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**RAISING A TRILINGUAL CHILD AGES 0 TO 3: INCLUSION IN
FAMILY AND MONOLINGUAL SOCIETY**

**TRĪSVALODĪGA BĒRNA AUDZINAŠANA VECUMĀ NO 0 LĪDZ 3
GADIEM: IEKĻAUŠANA ĢIMENĒ UN VIENVALODIGĀ SABIEDRIBĀ**

MASTER THESIS

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ANOTĀCIJA

Kaut arī bilingvālisms tiek studēts jau vairākus gadu desmitus, trilingualitātei joprojām nepieciešama padziļināta izpēte. Lielākā daļa pētījumu, kas veltīti trilinguālismam, ir balstīti bilinvālisma izpētes koncepcijās, taču trilinguālisms ir daudz komplicētāka parādība, tāpēc tam nepieciešama individuāli fokusēta, izvērstā izpēte. Pētot šo fenomenu, autore darba ietvaros centās sniegt ieskatu bērnu audzināšanas praksēs un veiksmīgos valodu apguves nosacījumos.

Šī pētījuma galvenais mērķis bija identificēt izplatītākos šķēršļus ar kuriem sastopas daudzvalodīgas ģimenes, kurās lieto trīs valodas, kā arī, balstoties uz reālu pieredzi, noskaidrot, kādus risinājumus iespējams rast problēmsituācijās. Pētījumā izmantotās metodes ir literatūras analīze, gadījumu izpēte, pamatojoties uz anketu, un narratīvās intervijas ar trīsvalodīgo bērnu vecākiem.

Atklājās, ka visbiežāk sastopamie šķēršļi bija atteikšanās izteikties kādā no trim valodām, aizspriedumi un negatīvi komentāri no apkārtējiem līdzilvēkiem, kā arī nesabalansēts trilinguālisms un valodu jaukšana. Izpētes parauga sniegtais ieskats ļāva izveidot bērna audzināšanas procesa plānu, kas būtu gan optimāli detalizēts, gan viegli saprotams pat vecākiem bez iepriekšējās izglītības valodniecībā vai pedagogijā.

ATSLĒGVĀRDI: Trīsvalodība, daudzvalodības, valodas apguve, valodas attīstība, valodu apguves stratēģijas, mājas valodas, mazākumtautību valoda, kopienas valoda.

ANOTATION

Even though bilingualism has been studied in depth for a few decades by many researchers, trilingualism still lacks the so needed research. Much of what has been researched about has drawn on concepts of studying bilingualism, yet trilingualism is much more complex to learn about one from studying the other. This thesis serves to provide the much needed insight on child rearing practices for successful language acquisition.

The aim of this study is to identify the most common obstacles in raising trilingual children and find real life solutions to create a child rearing plan that could help parents successfully raise their children trilingually. The objectives made were to analyse literature, develop case study questionnaire and carry out narrative interviews with plurilingual parents raising trilingual children.

The most common obstacles found were refusal to speak one of the home languages or deliberately choosing to use the easiest among the target languages, received negative comments and prejudices of other people and imbalanced trilingualisms and language mixing. The insight provided by the research sample made it possible to plan the process of raising a child with three languages in a way that is both detailed yet easy to understand even for parents without previous education on linguistics or teaching.

KEY WORDS: Trilingual, plurilingual, language acquisition, language development, language learning strategies, home languages, minority language, community language.

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INTRODUCTION

Even though bilingualism has been studied in depth for a few decades now by many researchers and scholars, trilingualism still lacks the so needed research. Much of what has been researched about trilingualism has drawn on concepts of studying bilingualism, yet trilingualism is much more complex to learn about one from studying the other. With so many people living abroad due to nowadays international opportunities, e.g. multicultural companies sending employees abroad, students participating in exchange programs all over the world, etc., it is natural that their children will also be born away from the language and culture of their parents' upbringing.

Granting that their parents still feel attached to their home countries, such children will be introduced to the language and culture of these countries through their parents' child rearing practices. Whether and to what extent these kids will be able to understand the culture and speak the language(s) of their parents is up to the choices parents make from the day the baby is born. So there is a growing demand for information and advice on trilingualism from parents who want to raise trilingual children yet the existing literature on bilingualism does not fit their case (Braun & Cline, 2014, p.3).

The Master's Thesis Raising a trilingual child ages 0 to 3: Inclusion in family and monolingual society is a research that explores trilingualism, defines and discusses the highlights of trilingualism, particularly, in raising trilingual children, discusses previous research and examples of trilingual education and provides real life solutions to the struggles and obstacles faced by parents raising trilingual children, often in a monolingual society, all over the world.

The reason for choosing this topic for this thesis is because of the personal interest the author has in studies of culture and languages. Once she began to travel and focus on language acquisition she realized how much is there to know about the world and that the most of it can only be learnt through specific languages that serve as a bridge to these cultures. As the SapirWhorf Hypothesis (in Tokuhama-Espinosa, 2001) and "linguistic determinism" postulates: how people view the world is shaped by the language that is used to interpret it, within the borders of that language are people able to perceive and understand it. With every language one learns he or she opens a new eye and can better see and understand not only the new culture that they are learning about but their own culture along with it. Hence, providing children with the opportunity to see and perceive more since birth gifts them with more

awareness and opportunities in the future.

The **aim** of this study is to identify the most common obstacles and aids in raising trilingual children and find real life solutions to create a child rearing plan that could help parents successfully raise their children with three languages. In order to achieve this goal the following enabling **objectives** were made:

1. To analyse the literature on bilingualism and trilingualism, explore language acquisition and development in children, discuss family language strategies and influencing factors for successful trilingualism;
2. To develop a case study questionnaire to create an online community of parents raising bilingual and trilingual children from whom participants of interviews were selected;
3. To carry out a narrative interview with parents of bilingual and trilingual children to uncover the reasons for their success or failure in raising trilingual children in order to create a child rearing plan;
4. To design a child rearing plan based on the factors of raising trilingual children uncovered by the parent interviews.

The **research paradigm** chosen was interpretive paradigm. This paradigm was chosen because within it reality is mind dependent and a personal or social construct. Reality is, in this sense, limited to context, space, time and individuals or group in a given situation and cannot be generalized into one common reality. Within this paradigm there are individual realities as well as group-shared realities.

Methodology of interpretive paradigm: The purpose of interpretative research is to understand people's experiences, which is what the author wants most from her research. "The purpose of the study expresses the assumptions of the interpretivist researcher in attempting to understand human experiences. Assumptions about the multiplicity of realities also inform the research process." Chilisa & Kawulich (2012) Learning about the experiences of other parents, and the realities within families of trilingual children, the author hopes to find the best childrearing practices and language teaching methods within a family to share this knowledge and help other families successfully raise trilingual children.

In the **empirical part the case study** was chosen as a research method for the current study. **The method** used for this study is the problem-oriented method. This method is used to identify the major problems that exist and suggest solutions to these problems by showing a link between theory and practical situations, identifying the main problems that parents of bilingual and trilingual children deal with and gather solutions to be included in the child rearing plan. This was achieved by such research tools as a **questionnaire** and a **narrative interview**.

To explore trilingual language acquisition in children from birth and the reasons for successful or unsuccessful family strategies the following **research questions** were set:

1. What the influencing factors of successful trilingualism are;
2. What strategies for raising a trilingual child work best;
3. What the most common obstacles in raising trilingual children are and how to overcome them.

The Master Thesis consists of three chapters:

Chapter 1 provides definitions and differences between language speakers, explains trilingualism in detail and gives examples of trilingualisms in education in Europe and China. It also notes the benefits of plurilingualism and explores language development in children ages 0 to 3.

Chapter 2 examines the influencing factors of raising a trilingual child such as the main challenges families of trilingual children face and factors of successful language acquisition. It also gives an insight of the preparation process of raising a trilingual child through elements of a childrearing plan. Language strategies and the influence of outside linguistic environment are also reviewed in this chapter.

Chapter 3 focuses on analysing the childrearing practices and language policies among parents raising trilingual children in order to uncover the main obstacles they deal with and provide solutions based on other parents' success. The child rearing plan based on the experiences and success of parents who participated in the empirical part of the research is also presented here.

1. TRILINGUALISM: EXAMPLES, BENEFITS AND INFLUENCING FACTORS

In order to understand trilingualism and the current state of research in the field of multiple language acquisition from birth an in-depth literature study had to be done. This chapter serves to define language speakers and compare the differences among them, reveal benefits of plurilingualism and explain the developmental stages of language acquisition in children ages 0 to 3.

1.1. Defining language speakers

Language is as crucial to a human nature as breathing, it binds people together and at the same time separates them, it helps communicate knowledge and learn from the past making its acquisition within nowadays multilingual society ever so fascinating. Before introducing the topic of the paper and explaining the reasons for focusing on trilingual education throughout the research, trilingualism and other terms used to describe people who speak one and more than one languages that need to be defined to recognize the differences between them and therefore understand the reasons for choosing trilingual language acquisition for this study.

Monolingualism. According to the Collins English Dictionary, monolingualism is: “The state of understanding or having the knowledge to speak or write in only one language.” The word itself comes from the Greek root *mono*, which means "one," and the Latin *lingua*, which means "tongue" or "language" (vocabulary.com). Ilanguages.org (2016) informs that 40% of the world’s population is monolingual. The source also informs that: “Statistically, that fact is usually observed in English speaking countries such as the United States, United Kingdom, Australia, and New Zealand, based on the perception that learning a second language is of little relevance or importance, since the majority of the world already speak English as a their first or second language.”

Bilingualism. Weinreich (1953, cited in Rivera 1984, p.50) defines bilingualism as “The alternate use of two languages.” Haugen (1953, cited in Rivera, 1984, p.50) notes that bilingualism is: “The ability to produce complete and meaningful utterances in the second language.”

As bilingualism includes the acquisition of two languages it is more difficult to define. Many authors discuss the differences between bilingual speakers and what truly makes a

person bilingual. They point out that the fluency in which the speaker is able to communicate in each language may differ.

Baker (2011, p.8) offers the idea of balanced bilingualism. He defines it as “Someone who is approximately equally fluent in two languages across various contexts.” Bloggingonbilingualism.com suggest that a person is still considered bilingual in cases, “When an individual is more or less equally proficient in two languages, but will not necessarily pass for a native speaker in both (but can normally pass as a native speaker in one of them).” When it comes to categorizing people into bilinguals, different authors have different opinion; some authors strongly believe that bilingual people have to have a native like fluency in both languages, yet others allow one to be more fluent in one language and less fluent in the other, yet still fit in the category.

The author of this thesis believes that it is hardly likely for a person to have same level of fluency in two or more languages, because the acquisition of these languages will always differ. Learning a language is about the setting in which the learning takes place; hence a person living in a bilingual household can have a native like fluency when discussing politics with his/her father in French, yet not be able to carry out the same conversations in his/her mother’s native tongue if she is not interested in the topic, therefore has not discussed it with her child.

In many cases learning can be passive; this kind of learning creates receptive (or passive) bilingualism: “when an individual understands a second language, but cannot use it to express him or herself.” bloggingonbilingualism.com. Edwards (2006, cited in Bhatia & Ritchie, 2004, p.10) also notes: “distinction can be made between receptive (or passive) bilingualism, and productive (or active) competence; the difference here is between those who understand a language- either spoken or written- but cannot produce it themselves, and those who can do both.”

Trilingualism. A Trilingual person is someone who is using or able to use three languages, especially with equal fluency or nearly equal fluency (The American Heritage Dictionary). Webster’s New World College Dictionary (2010) agrees noting that a trilingual person is, “Someone using or capable of using three languages, with nearly equal facility”.

Trilingual acquisition is “the learning of three languages in early childhood” (De Houwer, 2009 cited in Chevalier, 2011, p.7). Following his idea Chevalier (2011, p.7) defines

trilingual acquisition as “the language development of young children who have been exposed to three languages regularly, in a non-formal setting, before the beginning of formal schooling”.

The same way the levels of fluency among bilingual speakers were previously discussed, the issue becomes even more complex now that three languages are involved. The acquisition of these languages and experiences will definitely differ from speaker to speaker, so what truly defines a trilingual speaker? The author of this paper believes that it does not matter in which order or time in life a person acquires a new language. If at any given point a person can understand and communicate in three languages he or she can be considered trilingual, whether he or she has been brought up with those three languages or learnt them sequentially, nevertheless he/she is trilingual.

Dr. Xiao-lei Wang (2010) also finds a problem with the previously cited definitions of trilingual speakers. In her book *Growing Up With Three Languages: Birth to Eleven* she explains the complexity of trilingualism based on her and her husband’s experiences as trilingual speakers as well as giving examples from her children’s and other trilingual children’s lives. She offers 4 individual cases of trilingual speakers; in each the speaker has acquired the three languages in different sequence, different times in life and different settings. She connects these cases with Cenoz’s (2000, p.40) offered four types of trilingualism. according to him the four types of trilingualism are:

Type 1: The three language systems are acquired consecutively.

Type 2: The third language system is acquired after the simultaneous acquisition of the first two.

Type 3: The first language system is already acquired before the simultaneous acquisition of two other languages.

Type 4: Simultaneous contact with three language systems.

According to these types, it does not matter whether the languages were acquired simultaneously or followed some kind of order; all speakers who at some point can understand and produce language output in three languages can be considered trilingual. Dr. Xiao-lei Wang (2010) also emphasizes the fact that previously cited definitions are too narrow and simplistic as they overlook individual cases and put all trilingual into one category

leaving all the important details ignored. To understand trilinguals and trilingual education, as well as the previously mentioned types of trilingualism she offers the following to be considered:

- The age of their trilingual acquisition (all four types may acquire their three languages at different ages of their lives);
- The order of their trilingual acquisition (all four cases may have acquired the languages in different order);
- The circumstances of their acquisition (all four cases may have acquired their three languages in different environments).

All of which are contributing factors to one's trilingualism that cannot be left unconsidered.

What is even more important, notes Wang, is that the dictionary definitions assume that people can acquire equal fluency in all three languages when in actuality their trilingual environment and education background in each language varies. If a person acquires languages at different stages in their life it is unlikely that they are able to produce the same language output in each of the languages that they have acquired. It is more likely that they will feel freer to discuss different topics in different languages, especially when specific vocabulary or fields of study are included, which they acquired in a specific language and not in all three languages at the same time.

It can be easily observed in households where more than one language is used to communicate. In such households, where each parent speaks a different language, the linguistic environment causes children to learn more vocabulary in specific fields depending on their parent's interests or activities they do together, e.g. Dr. Xiao-lei Wang's (2010, p.32) husband writes in his diary entry about his trilingualism: "When I talk about kitchen experience, I feel I have more Swiss-German vocabulary. I have lived in a French-dominated environment for 25 years, went through all my education including university in French; thus, I feel comfortable to discuss academic and other topics in French.' His wife adds: "Today, after spending 19 years in the USA and having the responsibility to pass French to his children (living in French with the children on daily basis), Philippe commented, 'I now feel very comfortable to chat with my children on kitchen matters in French... In fact, I feel very

competent in English, French and German because of the academic and everyday communication needs...”. This example serves to prove that linguistic environment contributes greatly to one’s vocabulary in a certain language, however it also shows the possibility to overcome that later in life and gain the same or at least similar fluency in all languages, with some effort and need for it.

