raise their children before their birth. As reported by the respondent, "we just made a plan that things would be normal without any effort. I will speak Czech, and he will speak English with them". Although their father speaks Spanish, they decided not to include this language and raise them only bilingually.

In terms of education, parents have decided on bilingual education. Children attend a private school with a native speaker who speaks only English to the students. This is not the only person who speaks English with children. As was mentioned before, they speak with their father and Respondent's friend (who is not a native speaker) in English.

The respondent also adds that if she wants to improve their English, she would speak English to them. She would also contact other bilingual English-speaking families and arrange play dates.

4.2.1.3 Respondent 3

The third interviewed respondent is a woman with three daughters who are nineteen, twenty-two, and twenty-four years old. The respondent is from the Czech Republic, and her husband was born in Germany. However, he is a British national. His mother tongue is English, and the respondent's mother tongue is Czech. Each of the children was born in a different country; the first was born in the Czech Republic, the second in Germany, and the last in Britain. Nowadays, the family lives in the Zlín Region.

All children have encountered both languages since they were born, and nowadays, they speak both languages. According to the respondent, her children feel the most at home with the English language. Pertaining to communication among children, they use both languages. Which language children use depends on the situation. When children are at home, they mostly speak English. However, there are many situations in which they communicate in both languages. For instance, one child asks a question in English and the second answers in Czech. Both parents communicate in the English language, which is the means of communication for them.

When the family moved to the Czech Republic, the oldest daughter was eight, the middle daughter was six, and the youngest was three. Children attended an average British primary school when they were little. When the family moved to the Czech Republic, they attended an average elementary school. This school was language-oriented. According to the respondent, their Czech language worsened when children started attending English school

when living abroad. However, when they moved to the Czech Republic, their Czech improved, which was also why they moved to the respondent's motherland.

When children lived in Great Britain, most of their friends spoke English. When the family moved to the Czech Republic, the friends with whom the children played spoke Czech. Nowadays, Children do not have friends who speak only the English language. Most of their friends speak both languages.

Since the children were born, the respondent spoke to them only in the Czech language because they lived abroad. When they reached their teenage years, children spoke with their mother freely in both languages. Nowadays, the respondent speaks to her children in both languages while her husband speaks to them only in English.

When the children were little, the parents read books in both languages to their children. The children also watched TV in both languages. The family was meeting other families because they wanted to improve children's language skills. As claimed by the respondent, "we actively sought friends who would speak the same language." When it comes to telling stories, the respondent told them stories in the Czech language until they were eight years old then she switched to the English language. Her husband always read the books and told the stories only in English. Children used to play various games such as scrabble and Pelmanism.

Before the COVID-19 pandemic, the family visited Great Britain once or twice a year. Nowadays, they visit the country once a year. Visiting the country had a positive effect on children. According to the respondent, "they are more confident," and "it also gave them the confidence to learn another language."

The respondent and her husband discussed how they want to raise their children. The respondent was interested in the topic of how to raise a bilingual child, so she read a few books about this. She explained to her husband that she wanted to use her language and that he should use his language. She also says she wanted to be diligent and determined and not give up on this idea.

4.2.1.4 Respondent 4

The penultimate respondent who was interviewed is a man who lives with his family in the Moravian-Silesian Region. He comes from England, and his wife is from Slovakia but has lived in the Czech Republic for her whole life. They raise two daughters, who are eight and one year old. Respondent's mother tongue is English, while his wife's mother tongue is Czech.

Children have been in contact with both languages from birth. At this time, the older child speaks both languages, and the one-year-old produces single words in both languages. According to the respondent the older daughter is "more comfortable in Czech" and in the case of the one-year-old daughter it is hard to tell in which language the child feels the most at home with. The older daughter "mostly speaks in Czech to the baby," but there are situations when she speaks English to her younger sister.