Similarly people who move to different places throughout their education might gain a deeper knowledge and ability to discuss their fields of study stronger in one language yet lack the ability to convey the same meanings in another language, even their native one. From personal experience the author of this paper can use herself as an example; one might assume that she can speak about any topic fluently in her native language- Latvian, as it is her native tongue, however her whole schooling in her field of study- English education has been in English making it difficult for her to find the right words when trying to explain the same topics in Latvian. The same goes for communication with people met in different times and linguistic environments; e.g. she communicates in English with her friends met throughout her studies at university because of studying the same major in English, in Korean with other foreigners also living in Korea and in Latvian with family members and friends who do not share the same interest neither in English education nor Korean culture. With some friends who she shares both study major and interest for Korean culture with she communicates in three languages simultaneously (English, Korean and Latvian), which might seem confusing from the perspective of a bystander yet makes complete sense within their community.

Trilingualism has often been seen as another type of bilingualism simply because there is very little research available that specifically compares trilingual speakers or families with those who are monolingual or bilingual. Trilingualism is immensely more complex than that; children who are learning three languages face most of the tasks that are associated with bilingualism, yet they have some unique and more challenging tasks in addition. (Braun & Cline, 2014), hence, more in-depth research is necessary.

Multilingualism and plurilingualism. The two terms multilingualism and plurilingualism are viewed here together because of them both being often misused or used interchangeably ignoring the differences between the two. Florian Coulmas (2018) in his recently published book *An Introduction to Multilingualism: Language in a Changing World* offers and discusses a variety of contributing definitions of both terms by different authors in the field, including the following: “Multilingualism is a characteristic of a community in

which two or more languages are used by its members in their everyday lives; a multilingual community is typically made up of plurilingual speakers who find it necessary to use two or more languages depending on the contexts and/or people they interact with, including monolingual speakers” (David, 2013 cited in Coulmas, 2018). Here Li David C.S. (2003; Coulmas, 2018, 2.2.3.) has defined multilingualism particularly well, with the needed emphasis on all speakers of the society, monolinguals included. Not every single person in the society is plurilingual yet they are an inalienable part of nowadays ever so changing multilingual environment. A more simplistic, yet precise definition of multilingualism is as follows: “Multilingualism is a positive attitude towards languages other than your mother tongue, and willingness to communicate with speakers of other languages spoken in your community” (Daswani, 2001, cited in Coulmas, 2018). His perspective offers the side of the positive outlook and emotions towards using languages of oneself.

Elizabeth Lanza (2004, cited in Coulmas, 2018) further explains; “Multilingualism is understood as the ability of societies, institutions, groups and individuals to engage on a regular basis, with more than one language in their day-to-day lives. This broad definition embraces the distinction made by the council of Europe between ‘multilingualism’ and ‘plurilingualism’ where multilingualism refers more to social organization, and plurilingualism to an individual repertoire of linguistic competence.” Here Lanza clearly shows the

By looking at these definitions the difference between the two terms can be seen clearly. The reason for choosing trilingualism as the field of research for this paper and not plurilingualism is the broadness of the latter. The author wanted to focus on exactly three particular languages, no more nor less, and create a study that will help while raising her daughter and therefore chose to focus this study on trilingualism and not plurilingualism.

Multilingualism has been around for a long time and the author of this Paper does not imply that her field of study within this research is a new phenomenon, however, with the growing intercultural environment it is as topical as it has ever been making trilingual education a vital topic to study for the benefit of generations to come. In the words of Coulmas (2018); “Both increasing multilingualism and growing medial and scholarly occupations with it are effects of these developments, which, however is not to say that that something that used to be small is now big. While multilingualism can be understood as an outgrowth of the said trends, it is at the same time itself undergoing transformations as one

aspect of the ever-changing system of the world's languages.” He continues: “Multilingualism cannot be understood as a phenomenon that waxes and wanes with changing circumstances, while staying substantially what it is. Just like multilingualism in 2017 London is not the same as multilingualism in 2017 Kolkata, the multilingualism of today's Western European cities is not what it was a hundred years ago in the same cities.”

Rhoades, E. A. (2008) “Multiculturalism, a social, intellectual, and moral movement, is an ethical force based on the goals of inclusion, social justice, and mutual respect (Fowers and Davidov, 2006). As such, multiculturalism is extraordinarily influential in psychology, education, and various allied health professions (Hwang, 2006; Tyler, Boykin & Walton, 2006). Cultural, racial, and ethnic characteristics of each family have direct relevance to understanding specific domains of child development (Hughes et al, 2006).”

Polyglots. Another term that should not be overlooked when discussing language speakers is polyglots. According to Cambridge dictionary a polyglot is someone who is “speaking or using several different languages”. From all the terms overlooked in this chapter, polyglots might be the most controversial as involves the most languages. It is hard to tell how many languages a person must know and how fluent must he/she be in each of them to be considered a polyglot. Some linguists consider a person a polyglot if he or she knows at least 6 languages, but it is hardly likely that a person can know all six or more languages and have the same level of fluency in all of them. The author of this Paper believes that anyone who is as gifted in learning languages that he/she can speak at least six of them in no less than conversation level, can be defined as polyglot.

Now that all the most important terms of how language speakers can be defined as are introduced, the author would like to focus more on trilingualism and why it is crucial for both educational research and her personal life.

1.2. The history of trilingualism and examples in education

According to Feng and Adamson (2014, p.vii) “Trilingualism has a long history. One of the first examples is the 6th century BC “Behistun inscription”, which is a carving in a cliff authored by Darius the Great in Iran, near the city of Kermanshah. The text is in three languages: Old Persian, Elamite and Akkadian.” The authors continue presenting another example, “the “Letoon Trilingual Stele” dating from the 4th century BC with texts in Aramaic, Greek and Lycian. This inscription was discovered in the Letoon Temple complex and is

displayed in the Fethiye Museum in Turkey. A better known inscription displayed in the British Museum is the Rosetta Stone dating from 196 BC. It was found in the town of Rashid in Egypt and it is a text praising Pharaoh Ptolemy V. The inscription was written in two languages (Egyptian and Greek) but uses three scripts- hieroglyphic, demotic and Greek.” The authors also give other examples of trilingualism throughout time including the following:

- 9th century- trilingual inscription at Karabalgasun (Mongolia) in Old Turkic (Uighur), Sogdian and Chinese
- Middle ages- Latin, English and French were used in England and performed different functions for many years after the Norman Conquest in 1066
- 11th century- The “Glosses of Emilianus” (Glosas Emilianenses), a Latin codex with marginalia in Spanish and Basque.

Feng and Adamson (2014, p.7) further note that trilingualism has gained increasing currency in the globalized world of 21st century as a reaction to the spread of the English language as a language of international communication. Because of this the English language is often added as a third language in different parts of the world as well as school curriculums in many bilingual regions. The authors say: “In spite of its long history and its relevance in today’s world, the study of trilingualism in education has not received much attention until recently. It is in fact only in the last two decades that we have witnessed a surge in publications, conferences and journals that go beyond the teaching and learning of two languages in education”.

Globalization and internationalization due to growing percentage of plurilingual people in more and more countries are bringing changes to the educational system all across the globe. In the words of Martyniuk (2013, cited in Bekenova & Nygatayeva, 2017, p.1) “The increasing mobility of people in many countries creates new challenges for its educational system that requires the immediate development of new approaches, particularly to language education. Accordingly, a new concept of education is concentrated on the needs of plurilingual people, to enhance their interpersonal skills across cultures.”

“The priority which the Council of Europe accords to education is reflected in reference to documents and language education tools, such as *the Guide for the development of language education policies in Europe, the Guide for the development and implementation of*

curricula for plurilingual and intercultural education, the Common European Framework of Reference for Languages, the European Language Portfolio and the Autobiography of Intercultural Encounters.. The main foci of these documents are preservation of ethnic and cultural identity of the person through the native language and culture, development of individuals' ability to have a dialogue with other cultures, and the ability to live in peace and harmony with people of different nationalities" (Bekenova & Nygatayeva, 2017, p.1).

"UNSECO adopted the term multilingual education at its General Convergence in 1999 to mean "use of at least three languages in education; the mother tongue, a regional or national language and an international one." Mother-tongue education, or the right to be educated in one's native language, is promoted by the United Nations as part of best practice in language learning and general education" (Tokuhama-Espinosa, 2007, p.91). There are many multilingual countries in the world, many of which have more than two official languages and a great deal more minority languages spoken by its citizens, yet not everywhere trilingual education is emphasized as much as needed. In most cases trilingualism in education can be seen separated; education is received in L1 (native language/official language of the country), and L2 and L3 are spoken only within the language classroom that is being studied (L2 and L3 being other official languages or minority languages spoken in the country). Each country decides which and how many languages to emphasise in their school curriculums as well as what measures are taken to improve overall communication cross countries. Dr. Conteh & Meier (2014) goes into more detail on types of multilingual education and how to imply it in the curricula, e.g. through CLIL.

Europe. "In response to the changing needs and priorities of member states, the Council of Europe has been developing a language education policy for over five decades. The first intergovernmental conference on European co-operation in language teaching was held in 1957. This policy promotes linguistic diversity and linguistic rights, social cohesion, democratic citizenship and mutual understanding (Bekenova & Nygatayeva, 2017, p.1).

According to Bekenova & Nygatayeva (2011) the main goal of plurilingual education is promoting multilingualism to strengthen social cohesion, intercultural dialogue and European construction. In addition, strengthening lifelong learning, especially language learning in this case, has been a crucial component of European educational system over the last decades. Plurilingual education also promotes economic competitiveness and people's mobility and

employability; and promoting the linguistic diversity and intercultural dialogue, and EU languages across the world (Martyniuk, 2011; Bekenova & Nygatayeva, 2017).

The European Research Centre on Multilingualism and Language Learning, Mercator (2011), updated a study carried out 10 years ago describing the actual state of the art of trilingual primary schooling in a number of multilingual regions in Europe of the 21st century. The study serves as a guide towards new developments for language planning and education practice, as well as offers topics in the field of multilingual education that should be researched in the future.

In Finland, as in other European countries that have two or more official languages marriages between people of different nationalities or language backgrounds are becoming more and more common. “Mixed marriages make full use of their potential bilingualism set a good example for many monolinguals who would like to offer their children an equally good command of both languages. When bilingualism is not a natural part of the family history, the expectations are directed towards the national school system. As the school system in Finland is separated in accordance with the language of instruction (either Finnish or Swedish schools), the mastery of the other national language by monolingual children does not equal the level obtained by simultaneous bilingual children.” (Mercator, 2011, p.14) The source continues; “This fact, combined with an increasing awareness among parents that communicative competence in several languages is crucial for their children’s professional careers, led to the implantation of more bilingual education programmes in Finland during the late 1980s, e.g. the Swedish immersion.”

“The Swedish immersion programme has developed from the original Canadian immersion programme, which has a clear focus on the development of two languages, the students’ first language (mother tongue, L1) and the immersion language (the students’ second language, L2). Three languages (mother tongue, the other official language and a more widespread language) are seen as the minimum criterion to be taught during the compulsory education period (preschool to grade 9) in the traditional language programme in Finland” (Mercator, 2011, p.15). The ultimate goal of the immersion programme is functional bilingualism. Other European countries also follow this example of trilingual education. It does give the students a chance to have a good command of at least two languages, however the author of this paper believes it lacks devotion from the school system itself as well as competent teachers and appropriate, trilingualism encouraging, curriculum. In many schools

all across Europe the emphasis of L2 and L3 is so small that these language classes rarely create competent speakers.

In Basque Country, three models of language schooling were established to foster bilingualism in the country.

1. Model A schools are intended for native speakers of Spanish who choose to be instructed in Spanish. Basque is taught as a second language for 3 to 5 hours a week. These schools provide minimal instruction and, thus, minimal proficiency in Basque as a second language.

2. Model B schools are intended for native speakers of Spanish who want to be bilingual in Basque and Spanish. Both Basque and Spanish are used as languages of instruction for approximately 50% of school time, although there is considerable variation from school to school.

3. In Model D schools, Basque is the language of instruction and Spanish is taught as a subject for 3 to 5 hours a week. This model was originally created as a language maintenance programme for native speakers of Basque, but currently also includes a large number of students with Spanish as their first language. Consequently, Model D schools can be regarded as both total immersion programmes for native Spanish speaking students and first language maintenance programmes for native Basque speakers. (Mercator, 2011; pp.34-35)

Parents can choose which model they prefer for their children no matter what their home language is.

Friesland (Fryslân), or Frisia, is a province in the northwest of the Netherlands where trilingual education is highly encouraged. In Friesland Frisian has been an obligatory language for primary schooling since 1980, in 1986 English became legally obligatory in primary education and Dutch has been the medium of instruction with English and Frisian as subjects. A project “Trijetalige Skoalle’ (trilingual school) was started in in 1997 to improve the quality of education, particularly regarding Frisian and English. The aim of the project was “for pupils to reach the official attainment targets for all three languages at the end of primary school.” (Mercator, 2011, p.46) After nine years since the project was introduced, in 2006, the project was successfully completed and the project schools were officially certified

as 'TrijetaligeSkoalle'. The trilingual schools then proceeded to form the Network of Trilingual Schools.

In Catalonia "Languages appear among the 14 objectives set for primary education (EDU915/2007) in current legislation. The core of the linguistic policies revolves around three axes:

- The adoption of the same linguistic goals for all pupils irrespective of their linguistic background: full bilingualism in Catalan and Spanish and adequate competence in one foreign language, generally English but also French, at the end of primary education;
- The possibility for schools to establish immersion programmes for new immigrant pupils in which linguistic background differences are taken into account; The right not to be separated in different schools or groups on the basis of linguistic background. (Mercator, 2011;

In Luxembourg the national language of all Luxembourgers is Luxembourgish, French is the language of legislation, and French, German and Luxembourgish are the languages of administration and jurisdiction. In the European Union, Luxembourgish has the status of a treaty language, but not of a working language (Mercator, 2011). The vision of the Ministry of Education on the matter of linguistic diversity expresses the following: "The country's official languages are Luxembourgish, French and German. For Luxembourg, this trilingualism is vital, for reasons of its intensive exchanges with its neighbouring countries as well as the country's geographical position on the crossroads of two major linguistic spaces, the German and the French" (men.public.lu, cited in Mercator, 2011, p. 150).

Legal regulations refer to plurilingualism as a goal in multilingual Europe; all of these projects and immersion programmes show the growing interest and need to learn more languages and become competent in them. Europe has always been a diverse place for multilingual communication, but that does not mean that bilingualism and trilingualism (or plurilingualism) is less important elsewhere.

China. Feng & Adamson (2014, p.2) provides insight in trilingual situation in China; in China "Varieties of the Chinese language have tended to be neglected in the face of powerful promotion of a national unifying standard, and the fortunes of ethnic minority languages

(along with those of English) have risen and fallen at different stages of nation-building. In recent times the confluence of disparate policy strands, each supporting the development of one component of trilingualism, has created an environment in which resolute attention can be paid to the implementation of trilingual education. Ethnic minority languages are promoted (or side-lined or even covertly suppressed), Mandarin Chinese is emphasized, which has always been the case, and the learning of English is encouraged from upper primary school. These three policy strands have arisen independently, and therefore lack an underlying coherent theory of trilingual education, but policy implementation has increasingly demanded that education authorities weight up their approach to fostering trilingualism.”