Daughters have friends who speak primarily Czech. However, the family occasionally visits England, where children meet their friends who can only speak English, which forces them to communicate in this language. The family's friends and their kids from England also visit the family in the Czech Republic. This is another opportunity for children to practice their English. No other person regularly speaks English to the children except their father and the teacher in a school. Each of the parents decided to talk to the children in their mother tongue. The respondent and his wife communicate in English. He thinks that it can help their children develop the English language more. His wife is on maternity leave with the younger child and spends most of the time with both children, which means they are more exposed to the Czech language. As claimed by the respondent, he thinks it is a good idea to communicate with his wife in English even though he can communicate in Czech on a certain level. He says this was not planned but thinks it can improve children's English.

In terms of activities, the family mostly watches TV in both languages, and the older child watches videos on YouTube in both languages. The respondent reads books in English to the child; however, his wife reads books to children in both languages depending on which language a particular book is written. In terms of telling stories, the respondent uses English, and his wife uses Czech for this specific activity. However, the respondent says his wife occasionally tells their children English stories.

The family visits England once or twice a year. The respondent does not think that seeing a motherland would have a positive effect on children. He just wanted to visit the relatives with the family and did not think about this experience in this particular way.

The parents have never discussed how they want to raise their children in terms of language, and they keep it spontaneous and natural. They do not plan to send their children to a bilingual kindergarten or school in the future.

4.2.1.5   Respondent 5

The last respondent is a man who lives with his wife and six year old son in Moravian-Silesian Region. The respondent comes from the Northern Ireland, and his wife is from the

Czech Republic. The respondent is bilingual and speaks English and Scottish Gaelic, and his wife's mother tongue is Czech.

The family moved to the Czech Republic when their son was 18 months old. Since this, they started addressing their child in both languages. Before this time, he was only in contact with the English language. According to the respondent, "he picked up Czech very quickly, just in three months." This means that he speaks both languages nowadays, and according to the respondent, his son feels the most at home with Czech. The respondent only addresses his son in English and his wife in Czech. In terms of communication among parents, they use the English language. Even though the respondent speaks Czech on a certain level, the parents decided to communicate in English. The reason for this is to help his son make progress in the English language.

The respondent's son speaks Czech with his friends in a school, and he also has bilingual friends who speak Czech and English with him. The family meets another bilingual family on an irregular basis. Thanks to this, their son is in contact with others who speak English. A person also regularly takes care of their son and speaks Czech only. The respondent's son also attends English courses with a native English speaker that are held online.

The family's activities in order to improve the child's bilingualism are number exercises, object recognition, quizzes, and puzzles. These activities are done in both languages. When it comes to reading, both parents read to the child in their mother tongue. This situation also applies to telling stories to their child. The respondent's son mostly watches television or internet videos in English.

The family visits Northern Ireland every two years. According to the respondent, this experience "had a very positive effect being able to speak a native speaker, to speak with someone who has an accent. Regional accent can change the phonetics tremendously".

The family discussed the idea of raising a bilingual child very extensively. The respondent claims that "being bilingual is always advantageous for the job market and travel." The family is considering sending their child to a bilingual school. These days he attends an elementary school where all subjects are in the Czech language except one subject, English language.

5 ANALYSIS

As mentioned in part 3.1, the interview questions are based on two questionnaires. The 22 main questions were used, and a few additional questions were asked depending on the respondent's answer. The main questions are the following:

1. How many kids do you have? And how old are they?
2. In which country were you born?
3. In which country was your partner born?
4. What is your mother tongue?
5. What is your partner's mother tongue?
6. What languages does your child speak now?
7. At what age did your child first encounter the English language and the Czech language?
8. Which language do you think your child feels the most at home with?
9. What language do your children use to communicate with each other? (siblings)
10. What language is spoken between your child and the friends he/she plays with regularly?
11. Is there another adult who regularly takes care of your child?
12. When and where do you speak to your child in your native language?
13. Which language do you speak with your child at home?
14. Do you and your partner use a different language when addressing the child?
15. Do you do any activities with your children to improve their language skills?
16. In what language do you read to the child?
17. In what language do your children use to watch TV?
18. In what language do you tell them stories?
19. Have you ever visited the country with your children where you or your partner was born?
20. Did you discuss with your partner how you would raise your children in terms of language before they were born?
21. Which language do you use to communicate with your partner?
22. Do you want your child to go to a bilingual kindergarten or school?

5.1 Family types

As described by Harding-Esch and Riley, there are five types of bilingual families (2003, 51-53). As mentioned in Chapter 3, Harding-Esch and Riley present the three characteristics

of bilingual families: parents, community, and strategy. Based on these characteristics, I have decided to categorize the five families who participated in this research. For greater understanding, Table 2 (below) was created.

Table 2 Family types

Family	Respondent	Mother's language	Father's language	Community
Family 1.	Respondent 1.	Czech	English	Czech
Family 2.	Respondent 2.	Czech	English + Spanish	Czech
Family 3.	Respondent 3.	Czech	English	English + Czech
Family 4.	Respondent 4.	Czech	English	Czech
Family 5.	Respondent 5.	Czech	English Scottish Gaelic	English + Czech

Table 2 is based on Harding-Esch and Riley's tables (2003, 51-53).

A particular type of bilingual family is important for this evaluation. It is the first type of bilingual family by Harding-Esch and Riley (2003). According to Harding-Esch and Riley, this type of family has specific characteristics:

> "**Parents**: The parents have different native languages: each parent has some degree of competence in the other's language.
>
> **Community** The language of one of the parents is the dominant language of the community.
>
> **Strategy**: The parents each speak their own language to the child from birth" (2003, 52).

The parents in the first family have different native languages. Respondent 1. who is from England, says he can speak Czech on a certain level. His wife speaks English and Czech, so it can be said that each parent has some degree of competence in the other's language. In this case, the dominant language of the community is Czech which is the native language of one of the parents. When it comes to the strategy used in this particular family, each of the parents uses his own language to speak to children since they were born. This situation also applies to Respondent 4. In the case of Respondent 2., her husband, who speaks English, does not speak Czech. This is the only difference between Family 2. And Family 1 and 4.

The third family was specific in terms of the time when they moved to the Czech Republic. When the family moved, their daughters were eight, six, and three years old. The reason for moving to the Czech Republic was that the Respondent 3 wanted them to speak Czech. She felt it was not easy for her to maintain the Czech language when they were living in England. Where the Czech language was a minority language for the family. In the Czech

Republic, the minority language for the children is English, and the dominant language is Czech. Regarding native languages, Respondent 3 speaks Czech and English, and her husband speaks only English. The strategy the parents apply to their children is to speak to them in their native language from birth.

The last family moved from the Northern Ireland to the Czech Republic when their son was 18 months old. This means that the dominant language used to be English. However, at present, the dominant language is Czech. Parents spoke to the child only in English. When they moved, they started addressing the child in both languages. In this case, the respondent spoke to the child in English and his wife in Czech. Regarding the parents' language, the respondent speaks English, Scottish Gaelic, and Czech on a certain level. His wife speaks Czech and English.

In conclusion, regarding the characteristics of these five bilingual families, this description can fully apply to Family 1 and Family 4. In the case of Family 2 and Family 3, the only exception is that only one of the parents has some degree of competence in his/her partner's language. The only exception when the fifth family is considered is that the parents did not speak to a child in their native language since the child was born. It can be said that all five families belong to the first type of bilingual family if the description by Harding-Esch and Riley is taken into consideration.

5.2 Type of bilingualism

Almost all children from the five families have been exposed to the two languages since they were born. The only exception is the fifth family, in which their child was exposed to only one language for 18 months. As mentioned in Chapter 1., according to Baetens Beardsmore early bilingualism, means "the acquisition of more than one language in the pre-adolescent phase of life" (1986, 28). Due to this, all children from these five families can be classified as early bilinguals.

There are two types of early bilingualism. One of them, simultaneous bilingualism, can apply to all children of all respondents. According to Tabors, simultaneous acquisition occurs "when young children are exposed to two languages from birth" (2008, 11). Even though one of respondent's children started acquiring a second language, which was the Czech language, after he was 18 months, this child can still be described as a simultaneous bilingual because, according to McLaughlin, simultaneous acquisition appears from the birth of a child until his/her third year of age (99, 1978).