Much of literature on diverse languages in use and in education as Dai et al.’s work (2000, cited in Feng & Adamson, 2014, p.2) indicates, “traces the history of minority languages and scripts, examines their features and interrelationships, explores the phenomena of bilingualism in regions where minority people live as dominant group or in mixed communities, and debates issues surrounding bilingual education. Since the turn of the century, this body of literature has expanded even more rapidly.” English language has become the language of opportunity and intercultural communication, and has been officially promoted across the globe, including China. People speaking minority languages all over the world, such as Latvians, are learning two or more languages at school in addition to their native language.

In China, “while discussions on traditional bilingualism and bilingual education of minority groups continue, the past decade has witnessed a seedily-growing scholarship on Sanyu Jiantong (mastery of three languages, namely, the indigenous minority home language (L1), mandarin Chinese (L2), and English (L3), or simply trilingualism) and Sanyu Jiaoyu (trilingual education)” (Feng & Adamson, 2011, cited in Feng & Adamson, 2014). According to this the quoted authors, this phenomenon is usually conducted in different regions in isolation and conclusions are normally drawn on the basis of limited empirical evidence, which seems to be the case not only in China.

To better understand and improve trilingual education, this gap needs to be filled and a throughout study carried out. “Language skills are considered an essential ability that enables individuals to take part in intercultural action, and in the social and political life of multilingual societies” (Martyniuk, 2011; cited in Bekenova & Nygatayeva, 2017, p.1). It is beneficial to generations to come to see an evidence-based, comprehensive analysis to

understand how trilingualism can be achieved, how it affects its speakers as well as what benefits and drawbacks are present for people who study three or more languages or try to raise their children in a multilingual environment.

1.3. Benefits of plurilinguism

Tokuhama-Espinosa (2008) in her book *Living Languages: Multilingualism Across the Lifespan* offers the following list of benefits of bilingualism that persist into trilingualism:

1. Multilinguals deal with levels of abstraction earlier than monolinguals

“People with many languages can exchange concrete, tangible information for less physical evidence, and the world of ideas can serve in its place” (Tokuhama-Espinosa, 2008, p.92).

2. Multilinguals have more flexible minds

“Bilinguals learn how to switch back and forth between tasks when the rules change and do so at a faster pace than monolinguals. This is easy to see when one considers how the rules of language shift and how bilinguals manage to adjust almost simultaneously” (Diamond, cited in Tokuhama-Espinosa, 2008, p.92). Children who know several languages also know to whom, how and when to use them accordingly.

3. Multilinguals learn how to inhibit previously learned skill sets

The prefrontal cortex is charged in great part with managing the executive functions of the brain, letting us know when something deserves attention and when it should be ignored in order to maximize learning. Memory, planning, and multitasking are all managed by this function and help the multilingual mind focus on the appropriate language in the appropriate context, say Flynn. The spin-off benefit is that multilinguals can multitask better than monolinguals.” (Tokuhama-Espinosa, 2008, p.93) This ability helps multilinguals know when not to access information that is irrelevant at a given time, blocking the unnecessary information when accessing only vital information. Using several languages has changed the way these children process information and can ignore task-incongruent information

Other authors agree noting that “Dual language management may play a role in at least two ways. It has been suggested that bilinguals need to constantly solve the competition between their two language repertoires and, because of the simultaneous activation of lexemes

in both languages, constantly inhibit one of their languages” (Green, 1998; Jared & Kroll, 2001, cited in Blom, Kuntay, Messer, Verhagen & Leseman, 2014). In an alternative account, Costa and colleagues (2009, cited in Blom, Kuntay, Messer, Verhagen & Leseman, 2014) posited that “continuous monitoring of which language to use for each communicative interaction plays a more crucial role than the search for appropriate lexicalization. Both views share the assumption that bilingualism enhances executive control.” Knowing several languages would make life very difficult if people processed all the information around them in all the languages they know simultaneously. Being able to focus only on the necessary information in the necessary language is an integral ability for plurilinguals.

4. Multilinguals use more of their brains than monolinguals

“A multilingual brain uses more areas than a monolingual brain does. Is more necessarily better? This is not known with certainty, though can be argued that speaking more languages brings cognitive benefits, which may be associated with increased use of the brain. One of possible spin-off benefits is creativity” (Tokuhama-Espinosa, 2008, p.93). Plurilingual children observe differences in languages since early age; they can see how one idea can be said in different ways depending on the culture and language they use, making them more creative not only in their use of language but in other tasks as well.

5. Multilinguals more creative than monolinguals in thirty out of thirty three studies

Riccardelli (in Tokuhama-Espinosa, 2008, p.94) “defined thirty-three different types of creativity (problem solving, painting, musical composition, etc.) and found that multilinguals scored higher on thirty of thirty-three of these tests. What is not known is whether this is because of right hemisphere use or the cultural experiences of the language learning. Some suggest it may be due to the schooling of people raised in many languages.” The author of this paper agrees that schooling is an important factor of multilingual brain. Learning languages often comes with different educational settings and linguistic environments. Not only that, traveling to the countries where the learnt languages are spoken is also a major part in language learning, making the learner more culturally aware, open-minded and creative due to their diverse experiences.

6. Multilinguals have transferable cognitive benefits

“Ironically, people who learn English as a second or third language score higher on English proficiency tests than their Anglophone, monolingual peers. Kenji Hakuta found that bilinguals tested in English showed better results than monolinguals in four of five measures: listening, speaking, writing, vocabulary and grammar. This could be because of their overt grammar instruction in English, or it could be that bilinguals are better prepared for exams of this sort because of their schooling training—we do not know for sure.” (Tokuhama-Espinosa, 2008, p.94) This might be because of the fact that most plurilinguals learn languages in a sequence and pay more details to the language than monolinguals who are simply brought up with a language and learnt it naturally without focusing that much on the structure of the language, grammar, word choice, etc.

7. Multilinguals are superior at cultural integration

“The ability to speak several languages opens the doors to cultures... The ability to understand others through their own language is the first step in gaining understanding and eventually integration of cultural perspectives. This cultural sensitivity increases the possibility that differences between different nations can be overcome. By using another language we have a different lens on the world. Empathy begins with such perspectives” (Tokuhama-Espinosa, 2008, p.94). A language and culture goes hand in hand, agrees the author of this Paper. The grammar structures and word choices say a great deal more about a culture than it might seem at first glance, e.g. in Korean the word ‘please’ is not used when asking someone to do something; it is implied in the grammar structure when talking as an integral part of a sentence showing how politeness is an integral part of the culture itself.

8. Multilinguals have enhanced intellectual empathy

“We know that empathy, or the ability to see the world through another’s eyes, is increased when individuals feel closer to the culture of the “other.” People feel closer to other cultures when they speak the language. Although extreme linguistic determinism is questionable, its founder, Benjamin Whorf, is known for expressing many accepted truths in the field, among them that “we dissect nature along lines laid down by our native language. Language is not simply a reporting device for experience but a defining framework for it” (Tokuhama-Espinosa, 2008, p. 94). By understanding several languages, we can understand several frameworks and thus develop empathy for speakers of other languages who are representatives of other cultures.”

Banuelos-Urbe (2015) also presents a profound list of benefits of trilingualism, among which he notes that one becomes a different person with every language they master. In the author's words 'The beauty of acquiring a new language is the new soul that comes with it.' Every language is unique to its people and culture, has different idioms, different terms, etc., which makes you appreciate the beauty of it so much more. Being trilingual also means that one can appreciate literature that otherwise would be lost in translation.

In addition, plurilingual education; "addresses the plurilingual and intercultural competence of both teachers and students, promotes awareness of and respect for other languages and cultures, and teaches learners to be open to linguistic and cultural diversity" (Bekenova & Nygatayeva, 2017, p.4). Not only does it help children understand and respect other cultures, it also helps them appreciate and gain a deeper understanding of their own heritages resulting in emotional benefits, as they are able to connect with their families in the heritage languages. Not to mention all the practical benefits that come with knowing several languages like traveling, diverse job opportunities all across the world, accessing information in the original language that it was produced in and others. The benefits of trilingualism are overwhelmingly positive, making more and more parents strive for it for both themselves and their children, hence the importance of this study to help guide parents in providing the best education for their children.

1.4. Language development in children: ages 0 to 3

Before raising a child with three languages one must first understand the developmental stages of language acquisition and what that means to a trilingual child. "Although language is said to be inherent in humans, (we have highly specialized 'language centres' in the brain), talking is primarily a social phenomenon. We use it to communicate with other humans, typically those ones closest to us. So, in order to fulfil its fundamental objective, this 'all-purpose language chip' needs customization to wire up to the right language," notes Multilingual Children's Association (2004).

Speech and language development starts as early as in the uterus, where a baby hears his/her first sounds and learns to recognize familiar voices. It can be observed soon after birth when the baby prefers the most familiar sounds, e.g. mother's voice, over others (Healthwise, 2014). "The foundation of good language and communication are laid before a child is 3. By the time 80 per cent of children's brain development is complete. Eighteen months is the peak 'window of opportunity' for language learning" (Gross, 2009-11, cited in Nash, Lowe & Leah,

2012, p.1.). Hence, this age is the most important to consider which and how many languages to introduce to the child and how to foster language development and was therefore chosen for this Paper.

From birth children begin to develop language and their progress depends on the environment that they are raised in; warm and positive interactions in a safe and stimulating environment help foster their language abilities (Dame Clare Tickell, 2011; cited in Nash, Lowe & Leah, 2012: p.1.). The child’s mental and emotional growths are largely impacted by these conditions as well. Children need opportunities to explore the world around them and interact with their parents and other people and environment around them. “Routine activities provide young children with a familiar structure for interpreting others’ behaviours and language, anticipating the temporal sequencing of events, and drawing inferences from new experiences” (Nelson, cited in Tamis-LeMonda & Rodriguez, 2009, p. 2). Knowing just how important these conditions are to a child and being aware of how to provide them could make a huge impact on a child’s ability to have a good command of not just one but several languages.

Talking does not come to a child spontaneously without preparation. Long before children can speak, they begin to develop an understanding of how communication works (Nash, Lowe & Leah, 2012). The first signs of communication occur as early as in the first day of life when an infant learns that a crying provides them with food, comfort, and companionship (nidcd.nih.gov , 2017). Children need to build their knowledge in their early years by observing communication patterns from their parents, extended families and others to support their progress in all areas of talk in the future. Such elements as engaged listening, self-confidence, ability to identify and understand emotions by changing intonation, smile and other body language all play an enormous role in communication and need to be mastered by each and every child throughout their development. To learn this, each child goes through specific language development milestones.

Fair (2012) presents the following overview of language development milestones in children aged 0 to 3:

Table 1.1. Precursors to Language: 0-11 months

Age	Language Development Milestones
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From birth	Eye contact and visual preference for faces. Differentiated crying – has different cries for different needs. Shows preference for mother’s voice
4-6 weeks	First smile
7-9 weeks	First vocalizations of vowel-like sounds
3-6 months	Vocalizes to caregiver’s smile and talk. Makes throaty consonant sounds (h, k, g)
6-9 months	Locates source of sound. Babbles to gain attention and uses more consonants (f,v,s,z, m,n)
9-11 months	Imitates tongue clicks and kisses. Babbles two syllables (da-da, mi-mi). Understands and carries out simple commands.

During the first year of a children’s life they communicate constantly, but yet without any real words. As they learn more about the linguistic environment around them, gather skills and start to practice then the ability to communicate develops sequentially. Before learning to say their first “real” words, the child has already processed a great deal of information on how to interact with other people. The author of this paper wanted to emphasize the word “real” when talking about words because of a rather astonishing theory about baby sounds that she had read recently.

Dunstan Baby Language is a theory about the sounds that babies make in their first months of life. Pricilla Dunstan, who claims to have a photographic memory of sound used her special gift of sound to truly listen to her child. She soon realized that there are distinctive sounds that her baby makes according to his needs. “For 8 years, worldwide research was conducted that finally validated a remarkable idea: that every baby, of every race, colour, & culture made these same 5 sounds before they cried out. And each cry meant baby needed something specifically. No more guessing” claims her homepage (dunstan baby language). The author of this paper came across this theory whilst researching ways to understand her new-born. At first after coming across this research she was reluctant to believe such seemingly impossible statement, it seemed too good to be truth, yet after seeing video examples from real babies all over the world and observing her own new-born especially attentively she saw it with her own eyes. According to the theory the five sounds (cries) that all babies internationally make are:

1. Neh – The "neh" sound in the secret language of newborn basics means "I'm hungry". Apparently as a baby's sucking reflex kicks in and the tongue is pushed to the roof of the mouth the sound that comes out is a "neh" sound.

2. Owh – The "owh" sound is made in the reflex of a yawn which means, yep, you guessed it, "I'm sleepy".

3. Heh – the "heh" sounds (similar to "neh" so be careful that you hear the beginning /h/ sound) means discomfort. This particular of the newborn cries is to let you know that the baby is uncomfortable – cold, itchy, need a new diaper, need a new position in which to lie, etc.

4. Eair – The "eair" sound means lower gas. It's a deeper sound that comes from the abdomen. It is a bit more difficult to distinguish than the rest but is usually accompanied by a newborn pulling his/her knees up or pushing down and out with his/her legs. Baby's body, not only his/her face, will look uncomfortable.

5. Eh – The "eh" sound means that a baby needs to burp. It is similar, again, to "neh" and "heh" but remember that you are listening for those beginning sounds, not the ending sounds. When you hear, "Eh, ehhhh" your newborn is telling you "Burp me, please" (whattoexpect.com).

According to the theory all babies internationally make these sounds from birth up until 3 months of age. Apparently after that the communication patterns of the parents and their native languages make a shift and children and the sounds they make start to differ from one another.

From Babbling to Words: 12-21 months. From around a year after birth a child says his/her first real words. From then on, during the next six months, the following language development milestones can be expected:

Table 1.2. **Language Development Milestones: 12-21 Months.**

Age	Language Development Milestones
12-15 months	Uses one or two common words meaningfully. Understands key words in familiar situations

15-18 months	Babbles short sentences with inflection. Points to familiar persons, animals, or toys on request
18-21 months	Uses 6-20 recognizable words. Points to own nose, eye, mouth, and hair

During this phase children are also able to:

- Quickly learn new words
- Use plurals e.g. ‘dogs’
- Makes errors e.g. ‘drawed’, ‘sheeps’
- Starts to use negatives e.g. ‘there no cats’
- Both active and passive vocabularies continue to increase
- Sentences become longer although they tend to be in telegraphic speech
- Questions are asked frequently, What? And Why?