Two questions evaluate whether the respondents' children are dominant or balanced bilinguals. The questions are the following:

1. Which language do you think your child feels the most at home with?

2. What language do your children use to communicate with each other? (siblings)

Regarding dominant and balanced bilingualism, Respondent 1 claims that his children communicate primarily in the Czech language, but it depends on the subject. According to the respondent, his children feel at home in both languages. On the other hand, Respondent 2 claims that her children feel at home with both languages. Her children use both languages for communication with each other. According to Respondent 3, her children feel at home with the English language, and they communicate which each other in both languages. As claimed by Respondent 4, his older daughter is more comfortable with the Czech language and addresses her younger sister mainly in the Czech language. When it is considered the younger respondent's daughter, this is hard to evaluate because she produces single words in both languages. In the case of Respondent 5, it is hard to evaluate his son's situation because he is an only child. This means the communication between siblings can not be evaluated, as Respondent 5 claims that his son feels at home with the Czech language.

Table 3 Communication among siblings

Respondent	A language used between siblings.	A language in which children feel at home.
Respondent 1.	Czech	Czech + English
Respondent 2.	Czech + English	Czech + English
Respondent 3.	Czech + English	English
Respondent 4.	Czech	Czech
Respondent 5.	X	Czech

To summarize, the children of Respondent 1 are more dominant in the Czech language. This can also apply to Respondent 4. The children of Respondent 3 are more dominant in English. When the situation of Respondent 2 is taken into consideration, her daughters can be considered balanced bilinguals. According to data provided by this responded, it can be said that her daughters use both languages equally. The son of Respondent 5 can not be evaluated because he is an only child. However, if the fact that he feels at home with the Czech language is taken into consideration, it can be said that Czech is the dominant language for him. However, to evaluate if children are balanced bilinguals or not, there more research should be done.

5.3 Language strategies for bilingual families

As was mentioned in Chapter 3.1, there are language strategies that parents use to help their child become bilingual. These strategies include, for example, One Person-One Language, Minority language at home, Time and Place Strategy. All of the respondents were asked three questions to find out which strategy is used in a particular family. These questions were:

1. When and where do you speak to your child in your native language?
2. Which language do you speak with your child at home?
3. Do you and your partner each use a different language when addressing the child?

All respondents answered that each of the parents speaks to a child mostly in their native language. The fact that they address their children in their native languages does not matter the place or the time. This outcome proves that families do not use Time and Place Strategy. It was natural for all respondents that they address their children in their native language, and they think it is the best way how to use both languages in their families. The only exception is Respondent 5. As was said in Chapter 4.2.1.5, both of the parents spoke to the child in English until his 18 months. However, nowadays, they practice the same approach as the other four families in this study. Even though all the families claim to use OPOL, Respondent 3 admits that nowadays, she communicates in both languages with her daughters. She used to use OPOL when they were younger to help them to develop both languages.

What is interesting is that Respondent 2 also claims that she uses OPOL. However, during the interview, she offers data showing many situations in which she tries to communicate in Czech and English with her daughters. For instance, she uses mostly English while playing games with them and sometimes communicates in English with her daughters while her husband is at home. This behaviour could be marked as Minority language at home strategy. To sum up, all five families use One Person-One Language strategy. However, Respondent 2 sometimes uses Minority language at home.

5.4 Activities for bilingual children

One of the main questions this bachelor thesis concerns is what activities parents do with their children to help them become bilingual. An example of activities that could be done, according to Raguenaud is playing Scrabble, Memory Bingo, watching YouTube, attending free online language courses, using Skype to communicate with family who lives abroad, or attending summer language camp (2009, 144-162). According to Raguenaud "it's

important to look for variety in our activities to help children build their vocabulary in the heritage language" (2009, 157).

All five respondents had to answer the question if they do any activities with their children to improve their language skills. All respondents put greater emphasis on one activity which was reading. For instance, Respondents 1, 3, and 5 and their partners read books to their children in their native languages. Respondent 2 and her husband read books to their daughters only in English, never Czech. Respondent 4 says that he reads books to his children in English while his wife in Czech and occasionally in English. As can be seen, this activity is practiced in all of these families. However, almost every family has chosen a different approach regarding the language they read to their children.

Regarding telling stories to the children, the parents mostly have chosen the same technique. Each of the parents tells stories in his/her native language. The only exception is Respondent 3. She says that until the age of eight, she told her children stories in Czech. After this age, she used the English language.