(kimpediatrics.com)

From Words to Sentences: 24-36 months. During this period of time children start to put words together and form sentences, and speech intelligibility noticeably increases. By the end of this phase (when a child is around 3 years old) she/he will be able to relate short stories or tell briefly what she/he experienced. Language milestones during this phase include:

Table 1.3. **Language Development Milestones: 24-36 Months**

Age	Language Development Milestones
21-24 months	Understands simple explanations, like: “First eat your food, and then you can have some juice.” Start using two-word sentences, like: “Daddy bye-bye.”
24-27 months	Will follow a short series of related commands. Start using three-word sentences, like “Mommy book read?”
27-30 months	Enjoys hearing stories about familiar people and experiences. Gives name upon request
30-33 months	Can name the use of an object. Enjoys being read to from picture books

33-36 months	Points to six body parts. Uses 200 or more words, but speech sounds may still not be pronounced correctly and grammar errors are common.
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During this phase the following can be observed:

- Speech is understood by strangers
- Sentences contain four or more words
- Imitates adult speech patterns accurately
- Knows and understands nursery rhymes
- Enjoys asking questions
- Talk to themselves during play
- Pronouns are usually used correctly
- Rhymes and melody are attractive.

(kimpediatrics.com)

It needs to be remembered that there is no one “correct” age for each child to reach each of the stages. Every child is an individual and will have their own pace of learning. Some children are quick learners and reach each stage quickly, sometimes even skipping stages, while others might need more time to think things through (Medina, 2010). Children do everything in their own pace, even play, uniquely, according to their personalities and parents should let them do just that (Tian, 2009). Parents need to understand and respect this to foster healthy growth both mentally, emotionally and educationally.

2. RAISING A TRILINGUAL CHILD: CHALLENGES AND PREPARATION

Language acquisition within itself is an extremely complicated aspect of a child's development. It becomes even more so complicated when three languages are involved and need to be developed and balanced in order to truly become trilingual. This chapter reveals the challenges of raising a trilingual child as well as presents steps parents are advised to include in their child rearing plans in order to successfully raise a trilingual child.

2.1. Challenges of raising a trilingual child

When deciding to bring up a child with three languages parents may have many worries and questions, e.g. will learning several languages confuse the child, or, is there enough room for several languages in one brain and, if so, for how many? Parents might also be afraid that their choices will complicate the child's communication with extended family and friends. All of these are reasonable worries and need to be researched and considered before making up one's mind about the education of one's children; hence the first step towards raising a trilingual baby should be becoming well informed.

When thinking about raising a child with three languages parents should consider what languages to use with the child, in what order the languages are going to be introduced to the child, which method will be used and the reasons for doing so. Many parents from international families (when each parent has a different native tongue and/or is plurilingual) start raising their children bilingually; each parent uses their native language when communicating with their child. When children learn two languages during the first three years of life, the process is known as simultaneous bilingualism or bilingual first language acquisition (Genesee and Nicoladis, 2006; Rhoades, 2008). In this case children do not have one native language, but two, as both of them are acquired since birth. "Although it is common for young bilingual children to engage in some language mixing, it is quite normal and transitory and soon stabilizes into what is called code-switching. This mixing is rule-governed and responsive to non-linguistic social requirements in bilingual conversations" (Holowka, Brosseau-Lapre & Petitto, 2002; Petitto et al, 2001, cited in Yumoto, 1996).

Rhoades (2008) also talks about the importance of starting language education early. He believes Petitto's (2006; Rhoades, 2008, p.267) idea that the younger the child, the more likely that progress in learning a language will be rapid. It is of importance however that

home languages be continuously valued and strengthened; “this is important for social and emotional growth and has benefits for intellectual growth as well (Pearson, in press). With sufficient linguistic input in both languages from caregivers and clear linguistic boundaries between school and home, the young child can become fluent in two languages prior to kindergarten.” To acquire equal command of both languages it is crucial to put equal emphasis on both languages. Parents need to balance their children’s linguistic environments appropriately for a child to achieve equal development.

The Activation Threshold Theory shed some light into the matter of what happens when one language starts taking over another: the theory posits that in the bilingual or multilingual brain languages compete with each other, and that the level of the language being used is higher than that of the competing languages, which, at that moment, are deactivated or blocked from contributing to the speech output (Paradis, 2004; Coulmas, 2017). According to the theory language attrition or improvement directly reflects frequent use of a language and prolonged disuse, raising or lowering the activation threshold accordingly, meaning: the more one language takes over and becomes dominant, the weaker the others become (see Figure 2.1.).

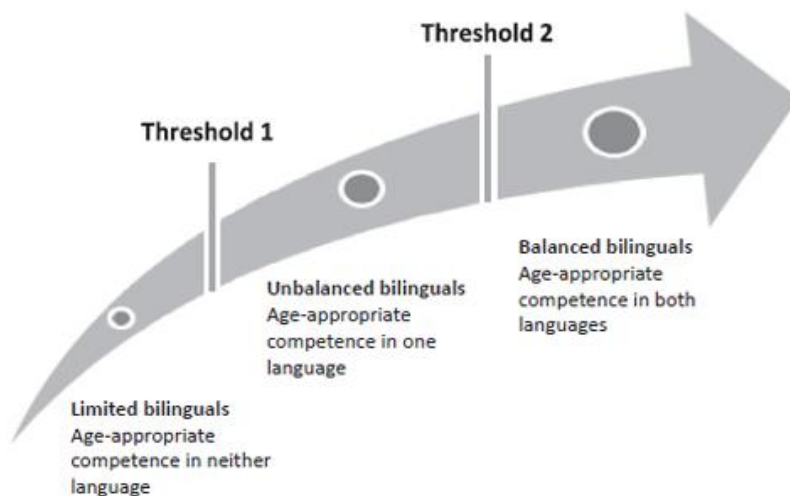


Figure 2.1. **The Activation Threshold Theory.** By A. Braun & T. Cline (2014). **Language Strategies for Trilingual Families: Parents’ Perspectives**

Because of so many families raising their children bilingually, deciding to introduce yet another language might seem even more scary and challenging. Is there really enough space in a child’s brain to process information in all three languages and gain control over all of them with equal success? Coulmas (2017) believes that yes, there is enough space for many

languages all at once setting polyglots in The Guinness Book of Record's as an example. He bases his example revealing that many polyglots have reported that learning languages gets easier with each subsequent language. It is particularly so when talking about closely related languages as they share a huge part of their vocabulary, which, admittedly, can be confusing at times, yet mostly helpful when trying to understand and communicate in a new language. What might seem as a drawback of knowing many languages, the similarities and differences between them help plurilinguals develop such skills as separating lexica, grammars, phonologies, and orthographies, as well as the capacity to manage these recourse and make the right choice.

Another interesting factor to consider is how the brain works; “even if a bilingual speaker uses two languages with the same level of knowledge and skill as native monolingual speakers, they do not function psychologically exactly like two monolinguals in one body.” Philip Herdina and Ulrike Jessner (cited in Braun &Cline, 2014) noted in 2002 that “multilingualism is not multi-monolingualism”, meaning, it involves a different combination of language competencies. What is fascinating is that multilinguals have a different knowledge of their first language: they are open-minded and more aware of the differences of language systems and because of that perceive information even in their native language differently than monolinguals. In addition, trilingualism is more complex because there are a great deal more variations of how each language is acquired: “when two languages are learned, there are only three possible orders for learning them: a child might learn, say, French first and then German; or German first and then French; or German and French simultaneously. But when three languages are acquired, there are 13 possible acquisition orders: there could be a simultaneous acquisition of all three languages, or one language might be acquired after the first one has been established, or two might be acquired simultaneously while the third one is learnt later” (Jasone Cenoz, 2000; cited in Braun &Cline, 2014, p.12).

In the early 1980s, the Canadian linguist Jim Cummins (Braun & Cline, 2014) proposed the ‘iceberg analogy’ to illustrate bilingualism in the brain (see Figure 2.2.). The Dual Iceberg Model introduced the idea of Common Underlying Proficiency (CUP), which means that once you have learned a concept in one language (e.g. telling the time) you do not need to re-learn it in another language, you just need to learn the language to describe it (The bell-foundation).

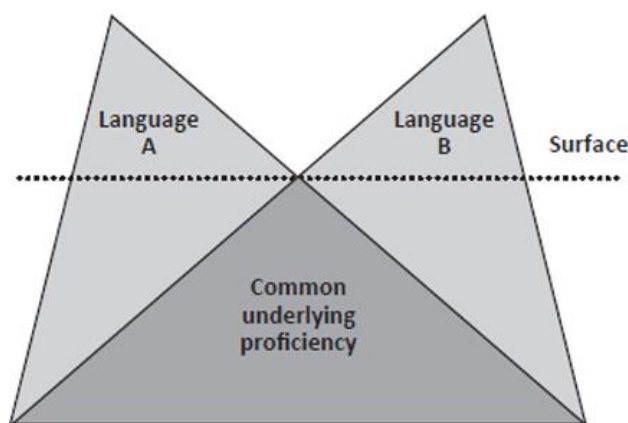


Figure 2.2. The iceberg analogy. By Braun & Cline, 2014

According to the analogy a bilingual speaker’s proficiency in both languages is based on a shared underlying ‘languages’ system in the brain, where the main principles of linguistic knowledge are stored, such as understanding of grammar and syntax. This implies that when a person is learning several languages they are supported by one shared processing system, especially when the languages are acquired in a balanced way. The author further notes that this analogy also explains language mixing in children; as the two languages are joined together below the surface they share similarities, which causes a children to mix languages, yet above the surface they are separate, hence, the older the children get the more they can differentiate the languages an use appropriately.

This suggests that the languages learnt are not interfering with each other but instead complementing (and even stimulating) each other cognitively and linguistically. In fact, with all of the previously described factors in mind it can be stated that a human brain is able to obtain and process information in different languages and switch between them at need. It is also known that people usually acquire new languages at need and during different times in their lives, making research on simultaneous language acquisition much smaller than on sequential. In the case of children learning three languages, the picture is inevitably more complex and there has been little research on it. “There are many routes and pathways to trilingual language development. We must therefore ask whether all the children will benefit in this way or whether the outcome may depend on the circumstances or the sequence of their exposure to their languages” (Braun & Cline, 2014, p. 24).

2.2. Successful trilingualism

Plenty of parents all around the world have tried to raise their children with more than one language, yet trilingualism is still not as common as to indicate that it has worked out

successfully. What influences successful trilingualism? After a review of hundreds of studies, Tokuhama-Espinosa (2008, p. 95) suggests that there are seven aspects of bilingualism that directly influence trilingualism (see Table 3.). She also notes that these seven elements should not be confused with the ten key factors that influence successful multilingualism which she has also noted in her previous writing (Tokuhama-Espinosa, 2001, p. 13-14).

Before looking at the seven aspects in more details, the Author would like to shortly give attention to few of the ten key factors, all of which she will not go into detail due to their self-explanatory nature. What needs to be emphasised, however, is that the lack of one factor does not mean that a child cannot successfully become bi or trilingual. Many parents are discouraged because of their child’s low aptitude for languages. Studies have proven that other factors, such as opportunity and motivation, are far more important and can easily substitute the seemingly ‘missing’ aptitude for language learning. Motivation can come both as self-motivation or the parents can arouse motivation in their children by showing a good example or learning the languages themselves (Tokuhama-Espinosa, 2001). Helping the child to find reasons to like and want to learn a language are key factors to ensure he or she finds joy in the process of learning it and therefore succeeds.

Table 2.1. **Influences on Trilingual Success. By Tokuhama-Espinosa, 2008, p. 95**

Ten Key Factors Influencing Multilingualism (Raising Multilingual Children)	Seven Additional Elements
1. Timing and the windows of opportunity	1. First-language proficiency
2. Aptitude	2. Linguistic awareness
3. Motivation	3. Time on task
4. Strategy	4. Educational level of the learner
5. Consistency	5. Parent involvement
6. Opportunity and support	6. Teacher qualifications
7. Relationship between the first and second languages (language typologies)	7. Learner’s self-esteem
8. Siblings	
9. Gender	
10. Hand use	

The seven factors: timing, aptitude, motivation, strategy, consistency, opportunity and support, the relationship between languages, siblings, gender are all important for trilingualism, but not necessarily present in the same individual, e.g. “a person who enjoys a

high level of similarity between language and high degree of parental support and enthusiasm can be just as successful as someone who enjoys none of these factors but has a high degree of self-esteem and excellent teachers and spends years on the learning task.” (Tokuhama-Espinosa, 2008, p. 95). Even though all of the ten factors and seven elements are important, each person will combine them differently and show different results using what they have.

1. First language proficiency has a great impact on the ability to successfully learn other languages. According to many studies (Tokuhama-Espinosa, 2008, p. 98) if a person is not proficient in his or her first language it is hardly likely that he or she will be capable of successfully learning another language. The authors base their belief on the research of Cristina Sanz who believes that the efficiency of bilinguals to learn a third language is based on both internal and external factors; the internal variables are: the amount of prior second-language experience and the level of bilingualism achieved, the age of onset of exposure to the second language, and the cognitive capacity of the individual. Memory, aptitude and learning strategies employed are also of great importance. The external variables include previous grammar lessons while studying first language/s, the amount of feedback received from educators and the amount of time and practice devoted to the task.

Consequently, the stronger the mother tongue, or native language/s, the better a person does academically learning other subjects through one’s first language/s or learning new languages basing them on previous experiences and practice. In addition, Karim (2010) provides an overview of different authors showing the link between first language influence to second language, particularly reading, in his study concluding the correlation between the two and urging teachers and other educators to use this knowledge in providing real link between the languages students know and their reading practices.

2. Linguistic Awareness and Metacognition: Linguistic awareness is understanding that covers all aspects of language involving every dimension of verbal and written communication: linguistic structure, semantics, phonological, pragmatic, and sociolinguistic knowledge (Murphy; Tokuhama-Espinosa, 2008). Metalinguistic awareness means understanding language structures and being able to compare mental schemes of different languages in order to use them correctly (Tokuhama-Espinosa, 2008). Linguistic awareness and cross-linguistic interactions between the language systems in the mind of a plurilingual during the acquisition of a third language, enables him or her to become more conscious on the differences and similarities between the languages (Jessner, 2006; Thomas, 1992; Garcia,

2016). The more familiar a person is with a language/s the more he or she can use this knowledge when learning other languages. Knowing many languages broadens one's linguistic awareness making a strong foundation for any other sequential languages that he or she takes on in the future.

3. Time Spent on Languages is especially important as one cannot improve his/her language skills without practice and practice takes time. Especially if one strives for a high proficiency. "A limited amount of instruction will not lead to trilingual proficiency, but any amount of instruction time in a L3 [third language] will enable these students to develop their language learning skills." (Language Research Center of the University of Calgary; cited in Tokuhama-Espinosa, 2008, p.101). The more opportunity a person has to practice, the more likely it is that he or she will reach a native like fluency. When it comes to multilingual families and parents striving for trilingual children time and balanced usage of the languages is the key; parents need to promote the best quality native language experiences possible to foster the language development in their children. Time and consistency will determent what level of fluency the children are able to reach.

4. Education level of the learner also plays a major role in one's language acquisition. Tokuhama- Espinosa (2008, p.103) believes that two things about education and language success should be highlighted related to trilinguals: intelligence and the number of years in school. As previously stated, first-language skills will facilitate second- and third-language acquisition. "Highly developed skills such as reading and writing normally occur within school settings. The more educated a person, the more acquainted that person is with the general tenets of learning, which can be applied to foreign languages as well as other subjects." Therefore it can be said that education and time spend at school and/or other educational institutions affect the proficiency of a language learner to a great extent.

5. Involvement is integral part of a child's development in every aspect of it, language acquisition included. Parents need to provide their children with a healthy environment, both emotionally and physically, to foster his or her development. "The most important thing that parents can do for their children when they decide to embark on the multilingual journey is to agree on a family language strategy (who speaks what to whom and when) and then consistently follow it" (Tokuhama- Espinosa, 2008, p.103). Parents who are ready to be seriously devoted to helping their child become trilingual need to realize that it will take a lot of devotion and time from their side. To nurture a child's language development parent should

agree on a language strategy (to read more see Chapter 2.4) and stay consistent in their practices.

Deborah Ruuskanan (Tokuhama- Espinosa, 2008) explains that parents who want their children to learn their mother tongue must realize how difficult that will be; it will take work, beyond simply speaking their mother-tongue all the time to their child. To sufficiently support a child's language education parents have to read out loud, sing to them and teach them songs and nursery rhythms, as well as show movies and videos. In addition, parents should find the opportunity to travel or at least involve other children and adults to show the child that there are other people speaking the home languages that way motivating him or her to learn. "For the greatest trilingual success, parents and children have to share language goals in common" (cited in Tokuhama- Espinosa, 2008, p.105). Sharing goals as well as modelling positive attitude towards parent's beliefs and values will stimulate the child success and motivation to learn.

6. Teacher Qualifications: There is no doubt that the more education and specialized training a person has gone through the better teacher they become, however when it comes to trilingualism there is another key factor that makes a teacher great, that is- being familiar with the student's home language(s) (Tokuhama- Espinosa, 2008, p.106). The author of this Paper strongly agrees to this statement as she herself feels that learning other languages as a grown-up has helped her become a better teacher. The knowledge of other language structures as well as what helps one learn the particular language helps teachers understand student errors better and provide more effective examples on how to fix them. Often native speakers admit to knowing a language well yet not being able to explain it to others. That is so because they have learnt the language naturally by observing and repeating what others have said. Native speakers often lack the knowledge of rules and exceptions within their own grammar, making it difficult for them to correct their student's errors.

7. Learner Self-esteem: "The importance of the disparity between the "true" self as known to the language learner and the more limited self as can be presented at any given moment in the foreign language would seem to distinguish foreign language anxiety from other academic anxieties such as those associated with mathematics or science. Probably no other field of study implicates self-concept and self-expression to the degree that language study does." Horwitz et al (1991; cited in Rubio, 2017, p.7). Indeed language is all about expressing one self and in doing so communicate with others, making self-esteem top priority

in the process of language acquisition.

Success in language learning can be seen as an infinite loop between doing something well because one has high self-esteem and having high self-esteem because of doing something well. “People with a high level of self-esteem have personality characteristics that allow them to march through to success even against the worst of odds. At the same time, people who enjoy success and have a taste of achievement can use those as building blocks to develop higher self-esteem.” (Tokuhama- Espinosa, 2008, p. 107) Believing that one can do something gives them higher motivation than anything else. In the words of Mel Levine (cited in Tokuhama- Espinosa, 2008, p. 107), author of *A Mind at a Time*, “teachers owe it to their students and to their profession to help each child find some kind of success each day. Why? Success breeds success. Self-esteem is enhanced through the acquisition of new languages because it celebrates an achievement.” The more successful a student feels in the classroom, the higher goes his motivation to succeed in the future as well as use what he or she has learnt in real life.

When it comes to self-esteem in language acquisition, Carl Blyth (2003; cited in Rubio, 2007, p. x) has written that “language professionals should look to functioning bilinguals within various language communities as models for language learners rather than to native-speakers.” He explains his point of view by noting that by teaching language that way students will see more value in their language studies and realize that less than perfect competence can be very useful and there is no need to compare themselves to native speakers. Striving for perfection can be greatly exciting and motivating yet if this idea of perfection is making a student stressed and anxious, trying to reach unreasonable goals, teachers and parents need to reconsider their teaching strategies and help the student feel successful within his or her own limits.

8. Age when language is learned: As previously stated, successful language acquisition is directly linked to timing and, so called, “windows of opportunity” (see Table 4.). Children have the ability to observe new information like sponges making many linguists believe that when it comes to foreign languages the earlier a student starts the better (Tokuhama- Espinosa, 2008). It is hard to be completely sure, however, to whether there is a perfect age for taking up a new language. Researchers, teachers and parents alike have always had strong opinions on the matter and as each learner is completely unique, there is no one correct answers that fit all cases. What can be stated, however, are the windows of opportunity and milestones (See

Table 2.2. below) that each child goes through and based on them parents and educators can decide when to introduce other languages to the child.

Table 2.2. **Windows of Opportunity.**

The First Window: Birth to 9 Months
 (A Window-and-a-Half: 9 Months to 2 Years for High Aptitude Learner)
 The Second Window: 4 to 8 Years Old
 The Third Window: From Old Age and Back

Language Milestones

2–3 Years old: Normal mixing stage
 3–4 Years old: Labeling of languages
 5+ Years old: Cognizant of translation concept
 4–10 Years old: Syntactic conservatism

Source: Charles L. Glenn, “Two-way Bilingual Education,” *Education Digest*, 2003; 68(5):45.

Helen Le Merle (2002) however notes four factors that she finds affect trilingualism the most. These factors are cultural identity, motivation, separation and realistic expectations. She believes that established cultural identity, i.e. “a clear sense of belonging within one (or more) cultures seems important as a basis for the young child’s language acquisition” (Merle, 2002, p. 7). The way a person looks and the language he or she speaks as well as his or her social behaviour are all aspects that identifies whether that person belongs to a particular ethnic group in the society (Kao, 2015). Despite ‘looking like a particular ethnicity’ being difficult in cases of interracial families, knowing the language and culture definitely helps a child feel like he is a part of it. According to Benet-Martínez & Haritatos (2005; cited in Ramírez-Esparza & García-Sierra, 2014, p. 37) bilinguals who “have high bicultural identity integration (BII; i.e., they are able to integrate their two cultures and see them as compatible”, are more likely to use both languages their everyday lives; hence, if a child feels that he or she is a part of something bigger- a culture and society- he or she will feel more motivated and more likely become successfully bilingual or trilingual.

Regarding motivation, Merle (2002) links the amount of time and the source of exposure as a part of it; constant stimulation of a child’s motivation is essential to guarantee a success. She also believes that separation must be created between each language spoken within a family, whether that be by place, time or particular activity. Rosenback (2017) also agrees with this strategy. In her book *Bringing Up a Bilingual Child* she speaks about setting up a language plan and focuses on Time and Place strategy as well (to read more on language

strategies see Chapter 2.4).

Lastly, Merle (2002) emphasizes the need for realistic objectives. As already previously stated by Carl Blyth (2003; cited in Rubio, 2007, p. x) this goes together with self-esteem of the child. Merle encourages parents to find a realistic, flexible and practical way of teaching languages to a child.

2.3. Preparation for raising a trilingual child

Braun, A. & Cline, T. (2014) have written one of the best pieces of literature on trilingual families written so far. Their book *Language Strategies for Trilingual Families: Parents' Perspectives* serves in their own words: “as a starting point for a broader understanding of the language practices of trilingual families with children in predominantly and historically monolingual countries.” In their book they have studied 70 multilingual families from mainly England and Germany with different language backgrounds with the focus on strategies chosen for upbringing their children trilingually. The authors divided the families in 3 main groups: Monolingual Parents Living Abroad (Group 1), One or Both Parents Are Bilingual (Group 2) and One or Both Parents Are Trilingual (Group 3). Even though the book shows how different families tried preserving their native language(s) through different strategies, it lacks explanation as to why the parents failed or succeeded in raising trilingual children.

This Paper however focuses on facts behind successful trilingual language acquisition based on literature and real life experiences. Based on the literature available at the moment, the following plan (Figure 2.3.) was created to help parents prepare for raising a trilingual child:

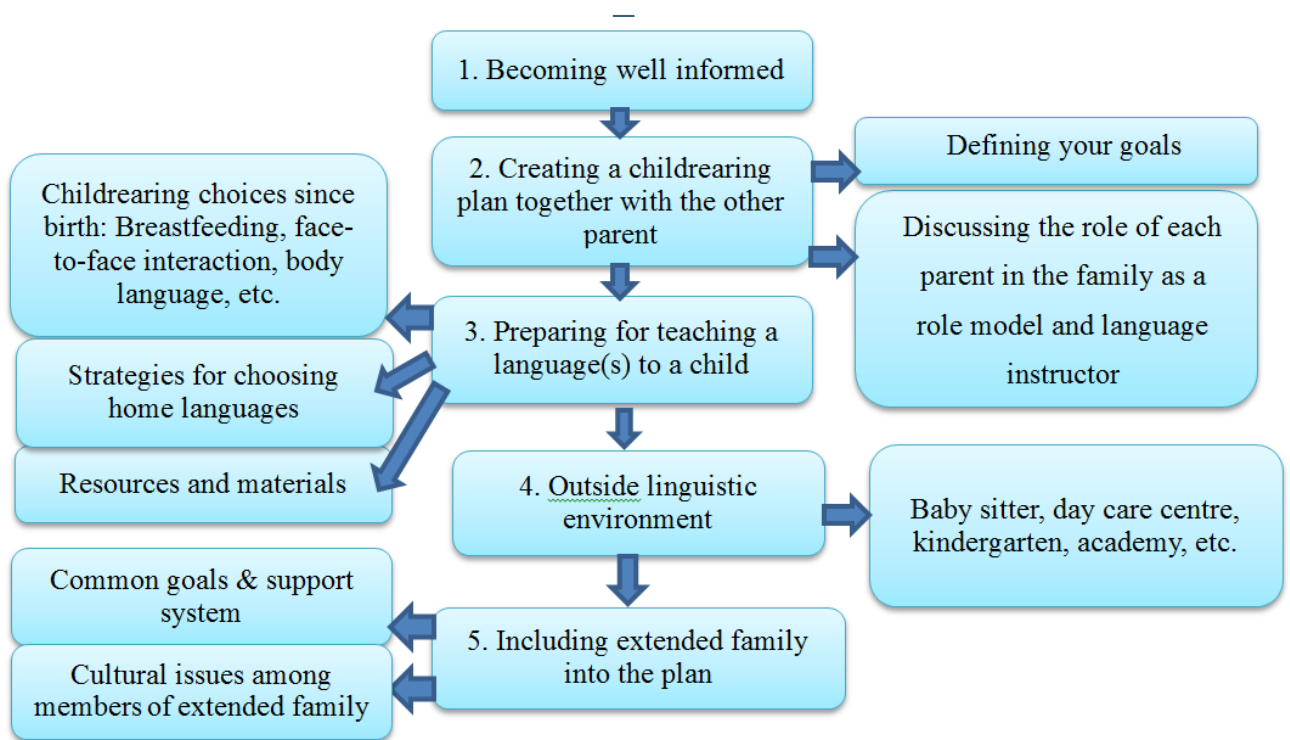


Figure 2.3. Child Rearing Plan.

1. Becoming well informed. To make sure parents are doing their best to ensure effective parenting both emotionally and language wise, firstly they have to become well informed on the matters. Learning from well-known authors in the field of linguistics and other parents with experience of raising trilingual children can ensure success to other parents striving for the same goals.

The author of this paper would like to offer the some pieces of literature to help support the goals of other parents of trilingual children. The list can be viewed in ANNEX 1.

Despite so many books and other types of literature written in the field of education, psychology and neurology that serve as an insight provider in language acquisition, when it comes to trilingualism and what parents can actually do to better understand and help their children achieve it, very few materials have been written. The author of this Paper hopes that her work and the insight of parents that have succeeded in upbringing trilingual children will help many other parents in search of understandable information that could guide them in their journey.

2. Creating a childrearing plan together with the other parent. "Successful children

come from committed parents.” (Easterbrooks and Baker, 2002; cited in Cole, 2008, p. iii). When raising a child, both parents should be committed, equally as involved and have common goals regarding child rearing practices and other aspects of parenthood. First thing parents should do is defining their goals. Steiner & Hayes (2008, p.26-27) offers the following seven steps that parents should consider and discuss in order to set their goals and better understand what they want for their children’s future. These steps are:

1. Decide which languages are important to you and why.
2. Identify your motives for (and your reservations about) bilingualism.
3. Choose which language(s) you and your partner are going to speak to your child.
4. Set a start date.
5. Determine how proficient you hope your child will be in the second language.
6. Do a reality check. Are your proficiency goals realistic for your family?
7. Take into account that one language will be dominant.

When it comes to trilingualism, parents must decide which language each of them is going to teach and whether they are competent to do so. In a trilingual family, more than any other, parents serve as role models for the language and culture they are passing on to their children. In many of such families both or one of the parents can be the only language input the child has in the target language making their role even more so essential.

Not only that, parents need to discuss their cultures and decide how to balance them. As U.C. Andersson & S. Andersson (1999, p.2) note, having different language generally means having different cultures as well. He explains, “This kind of relationship is fraught with potential misunderstandings and unspoken expectations and assumptions which need to be made explicit given the couple’s lack of a common background.” Not only are the languages important, so are the cultural aspects one passes on to their children.

3. Preparing for teaching a language to the child. As previously stated, language acquisition starts long before a child can speak. The importance of childrearing choices made since the moment a baby is born cannot be emphasised enough. Creating a safe environment, breastfeeding the child, providing face-to-face interaction and appropriate body language are all language developing attributes of parenting (Medina, 2010).

The first step in language development is creating a safe environment for the child.

Studies (Family Court Services, 2013) have proven that children with safe, involved parents have shown:

- ✓ Higher educational achievement across the lifespan
- ✓ Better performance in cognitive skills
- ✓ Higher levels of social/emotional
- ✓ Fewer behavioural problems

The next crucial step to make is the decision to breastfeed. Medina (2010, p. 120) writes quite a bit about the brain development of babies and the positive influence that breast-feeding has on cognitive function, he reveals; “breast-feeding, in short, makes babies smart. Breast-fed babies in America score average 8 points higher than bottle-fed kids when given cognitive tests, an effect still observable nearly a decade after the breast-feeding has stopped. They get better grades, too, especially un reading and writing.” This and other studies prove just how much long term effect does breast-feeding have on babies and their development in both language and other fields.

Medina (2010, p. 122) also emphasizes the positive effect of face-to-face interaction and body language when communicating with a baby, he says; “So is the amount of positive feedback. You can reinforce language skills through interaction: looking at your infant; imitating his vocalizations, laughter, and facial expressions; rewarding her language attempts with heightened attention.” Medina reveals that children whose parents talked positively, richly, and regularly to them, when tested, knew twice as many words as kids whose parents talked to them the least. Face-to-face interaction is extremely important and should be included as a part of daily routine even since the baby is born, even before he or she learns how to speak a certain language(s).

4. Strategies for choosing home languages. Parents raising trilingual children should consider what languages they want to pass on to their children and why, as well as what the best strategy for doing so is. They should discuss their language backgrounds and decide who is competent to pass on which language and how much language exposure they are able to provide for each of the target languages. (To see more details on Language strategies, see chapter 2.4.).