According to Steiner et al., there are many tools that parents can use with their children to develop their language. For instance, using technology such as television, the internet, educational computer games, or radio can help (2009, 67-72). As stated by Steiner et al., "technology increases language input and can get a child excited about language learning" (2009, 67).

In this case, the language support which families use is watching the television mostly in both languages. However, there are exceptions. For instance, Respondent 2 puts extra effort into using television only in English with her children. In the case of Respondent 1, the children do not have access to television because the family does not own one. Finally, Respondent 5 says that his son prefers watching television mainly in English. Concerning internet use, Respondents 1 and 3 mentioned that their children watch videos on the internet, mainly on YouTube. The respondent says that his sons prefer watching videos in English, and Respondent 3 claims that his older daughter watches videos in both languages.

The three respondents mentioned particular games they play with their children. For instance, Respondent 2 plays Bingo games and Just Dance only with English songs. Respondent 3 mentioned games such as Scrabble and Pelmanism. The last one who gave examples of games or activities done with the children in both languages was Respondent 5. He named several activities such as number exercises, object recognition, playing quizzes, and puzzles.

One of the other activities which Raguenaud also mentions is visiting the motherland of the partner (2009, 162-163). Four of the respondents say they visit their partner's motherland regularly, mostly once or twice a year. The only one who does not visit the motherland is Respondent 1, who comes from Great Britain. Respondents 2, 3, and 5 express positive emotions about this experience. According to them, this experience is very beneficial for their children, and they see an improvement in their English. Respondent 4 does not think it is beneficial for his children to visit his motherland.

5.5   Interpersonal communication

There may arise a question in what languages do the siblings communicate with each other? This can also be asked regarding parents or children and their friends and if parents do any specific rules in communication for themselves or their children.

Concerning communication among siblings, any respondents did not say that it is the rule for his/her children to speak with each other in English. This is important to mention because it can be seen that parents want to raise bilingual children naturally without forcing anything. Due to the fact that Respondent 5 has one son, the communication among siblings can not be evaluated. Which language siblings use to communicate varies among these families. For instance, Respondent 1 and Respondent 4 say that their children communicate primarily in the Czech language. In the case of Respondent 2, she says that her daughters are using both languages, especially English, for playing with each other and Czech for regular tasks. Respondent 3 claims that her children communicate with each other in both languages depending on the situation. In conclusion, children from the two families communicate mostly with each other in Czech, and siblings from the other two families communicate with each other in both languages.

Communication among parents is also important regarding the language they use. All the parents from the five families communicate with one another mainly in the English language. When Table 1 in Chapter 2.2.1. which describes four main patterns of language use in linguistically diverse couples by De Houver (2009) is taken into consideration, it can be said that family 2 (Respondent 2) and family 3 (Respondent 3) belong to pattern 1 because one partner from the couple can communicate in English and the second one in English and Czech. They communicate only in English, which means that it can be said that English is the language that overlaps. Family 1 (Respondent 1), family 4 (Respondent 4), and family 5 (Respondent 5) claim that one of the partners can also speak both languages and the second partner speaks English while possessing some competence in Czech. However, they

communicate only in English, which means they represent pattern 2 mentioned by De Houwer (2009).

English language serves as the means of communication for all of the five families. Furthermore, Respondent 4 claims that the fact that he communicates with his wife in English can contribute to his children's language development even though it was not the initial plan. He says that it is beneficial for his kids to hear English more because he does not spend as much time with them as his wife who is on maternity leave. Regarding Respondent 5, he claims he could communicate with his wife in Czech but wants to communicate in English because of his son. The respondent claims that he wants to help his son develop a minority language, English, and communication in English among parents is a good step forward.