Outside linguistic environment. When raising a trilingual child the linguistic environment surrounding him or her is extremely influential. The amount and frequency of

languages that the child is exposed to regularly on day to day bases makes a huge impact of how balanced or imbalanced his or her trilingualism becomes. When creating a child rearing plan parents need to take in consideration not only the language(s) spoken at home but the community language, language spoken in the day care centre or kindergarten the child is attending, baby sitters etc. equally as much. Even without directly teaching a language to a child, being exposed to it at any time in the day regularly contributes to his or her incidental language learning.

“The term incidental learning is used, in applied linguistics, to refer to the acquisition of a word or expression without the conscious intention to commit the element to memory, such as “picking up” an unknown word from listening to someone or from reading a text” (Hulstijn, 2012). Childs primary task is understanding a language, rather than acquiring it, making language learning incidental (Chomsky, 1975; Krashen, 1985; Saffran, Newport, Aslin, Tunick & Barrueco, 1997). Infants and young children do not learn a language in a complicated and explicit way, as grown-ups do, especially in their first years of life when language is seen as one communication system, rather than separate languages.

Tokuhama-Espinosa (2001) has a similar idea on incidental or passive learning. She notes that seemingly insignificant background noise such as the chatter of neighbours in

Spanish, foreign kids playing outside or TV actually help developing a type of “passive bilingualism” or trilingualism (depending on how many different languages the child is exposed to). What is even more fascinating is that this passive learning can later be developed into real language proficiency with some academic practice; meaning, even if a child is not learning a language directly, but is exposed to it regularly, in the future he or she will be able to draw on this experience and learn the language more easily. “The passive language learning creates the necessary base for active learning later in life” (Nikitina, 2014). Tokuhama-Espinosa (2001, p. 23) explains: “the child may not appear to be absorbing any part of the language, she is, in fact, reinforcing and rehearsing neuroconnections related to a new language.” To take advantage of this beneficial brain ability parents should include movies, trips to supermarket, library (or even consider hiring a baby-sitter who speaks one of the target languages) into their daily routine to maximize language exposure.

5. Languages and the extended family. More often than not the idea to raise bilingual or trilingual children comes from the wish for grandparents to be able to

communicate with the grandchildren. If a family with children moves abroad chances are the grandparents who are left behind do not speak the community language of their family abroad. In cases like this grandchildren may grow up speaking another language and loose the ties they had with their grandparents. To preserve the native language and culture many parents decide to raise their children bilingual or trilingually. In families like these it is necessary to address the issue of raising a child with several languages.

Firstly, parents and grandparents (and other extended family members who are an influential part of their lives) need to discuss the plan and decide who will speak what language(s) with the child. Having this discussion early can save both sides from frustrating difficulties in the future, especially in cases where grandparents are also bilingual or trilingual and their language choices can contribute greatly to the balance of their grandchild's trilingualism.

2.4. Language strategies

Among the language strategies for acquiring more than one language in a family setting the most popular are:

- One-person one-language method (One-parent one-language method)
- Minority language at home
- Time and place
- Free alternation

One-person one-language method. The original term came from a French linguist, Maurice Grammont, who published a book in 1902 titled *Observations sur le langage des enfants* (Observations of Children's Language), in which he introduced the idea of *une personne; une langue*. "Literally translated from the French as one person; one language, Grammont theorised that by strictly separating the two languages from the beginning the child would subsequently learn both languages easily without too much confusion or mixing languages" Barron- Hauwaert (2004, p.1).

"The most popular bilingual parent strategy is one-person one-language," or one-parent one-language (OPOL) "in which each parent speaks a single language to their child. This is an efficient strategy primarily because it is the easiest to be consistent with, but it does not necessarily yield superior results." As effective as this strategy is, says Tokuhama-Espinosa (2007), one-person one-language can only be used for families in which each parent

speaks their own, distinctive language. For trilingual parents this strategy works only if a third language input is present whether that be another member of extended family, community, school, babysitter, etc.

This strategy asks for a lot of consistency from both the parents and the children in their use of language. According to the “modelling hypothesis” (Comeau, Genesee and Lapaquette, 2003 cited in Chevalier, 2011) “children’s mixing rates are related to rates of mixing in the input” therefore making it crucial for the parents to stay consistent and avoid language mixing at all costs.

Parents should be aware that having more than one child can affect the intensity of one-person one-language strategy, says Barron-Hauwaert (2004). She explains that age difference among the children can lead to a situation when the older child already knows the language abilities of the parents therefore the parents cannot pretend not to understand the child when being addressed in the wrong language, which might have worked with the first born.

*Steiner and Hayes in their book *7 Steps to Raising a Bilingual Child* also goes over all the most common obstacles of OPOL strategy and offers realistic and helpful advice and tips for struggling parents.

Minority language at home. Families that use minority language at home (mL@H) strategy use only the minority language in communication with each other. The language that the family chooses to use does not have to be neither the native language of one or both parents nor the community language; language choice is completely up to the parents, their goals and what they feel comfortable with. “The children become sequential bilinguals, as they learn the minority language first and the community language later from other sources, normally when starting nursery or school. (In an OPOL family, the children are normally simultaneous bilinguals, which means that they learn both/all their languages in parallel)” (Rosenback, 2016).

Grosjean (2009) believes that this is the best strategy because it has a clear advantage over other strategies as the weaker language (the minority/home language) will receive much more input contrasting it to OPOL where only one parent uses the language.

Time and place. Also known as language time, this strategy implies that specific languages are used in specific times or places. Families can be very creative with this strategy

and use it according to their child's interests and hobbies. Per say, if the child enjoys Pokémon, parents can use this interest and direct it to language learning by purchasing Pokémon cards in the target language or buying a DVD of the animation in that language and have 'Animation afternoons' in the target language. Or parents can assign specific languages for specific activities during the day: e.g. use a specific language for everyday bedtime routine. Parents can also go to the library or a book store and pick a story book for this routine, making it even more engaging and fun for the child. In other words; "rather than insisting that Johnny reads in Spanish (or Thai or Arabic or Swahili), why not encourage him to learn more about soccer (or dinosaurs or trains or animals) in that target language?" encourages, Tokuhama-Espinosa, (2007, p. 46). By doing this, she says, parents use the natural interest of the child and the language is merely a vehicle toward learning. Syllabi should be "based on systemic versus schematic knowledge in language learning" and founded on a "two-dimensional concept of language proficiency, involving basic interpersonal/communicative skills and cognitive/academic language proficiency" (Tokuhama-Espinosa, 2007, p. 46).

Steiner & Hayes (2008, p.61) offer some other examples of applying this strategy:

3 Examples of Language Boundaries:

Boundaries depending on *time of day*

- Mealtimes
- On weekends

Boundaries depending on *location*

- One language within the home; another language outside of the home
- The whole family speaks another language at the grandparents' home

Boundaries depending on an *activity*

- When doing homework, for instance speaking French during French homework
- When playing soccer on a predominantly Spanish-speaking team
- When the tutor comes once a week
- When watching TV or using the Internet. For example, you can tell your child he must watch the broadcast of the baseball game in Spanish or switch the search engine to another language when looking up something online.

Figure 2.4. Language Boundries. By Steiner & Hayes (2008, p.61).

Bonfiglio (2017) offers this strategy for:

- Bilingual parents who would like to pass on more than one language to their child
- Parents who don't understand their partner's languages
- Monolingual parents who want to raise bilingual children.
- Parents who would like to introduce a language to their children later on, not from birth (as this strategy helps children to adapt to the languages as it is easy to distinguish where or when they speak each language)
- Parents who are not fluent in a language and/or are not confident in speaking the language full time.

In addition, this strategy can work for parents with different language backgrounds and involvement abilities in language education of their child; in other words, "one parent can choose to split their time between two languages while the other sticks to just one. The key here is to be very specific about the time distinctions and ensuring that these distinctions are clear for all family members" (Bilingualavenue, 2017) making this strategy great for couples where both parents cannot be as devoted to the bilingual or trilingual language acquisition for their child. This strategy might seem the most fun for the children as it is completely relaxing and resembles playing a game.

Free alternation. This strategy is for family members who feel comfortable using two or more languages interchangeably and let factors like the topic of conversation or situation determine which language to use in which situation. (Bilingualavenue, 2017) This strategy allows parents to explain aspects of their culture without losing them in translation, trying to find the right words to explain something in the home languages, which limit parents who use the other strategies. This strategy is more forgiving and less strict.

"There are a myriad of combinations possible but it should be remembered that they all fall into three simple categories or strategies: Person, Place or Time" (Tokuhama-Espinosa, 2007, p.37). Tokuhama-Espinosa offers the following table showing and briefly explaining all variations of the three categories:

Table 2.3. **Person, Place and Time.** By Tokuhama-Espinosa (2007, p. 38)

Person, Place or Time	Parent 1	Parent 2	Community	Plan
Person	Language A (some B)	Language B (some A)	Language A or B	The parents each speak their native language to their child.
	Language A	Language B	Language C	The parents each speak their native language to their child, who learns a third language from the environment.
Place	Language A Language B Language A	Language A Language A	Language A Language B	Parent 1 always addresses the child in his or her non-native, second language. Both parents speak Language A to the child, who is only fully exposed to Language B when in school.
	Language A	Language B	Language C Language D	The parents speak their native language to the child who studies in a third language. The environment is a fourth language.
	Language A	Language A	Language A	Parents speak their native language to the child. The child associates the second language with certain places, such as special classes or visits with relatives.
Time	Language A Language B	Language A Language B	Language A	The parents speak their native language to their child except during specific times (such as meals or weekends), when they speak their second language to the child.
	Language A	Language B	Language A	Language B, which normally receives the least amount of exposure, is always used during story time.
	Language A	Language A	Language B	Language B is only used during special classes (religion, sport, after-school activity, etc.).

Source: Based on Tokuhama-Espinosa, 2000.

Overview of language strategies. The following table presents an overview of the most common language strategies presenting their advantages and disadvantages:

Table 2.4. **Overview of Language Strategies.**

	OPOL	ML@H	Time & Place	Free alternation
Advantages	<ul style="list-style-type: none"> ● Simple ● Natural ● Consistent ● Allows simultaneous bilingualism/trilingualism ● Generates more language input than any other method 	<ul style="list-style-type: none"> ● Simple ● Weaker language receives more input than the major- community language(s) 	<ul style="list-style-type: none"> ● Easy to distinguish when and where to use which language ● Fun and stress-free for the children ● Flexible ● Available strategies for families that cannot follow the other strategies 	<ul style="list-style-type: none"> ● No strict rules ● Meanings are not lost in translation
Disadvantages	<ul style="list-style-type: none"> ◆ Unrealistic understanding of languages. (Referring to 	<ul style="list-style-type: none"> ● The child's majority language abilities will be 	<ul style="list-style-type: none"> ● Unbalanced language input (both among the target languages 	<ul style="list-style-type: none"> ● Confusing ● Language mixing

	languages as “mommy’s language” or “Daddy’s language.” Anger when hearing others using it. <ul style="list-style-type: none"> ● Talking behind people’s backs in their home languages assuming others cannot understand. ● Refusing to speak a language to a non-native speaker (protective of the purity of the language). 	considerably weaker than his/her peers until around the age of 5 (Rosenback, 2017). <ul style="list-style-type: none"> ● Works only if both parents know the minority language ● Other parent might not want to speak the language or be competent enough to teach it as it might not be his/her native language 	themselves and vocabulary in each language as not all areas are covered) <ul style="list-style-type: none"> ● Limited language input in terms of time 	without being able to distinguish languages
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The author also reminds that “no one strategy has been proven superior to any other.” Just because OPOL strategy is the easiest to monitor and document (hence all the research on it), does not mean that it is better than the other strategies. (Tokuhama-Espinosa, 2007, p.37) Each family is different and unique and asks for unique ways to apply strategies. Even if two families apply the same strategy, it does not equal same results. Parents have to consider the tools available to them and make the best of their choices in order to reach their goals. “Any strategy I which there is consistency has a far greater chance of success than a random approach to language” (Tokuhama-Espinosa, 2007, p.38). As long as parents are consistent and have realistic expectations towards their children the strategy will most likely succeed.

3. CASE STUDY: CHILD-REARING PLAN FOR RAISING A TRILINGUAL CHILD

The purpose of this research is to uncover the obstacles in raising trilingual children and find real life solutions based on the experiences of parents of trilingual children from different countries and cultural backgrounds. This chapter includes research methodology, questionnaire and narrative interview with analysis as well as the final child rearing plan based on the results obtained by the research tools.

3.1. Research methodology

The research paradigm chosen for this study was interpretive paradigm. This paradigm was chosen because within it reality is mind dependent and a personal or social construct. Reality is, in this sense, limited to context, space, time and individuals or group in a given situation and cannot be generalized into one common reality. There are individual realities as well as group-shared realities. Every parent knows that bringing up children is always different and each case is unique, making their experiences unique as well. This research paradigm allowed the Author of this study to focus on individual realities of different parents of trilingual children all around the world and apply their experience in helping other present and future parents successfully raise trilingual children.

In the empirical part the case study was chosen as a research method for the current study. The method used for this study is the problem-oriented method. This method is used to identify the major problems that exist and suggest solutions to these problems by showing a link between theory and practical situations, identifying the main problems that parents of bilingual and trilingual children deal with and gather solutions to be included in the child rearing plan. This was achieved by such research tools as a questionnaire and a narrative interview.

To explore trilingual language acquisition in children from birth and the reasons for successful or unsuccessful family strategies the following research questions were set:

4. What the influencing factors of successful trilingualism are;
5. What strategies for raising a trilingual child work best;

6. What the most common obstacles in raising trilingual children are and how to overcome them.

The credibility of this study was achieved through the principles of Triangulation. *Triangulation* is a powerful technique that facilitates validation of data through cross verification from two or more sources (Kulkarni, 2014), in the case of this study the sources being literature analysis, questionnaires and narrative interviews. The data was theory based coded applying the coding system developed in the Dutch study (Doornbos, Simons, Denessen 2008) and analysed applying AQUAD 7 software (Huber, Gürtler 2003)

3.2. Trilingual Language Exposure Questionnaire (LEQ) and analysis

In the beginning stage of this case study a questionnaire was chosen as a research tool in order to gather data on parents of trilingual children. After careful consideration Cattani, Abbot-Smith, Farag, Krott, Arreckx, Dennis & Floccia (2014) questionnaire *Trilingual Language Exposure Questionnaire (LEQ)* was chosen because of its direct and precise nature. This questionnaire evaluates the amount of exposure to English and other two languages a child has within their family's language policy. The results of this questionnaire allowed the Author of this study select parents from families where trilingual language acquisition is both consistent and successful and invite them to participate in the second stage of the study- narrative interviews.

The purpose of the questionnaire was to gather data from families with different backgrounds both cultural and language wise. With the help of this questionnaire the Author of this Paper wanted to see how balanced trilingualism is in families with trilingual children and how the parents have fostered and maintained this balance. The Author was also curious to observe how much exposure to each language the children have and how that has contributed to their ability to speak all three languages well.

In order to distribute the questionnaire and gather the results the original questionnaire was redesigned through online survey development cloud-based software called SurveyMonkey. This software allowed the researcher to access and analyse the submitted entries both as a whole and individual cases. The questionnaire was then published on personal Facebook timeline of the Author as well as posted on four different Facebook groups that dealt with trilingualism and trilingual children. The questionnaire was also posted under five YouTube videos of parents talking about their trilingual children in hopes that these

parents as well as other parents who are raising trilingual children would come across those videos and be interested in filling in the questionnaire and participating in this research. After making the designed questionnaire public and distributing it to parents of trilingual children it was open for submissions for one week, after that all data was gathered, analysed, conclusions made and parents for narrative interviews selected.

The questionnaire consists of 74 questions (See ANNEX 2 and ANNEX 3 for a sample) divided in five sections according to the family types:

A. This child hears just 1 language, English: The exposure to English is 100% in this case (consequently exposure to other languages is 0%)

B. This child hears 3 languages, because both parents speak to them using another language (for example, they both speak French). In addition, the child is exposed regularly to a third language outside of the house (Norwegian nanny or grandparents for example).

C. This child hears 3 languages, because one of the parents speaks to them using another language (for example, Mum speaks French and Dad speaks English). In addition, the child is exposed regularly to a third language outside of the house (Norwegian nanny or grandparents).

D. This child hears 3 languages, because each parent speaks a different language to the child (for example, Mum speaks French and Dad Norwegian).

E. This child hears 3 languages because both parents speak two additional languages to the child (for example, both Mum and Dad speak French and Norwegian or Mum speaks French and Norwegian and Dad speaks Norwegian only).

It can also be that only one parent speaks the two languages (or example, Mum speaks French and Norwegian, and Dad only speaks English)

Each participant could choose their family type and by doing so was directed to the questions that affect their particular case. The questionnaire answers were then entered in the original questionnaire site to calculate the percentage of exposure to each of the languages within a family. This revealed the families with the most consistency and successfully balanced trilingualism.

As can be seen in Figure 3.1. the data showed that majority of families participating in the questionnaire were from type B and type E families. From the 25 respondents that participated in the survey there were ten families that categorized themselves as type B and

nine families as type E. Type D families came in third place with three families, type A with two and, lastly, type C with only one family.

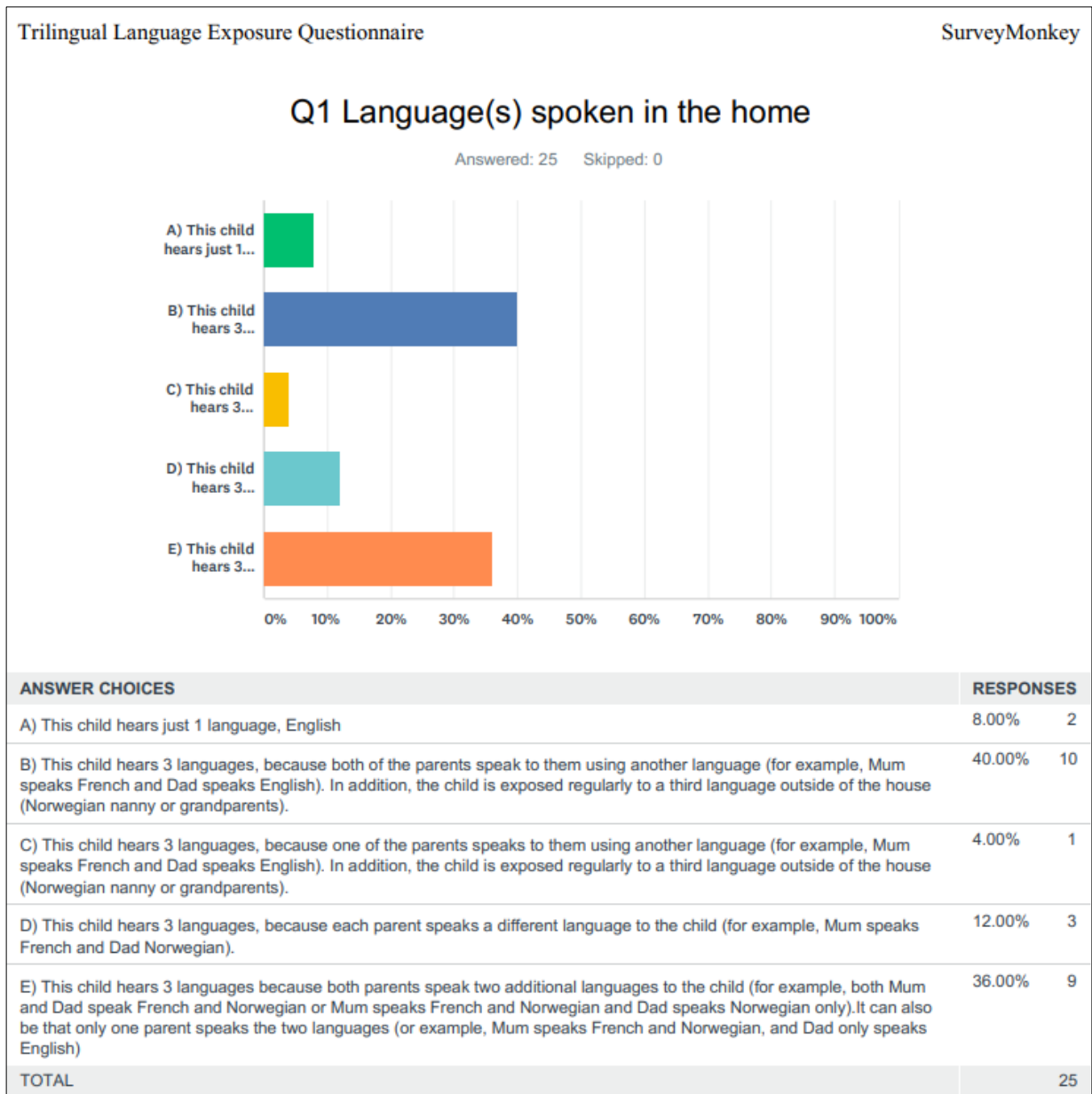


Figure 3.1. Questionnaire: Question 1.

After choosing the family type, the following 13 questions of the questionnaire had to be answered by every participant and served to provide general information about the family and the child. The questions covered such aspects of family background as education, occupation, siblings and age. Additional three questions inquired whether the child has any identified developmental delay, hearing problems and/or was born more than six weeks premature.

After receiving all data it was entered in the origin platform of the questionnaire

(Cattani, Abbot-Smith, Farag, Krott, Arreckx, Dennis & Floccia, 2014) and the language exposure calculated for each family individually according to their responses. Eleven out of twenty-five families that filled in the questionnaire had children whose exposure to English and two other languages consisted of at least ten per cent of their daily lives. The other fourteen families had either too low exposure to most of the three languages (e.g. Responded #1 child was exposed to Latvian (96,4%, English (1.8%) and Russian1.8%)) or had submitted incomplete or wrongly done questionnaires.

Nine of the families with children with the highest exposure rate to all three languages had noted their email and agreed to be contacted to either participate in the follow up narrative interviews and/or were interested in receiving the finished research. The following languages were common among the participants of this questionnaire: English, Latvian, Russian, German, Italian, Polish, Korean, Filipino, Japanese and others. Parents of all nine families were invited to participate in the narrative interview, which is the next stage of this case study. The exposure of all languages within these nine families can be seen in the following table:

Table 3.1. Research Sample Families.

Families	Language & exposure		
Respondent #4	English: 29.9%	Latvian: 43.3%	German: 26.8%
Respondent #7	English: 10%	Latvian: 20%	Italian: 70%
Respondent #9	English: 40.8%	Latvian: 15.3%	Russian: 43.9%
Respondent #12	English: 53.1%	Korean: 37.4%	Filipino: 9.5%
Respondent #14	English 45%	Slovenian 45%	Latvian 10%
Respondent #16	Latvian 75%	Sign Language 15%	English 10%
Respondent#17	German 65%	English 20%	Spanish 15%
Respondent #18	English 50%	German 30%	Indonesian 20%
Respondent #19	English 75%	Korean 10%	Polish 15%

A meaningful factor to finding trilingualism important and choosing to pass it on to one's children might be the fact that ten out of twenty-three mothers revealed to be teachers, one was a translator and three refused to give information on occupation. The profession of other mothers were in different fields, without a direct link to linguistics. Only one of the fathers, however, was an educator. The rest worked in fields unrelated to education and linguistics. It could also be meaningful to some to note that most of the children among the families that participated in the questionnaire were girls; 72.7% were girls and only 27.2% boys (see Figure 3.2. below). Three respondents chose to skip this question and did not reveal the gender of their child.

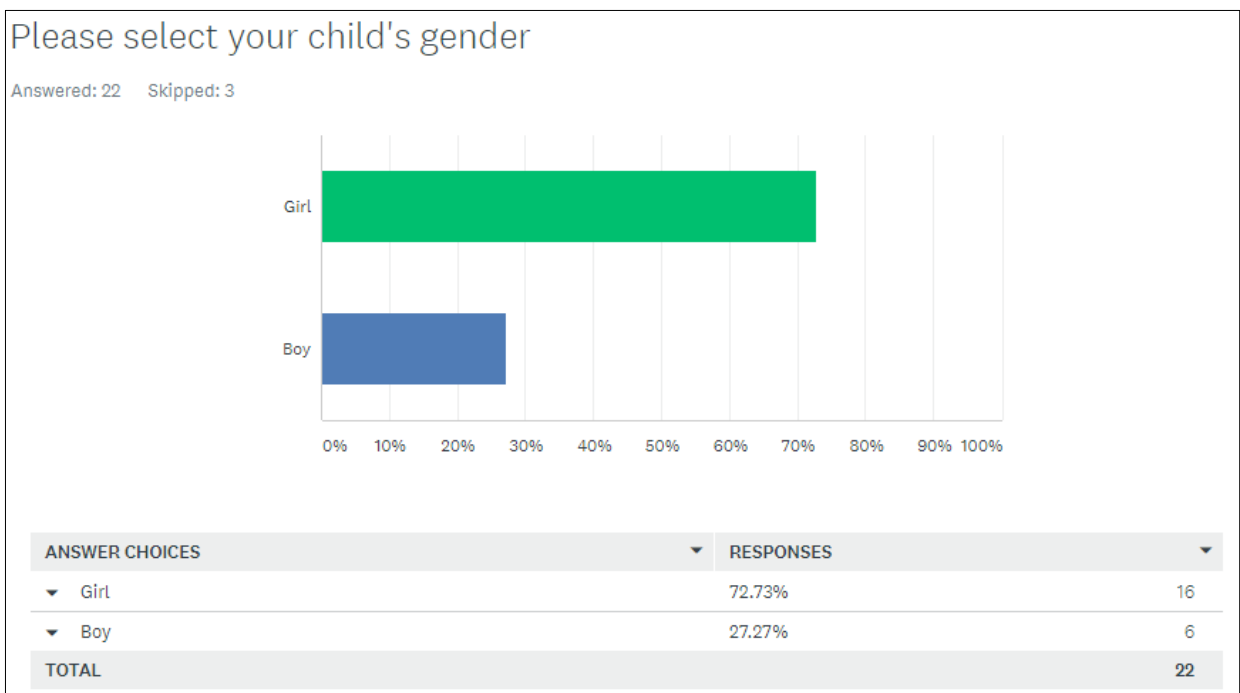


Figure 3.2. **Research Sample: Gender.**

After closing the questionnaire and analysing the submissions it was concluded that the questionnaire has some imperfections that resulted in incomplete or incorrect answers. First of all, the questionnaire has many open ended questions, which lead to participants losing interest and submitting incomplete entries. Secondly, the questionnaire involved calculations; parents had to calculate time and in many cases it was done incorrectly resulting in collection of unusable data. Apart from that, if the data was entered correctly, the questionnaire served its purpose well and provided the researched with the needed data.

3.3. Narrative interview and interview analysis

The second stage of the case study was creating a narrative interview and distributing it to the parents selected via questionnaires. The narrative interview consisted of three questions (see ANNEX 4). The first question was “1. Please describe your family's situation in terms of language acquisition. You are welcome to give as many details as find necessary.” The parents were then encouraged to give any data they wanted to share, including the following: languages spoken in family and the community (who speaks what language to whom. In case of having more than one child, what language(s) they speak between themselves), family's language strategy (One-parent-one language, Minority Language at home, Time & Place, Free Alteration), sequence of language acquisition (in what order the child learned to speak the languages (also read/write). This question was used to collect general data on each family, understand their background and gain insight in possible reasons for their success in raising a trilingual child.

The second question asked the parents to give examples of how their child(ren) learn the target languages. The parents were encouraged to include the following: what the family does to foster their child(ren)'s education, what classes/private lessons they take, if they have a babysitter, family members or friends who speak one (or more) of the target languages regularly to the child, etc. The purpose of this question was to reveal how learning happens within a trilingual family and how much effort is put into the language acquisition from the parent's, family's and extend family's side.

The last question focused on obstacles that the parents have stumbled upon throughout their language journey. The parents were asked to share any negative or difficult experience they have had while raising their child with three languages. To answer the questions the parents were encouraged to look back on any obstacles arisen because of living in monolingual society that has prejudices on plurilinguists, obstacles with language mixing and confusion, problems with family member, etc. The parents were then asked to provide their experience in dealing with these obstacles. This question was included in the interview to see what the most common obstacles in raising a trilingual child are and how different parents have tackled and solved the issues.

Before analysing the interviews of other parents, the Author of this study wanted to briefly introduce her own family, the language background of each parent and the language

strategy they follow while raising their child.

3.3.1. Raising a trilingual child in a monolingual society: The Author's family policy, experience and struggles

Language backgrounds of both parents. The mother (the Author of this paper) comes from Latvia and was raised by two bilingual parents. The home language was Latvian but due to parent's usage of Russian among friends and family, a passive bilingualism was developed since childhood. Later on English and German were acquired at school and Korean learnt as a hobby and due to exchange studies abroad. The father is monolingual; born and raised monolingual by monolingual parents.

Strengths and weaknesses. From the Author's experience, having a lot of academic experience in a language does not equal being a good teacher in teaching it; personality and cultural background plays a major role in passing on your knowledge to someone else.

The author is more of an introvert; does not talk too much nor enjoys being around people for too long periods of time. When it comes to her profession as a teacher, she has noticed that she is more successful at teaching older learners (from age 7 and up) as then she can focus more on grammar and strict teaching than learning through songs, fun and games, which she finds is not her strong points. Her husband, in the contrary, is an extrovert, is always among people and is the soul of every conversation. He is the reason the mother learnt to speak Korean so quickly, as his personality and the ability to explain everything through expressions and body language is on a remarkable level. These abilities alone, to the author's mind, balance out the lack of any academic training in teaching and make both parents equally as competent in teaching languages, each in their own way.