5.6 Relationships

Meeting friends who know the same language can benefit bilingual children. For this purpose, respondents were asked if their children meet any English friends and in which language their children usually communicate with them or with other friend. As stated by Respondent 1 and Respondent 3, nowadays, children do not have friends who speak only English. Respondent 3 used to take action when her children were younger. She was actively searching for new English friends for her daughters. Respondents 2 and 4 are in contact with friends from England, and they try to meet them regularly. In the case of Respondent 2, she communicates with English friends via the internet and makes calls with them. Her children are included in calls which is another English input for them. She also arranges for play dates on purpose, where other children speak English. In the case of Respondent 4, friends from Great Britain come to the Czech Republic with their English-speaking children. However, they meet occasionally, not on a daily basis. Respondent 5 claims that his son has a friend in the Czech Republic who speaks only English, which is also beneficial for him because there is no other choice than to communicate in this language. The child can not switch to the Czech language. However, four respondents from five say that their children mostly have Czech friends and live in the Czech Republic. Only Respondent 5 says that his son meets a friend who speaks only English and also meets other bilingual friends who speak Czech and English. In this case, the child communicates with those friends in both languages.

Regarding taking care of children regularly, two respondents say that no other person takes care of their children and speaks to them in English. Regarding Respondent 1, his mother, who is from Great Britain, lives in the Czech Republic, which positively affects

children because she spends a lot of time with them. She is a native speaker, which will strengthen their English language. Respondent 2 has a best friend who speaks English but is not a native speaker and sometimes spends time with her daughters. Even though she is not a native speaker, there is still some English input. Respondent 5 meets another Czech-English bilingual family. His son visits this family regularly. None of the families have a nanny who cares for the children and speaks to them in English. It can be seen that some of the families take advantage of meeting English speakers, and some do not. This depends on the situation in which the family finds itself.

5.7 Bilingual education

According to Baker and Wright, bilingual education has many advantages for students. One of these advantages is that "bilingual education will usually deepen an engagement with the cultures associated with the languages, fostering a sympathetic understanding of differences" (2017, 239).

Due to the fact that bilingual education has several benefits for children, respondents were asked if they consider sending their children to a bilingual school. Three of five respondents said that they think about this idea. More precisely, Respondent 1 says that sending his children to a bilingual Czech-English school would benefit them. Respondent 2 says that her daughter attends a private school that has a native speaker who speaks to them only in English. However, she is considering another bilingual education. The Respondent 5 wants his son to go to a bilingual school. At present, his son attends online courses with a native speaker. The Respondent 4 does not want his daughters to attend this type of education. The Respondent 3 also does not agree with the idea of sending her children to a bilingual school. This is because her children attended education in Great Britain and then attended Czech elementary school. From her point of view, there was no need for this option.

5.8 Parents attitude

As was mentioned in 2.2, De Houwer claims that parents can decide not to raise bilingual children even though they can. As an author says, this can happen, for example, due to "the lack of a positive attitude towards one of the languages" (2009, 88). However, this situation does not appear in any of these five families.

In the case of these five families, the two said that the partners did not discuss how they wanted to raise their children in terms of language. They just wanted to keep it natural. Respondents 3 and 5 put extra effort into studying this topic and wanted to do their best to

help their children become bilingual. For instance, they studied books regarding bilingualism and talked about this with their partners. Respondent 2 claims that her partner just agreed to communicate with their children in their native languages and keep with this idea.

5.9 Summary

To summarize the practical part of my bachelor thesis, all five families are the first type of bilingual families if the family types of Harding-Esch and Riley (2003) are considered. However, this claim is not absolutely correct because, in some families, exceptions occur. For instance, not all parents from each family have some degree of competence in the other's language (Respondents 2 and 3). Another exception is that Czech was not the dominant language for all five families. For instance, Family 3 and 5 used to live abroad, so the dominant language for these families was English language. However, nowadays, it is the Czech language. Moreover, what can be said for sure is that all five families use One Person-One Language strategy. However, one of the families also implements Minority language at home strategy with the combination of OPOL. Regarding the type of bilingualism, all children living in the five families examined exhibit characteristics of simultaneous and early bilingualism. Only children of Respondent 2 can be considered as balanced bilinguals. However, as mentioned before, more research should be done to make such a conclusion.

The activities performed by the families were almost indistinguishable; reading took the leading position, and then, understandably, the use of technology. However, the families mentioned many different games that are played in order to strengthen both languages. An example could be mentioned: Bingo and Just Dance, Scrabble and Pelmanism, number exercises, object recognition, and playing quizzes and puzzles. Attending English courses can also be considered an activity suitable for bilingual children. The families also try to keep in touch with native people who are their family members or friends. Some actively seek opportunities to speak English with their children in the Czech Republic. For instance, one of the respondents would arrange play dates.

When communication between parents is considered, three of five families use English as the mean of communication. Other respondents (Respondent 4 and 5) claims that they communicate with their partners in English also because they think it can strengthen children's minority language (English language). When the patterns of language use in linguistically diverse couples by De Houwer (2009) are taken into consideration, two of the families belong to pattern 1, and three of the families belong to pattern 2. The children of the two respondents mostly communicate in Czech with each other. The other two respondents

claim that their children communicate in both languages depending on the situation. As was said before, the situation of the Respondent 5 can not be evaluated.

All respondents want their children to be bilingual, and they try to keep the process as natural as possible. Regarding the respondents' attitudes, some make an extra effort to help their children become bilingual. In contrast, other respondents are not concerned about this topic that much and want this process to be natural as possible. Additionally, three out of five respondents have considered formal English-Czech bilingual education.

CONCLUSION

This thesis focuses on the five bilingual families living in the Czech Republic and their strategies for raising bilingual children. This thesis also focuses on families who have been raising Czech-English bilinguals. The thesis is divided into two parts: the theoretical and the practical part.

The first chapter of the theoretical part of this thesis focuses on the definition of bilingualism and its types. There were presented several definitions of bilingualism. The second chapter focuses on types of acquisition, more precisely, the first language acquisition and the bilingual first language acquisition. Several theories were also presented concerning the first acquisition as well as the hypotheses concerning the acquisition of two languages. The third chapter of the theoretical part discusses the types of bilingual families and also language strategies that bilingual families use. Moreover, the third chapter also focuses on activities that families do to help their children become bilingual.

The practical part of this thesis focuses on five respondents from different bilingual families that raise bilingual children. The questions that were used to obtain data were based on two questionnaires. In order to collect information from respondents, they were interviewed in person or online.

The results show that all five families use the One Person-One Language strategy. However, one of the respondents also uses a Minority language at home. None of the families use Time and Place strategy. All five respondents have found their own ways that are very similar regarding how they want to raise their children. However, each family differs in some situations. As can be seen in the analysis, the use of technology and reading books can be considered an advantage for children in developing their language skills. Almost all five families use these activities to develop children languages. Moreover, meeting other English-speaking people (if the English language is considered to be a minority language) is also one of the steps that families take to develop language skills. Families also do various activities with their children to strengthen their language input, such as Bingo, Just Dance, Scrabble, Pelmanism, number exercises, object recognition, playing quizzes and puzzles or attending English language courses.

All of the respondent's children are early bilinguals and also simultaneous bilinguals. It can be claimed that almost all of these five families chose to introduce two languages to their children from their birth. None of the respondent's children is a successive bilingual. It can

be said that only one of the children is balanced bilingual; however, as was said in Chapter 5.2, more research should be done to evaluate this condition.

Moreover, concerning the communication between parents, two of five respondents claim that they communicate in English with their partners because they think that the fact that their children hear the minority language from their parents while speaking with each other can help strengthen children's English.

All five respondents claim that they have never created any rules for their children, and they try to keep the process natural as possible. In terms of bilingual education, three of five respondents would like to send their children to a bilingual school and think it can benefit their language development. It can be claimed that the children of one respondent currently attend a bilingual school.

It can be said that only some of the five families plan in detail how they want to raise their bilingual children and which sources they want to use; however, some of them are more concerned with this topic. For instance, two of the respondents want to keep the process spontaneous. One of the respondents agreed with the partner that they would just speak to their children in their native languages. Other respondents put in extra effort and studied the best ways to raise their children to become bilingual. As can be seen, the parents' attitude differs among these five bilingual families.

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LIST OF ABBREVIATIONS

UG   Universal Grammar

BFLA   Bilingual first language acquisition

FLA   First language acquisition

OPOL   One Person-One Language

mL@H   Minority language at home

L1   First language

L2   Second language

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