Target languages. Korean, Latvian and English: All three languages are very different in their phonics, writing and grammar. In terms on speaking and translating, the author finds that Latvian and English is quite similar, but Korean is completely different from the two. The core of the differences is Korean culture and mentality that manifests itself through the language. YouTuber named Jeremy Brinkerhoff [Screen name MotivateKorean] explains the foundational difference between the two languages in one of his videos called *THE Most Pivotal Difference between Korean and English - Language/ Culture/ Relationship* (2017). He offers the following depiction of the relationship between two people and the topic

they are discussing (E meaning English and K meaning Korean):

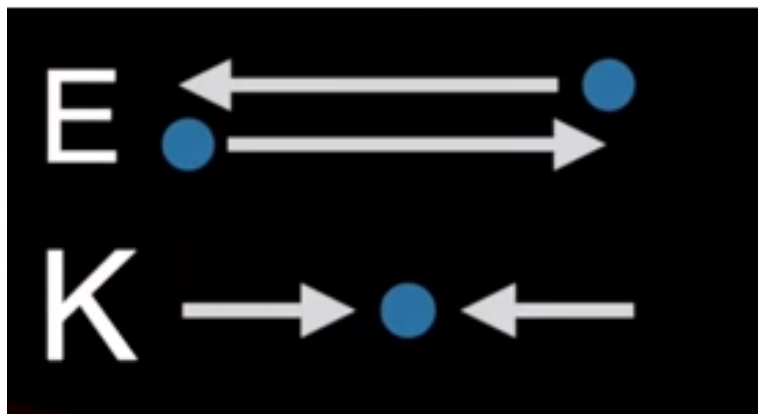


Figure 3.3. Relationship Between People and Topic in conversation by MotivateKorean (2017).

In this depiction we can see that conversation in English happens when two people are exchanging their points or ideas about a topic. Even though they are talking about the same topic, what they think about it and their points are what is important. In Korean, on the other hand, the topic or the point made is the centre of the discussion. Because Korean mostly do not use pronouns ‘I’ and ‘You’ are not important when discussing an idea; the idea itself is the centre. Because of this often the identity of the person talking seems missing from the conversation verses in English it is the most important aspect of conversation.

This peculiarity comes from the core of Korean culture influenced greatly by Confucianism where the whole, the society, is more important than individual people. KoreaHerald (2012) even refers to Korea as the most the nation is sometimes referred to as the most Confucian society on earth. Even in simple conversations nowadays it can still be observed in the way Korean people talk and the way they form relationships and friendships. MotivateKorean also gives example to this saying that English speakers always try to meet in the middle, compromise and respect each other, yet they never become one, the ‘I’ still holds a great meaning and necessity, however in Korean culture two become one. Koreans tend to cede in front of another because the common good is more important than individual differences or preferences. This way of thinking is what makes the languages so different and difficult to translate, which can be very challenging yet greatly beneficial to a person once mastered.

Cultural identity. By learning such contrary languages as an adult one’s cultural identity shifts or transitions a great deal, notes the Author of this paper. Learning them all

from birth, on the other hand, would shape one's personality into an open-minded individual, more understanding and tolerant than any English or Korean monolingual alone. The author hopes that her daughter learn to follow the good from each culture and find a balance between the two worlds through their language and cultural development.

Language Strategy. The Author's family follow the One parent One language strategy; she speaks Latvian to the child and her husband speaks Korean. As, for the time being, they live in The Republic of Korea, the community speaks the Korean language as well. To introduce the third language the author decided to use the time and place strategy and provide English input by allowing the child to listen to music and conversations between her and her English speaking friends as well as, once the child is big enough, by bringing her to work at a private English academy where everyone speaks English.

Struggles. Because of living in a monolingual society (even though English education is made a priority during recent years in The Republic of Korea, most emphasis is but on standardized testing and little on communication skills, creating a population of people who can read and write English perfectly yet cannot hold a simple conversation) both parents have heard contradictory opinions from their family and friends. While many young people consider raising a trilingual child an amazing gift for the child's future, most of the elderly generation seems to be against it. Many relatives have negative prejudices on raising a trilingual child since birth, e.g. 'the child's language development will be slow'; 'she will not learn any of the language well'; 'she will be confused' and other opinions come up often in the family. It seems that monolingual people neither have the education nor the open-mindedness needed to grasp the concept of a young child who speaking not one, not even two but three languages from early childhood. Even though it is understandable as these people do not have the experience to show them otherwise, being ignorant does not allow one to slow down the development of others.

Interview analysis. Nine families within which the children had the highest exposure to all three languages were contacted to carry out a narrative interview. Seven of these families agreed to participate and share their experiences. The interviews were carried out and all data analysed applying AQUAD 7 software. Four profile codes were chosen for the analysis through AQUAD 7 software, they were:

1. Age (of the child),
2. Language strategy (of the family, e.g. OPOL, ML@H, Free

Alternation, etc.),

3. Order of language acquisition (sequential or since birth),
4. Siblings (whether a child has siblings, and if so, how many).

The five conceptual codes assigned were as follows:

1. Language Acquisition (how the child learns the target languages, how the language development is fostered by the parents),
2. Languages Spoken (what and how many languages a child speaks),
3. Priority Language (whether the parents have a priority language among the target languages taught to the child);
4. Obstacles (of raising a trilingual child),
5. Solutions (if and what solutions has the family found to deal with the obstacles).

After coding the interviews and creating a code catalogue (see ANNEX 5) the following information about the families was retrieved:

- The children of the research sample were between the ages of 1 and 9 (6 children were between the ages of one and three, and three children between the ages of 4 and 9),
- There were three dominating language strategies observed among the seven families; three families used the One-parent One-language strategy (OPOL), three used the free alternation strategy and one family used the minority language at home (ML@H) strategy.
- Five of the children from the research sample did not have any siblings, one child had one sibling, and another child had two siblings, they were all trilingual.

The first question of the narrative interview (“1. Please describe your family's situation in terms of language acquisition. You are welcome to give as many details as find necessary”) revealed the linguistic background of each family and their chosen language strategy.

In terms of linguistic background the families were very diverse. In 8 out of 9 families the household spoke three languages, and in one five languages were spoken; each parent knew two additional languages to the community language, however none of the children

could speak more than three languages. The most common reasons for knowing several languages within a family was moving abroad and/or marrying a foreigner. In many cases exposure to one or two of the additional languages to the home language came from media. Many parents admitted that their children learnt English and/or Russian from videos on YouTube, e.g. nursery rhymes and not directly from the parents.

In answers to the second question (2. Please, give examples of how your child(ren) learn these languages) the parents shared how their children learn languages and how they foster their language development. In the following table the data on language acquisition in the families is presented. Because of the three dominating language strategies observed among the seven families all data on the following interview questions was organized by the language strategy of the family.

Table 3.2. **Language Acquisition.**

	A	B	C
LanguageAcquisition Books	0	1	1
LanguageAcquisition Cartoons	1	1	1
LanguageAcquisition Community	2	0	2
LanguageAcquisition Day care	1	0	0
LanguageAcquisition Direct communication	3	1	3
LanguageAcquisition Ensuring different language environments	2	0	0
LanguageAcquisition Friends	0	0	1
LanguageAcquisition Grade school	1	0	0
LanguageAcquisition Home school	1	0	0
LanguageAcquisition International school	0	0	1
LanguageAcquisition Listening	0	0	1
LanguageAcquisition Nursery	0	1	0
LanguageAcquisition Nursery rhymes	1	1	0
LanguageAcquisition Private school	1	0	0
LanguageAcquisition Providing real experiences	0	0	1
LanguageAcquisition Public school	1	0	0
LanguageAcquisition Shows	0	1	0
LanguageAcquisition Trial and error	1	0	0
LanguageAcquisition Video chat	1	0	0
A: /LanguageStrategy Free Alternation			
B: /LanguageStrategy ML@H			
C: /LanguageStrategy OPOL			

As can be seen in Table3.2., the majority of parents teach the target languages through direct communication. Families practicing Free alternation and One-parent One-language language strategies were the most common to foster their children’s language development this way. Many of the interviewed parents expressed their strong belief that communication is

the key and they felt responsible for giving a good example for their children. Some parents wanted to gift their children with the opportunity to learn a language in the most natural way simply by speaking. A Polish mother said: *“I speak German to my daughter, my boyfriend speaks Spanish to her and we speak English between each other, so she is learning two languages actively and one language passively. She learns German from me, from the community; from people around us, from cartoons, books that we read, etc. She learns Spanish only by talking with her father and English by listening to us. I believe that this is the best way as I speak German and I do not remember ever learning German hard, it just happened naturally by speaking, so I want my daughter to also learn the languages naturally without having to study hard.”*

Other parents agreed that they too do not wish to burden their children with difficult classes or private teachers but instead offer a diverse linguistic environment and foster their children’s language development naturally. Another Polish mother explained her reasons for using the free alternation language strategy saying: *“We ensure different environments for our daughter, meaning, we want her to understand in what situations she needs to use what language. For example, I speak English to her in our daily lives but when we go outside I will switch to Polish when we are talking with Polish people and we will switch to English when talking together with my husband. We do not want to push our daughter to study; we want it to happen naturally”*. The mother also gave examples of how her 2.5 year-old daughter already distinguishes between the languages and is able to use them correctly by observing the situation around her, e.g. using English when parents’ English speaking friends visit, answering her Korean father in Korean and switching to Polish when going outside with her mother.

Another four of the seven interviewed families revealed that the community is the main bridge for their children’s language acquisition. All of these families were living abroad hence gained another language from the change of environment. Other common ways of fostering language acquisition among the children of the interviewed families were learning from relatives, friends, books, videos, movies, nursery rhymes and others.

Two main reasons for choosing a language to speak to the child in were observed:

1. Parent(s) wanted to preserve and pass on their national identities and culture
2. Parent(s) wanted the child to be exposed to a minority language

within a society knowing that they would be the only input of this language to their child(ren).

A Polish born mother explains her standing in the matter saying: *“I speak English because I think that she can learn enough Polish from the society and I want her to speak English well. If we lived in another country I would definitely speak Polish to her, but as we are already living here I don’t think it is necessary”*. Even though her nationality and mother tongue is Polish, she deliberately chose to speak English to her daughter since birth to ensure her daughters proficiency in the language. On the contrary, her husband (born and raised in Korea) finds it immensely important to use his mother tongue with his daughter, she reveals: *“The reason my husband speaks Korean is for the sake of our daughter’s cultural identity, he wants her to feel Korean”*. Many parents shared a similar feeling and expressed a strong desire for their child(ren) to understand their native culture and feel a part of it even when living abroad.

Other tools for fostering the child’s language acquisition in the target languages used by the parents were books, cartoons, shows, nursery rhymes, video chat with members of the extended family and making foreign friends. Some parents involved their children in educational institutions such as nursery school, grade school, international school, public school, and one child was home-schooled. Some parents admitted that they help developing their child’s language abilities through trial and error; trying out different methods and activities and seeing what works for their particular child and what does not.

The third and most important question of the narrative interview was as follows: *“Please, share any obstacles you have had while trying to raise your child with three (or more) languages. How did you deal with these obstacles? (You can include: Obstacles because of living in monolingual society that has prejudices on plurilinguals, obstacles with language mixing and confusion, problems with family member, etc.)”* This question was used to find real experiences of parents who have tried and succeeded or failed to raise trilingual children. Unfortunately no parents of unsuccessful cases agreed to participate in the research, however, parents who chose to participate shared their worries and struggles as they tried to raise their children trilingually. The following table presents the most common obstacles among families of trilingual children:

Table 3.3. Obstacles.

	A	B	C
Obstacles a non native speaker shouldn't teach a language	1	0	0
Obstacles Answering in the wrong language	0	0	1
Obstacles Answering in the wrong language accidentally	0	0	1
Obstacles Cannot understand when child uses other language	0	0	1
Obstacles causins refuse to learn sign language	1	0	0
Obstacles Child doesn't want to learn another language	0	0	1
Obstacles Confused	1	0	1
Obstacles Extended family doesn't agree with L.Strategy	1	0	1
Obstacles Family feels seperated by languages	0	0	1
Obstacles Father doesn't have much time to speak to child	1	0	0
Obstacles Judgement for not using my native language	2	0	0
Obstacles Language mixing	0	1	1
Obstacles Making mistakes in chosen languages strategy	0	0	1
Obstacles Negative comments from other people	4	1	2
Obstacles Negative comments from peers	1	0	0
Obstacles No 'right' or 'wrong' way to teach	1	0	1
Obstacles Other family members don't understand the language	0	1	0
Obstacles other parent cannot practice other languages	0	0	1
Obstacles Other parent feels weird using the other language	1	0	0
Obstacles Reaction from peers	0	0	1
Obstacles Refused to speak	2	0	2
Obstacles Regret of neglecting one of the languages	1	0	0
Obstacles Stares from strangers	0	1	0
Obstacles Using the other language to talk behing one's back	0	0	1
A: /LanguageStrategy Free Alternation			
B: /LanguageStrategy ML@H			
C: /LanguageStrategy OPOL			

As can be seen in Table 3.3. the most common obstacle was dealing with negative comments from other people whether they be strangers or members of the extended family. All seven families came across people who expressed negative opinions on the parents raising children trilingually either because of not agreeing with the language strategy of their choice or because of ignorance on language acquisition and the prejudices that comes with it.

A polish mother shares her experience: *“Another obstacle is constant comments from other people judging me for not speaking Polish to my daughter or saying that we should only use one language not to confuse her.”* as her nationality is Polish many people disagree with her choice to speak English to her daughter and seemingly neglect her roots. The mother on the other hand feels that she is making the right choice as this way her daughter can learn both languages; English from the mother and Polish from the community. She further adds: *“we*

cannot know that our way of teaching is perfect, but we try and we learn about it and just trying". Most parents expressed the same belief explaining that there is no one correct way to up bring a child especially when doing so with several languages at once, the only thing they felt that they can do is keep educating themselves and apply different methods and simply try their best.

Another mother shares her experience with the negative opinions of others that lead to her child refusing to speak Latvian, she said: *"At first he refused to reply in Latvian to me because we live in Italy and no one speaks Latvian here. That was the biggest obstacle for me. Also, some of the family members have implied that I shouldn't use Latvian with my son and speak Italian instead. Some people in the society also have shared weird looks or comments for me speaking Latvian outside."* Similarly as this case, other parents also noted that in addition to negative comments, strange looks and whispers from strangers in the public do just as much damage. A child is fragile and depending on his or her age can care a great deal about what other people and the society thinks of him or her. Realizing that others are expressing their negativity just because of the language he or she speaks can lead to refusal to learn or replay in this language or reject it all together.

Another point made by this particular mother is receiving comments from the extended family; it happens often that members of the extended family feel threatened that if a child speaks other languages in addition to their own they can feel excluded from the conversations or aspects of the child's life. In such cases these family members can express their disagreement or even try to push their opinion and influence the family's strategy of choice. It is crucial in moments like these to discuss these issues and hear out both parties involved to reach a compromise or mutual understanding. Strangers will always talk and pass by but the support of the family is important and should not be neglected even if not agreed with.

The second most common obstacle was the child's refusal to speak one or more than one of the target languages. Four out of seven interviewed families stumbled upon this problem in their journey of raising a trilingual child. As already just mentioned negative comments of other people can be one of the reasons behind a child's refusal to speak a language but it is not the only reason. Another reason mentioned by few of the families is the child's wish to choose and respond in the language he or she finds the easiest. It happens both in language mixing or refusing to use a language all together. The following two examples represent both cases.

In the first example a German mother explained her situation. She is raising her daughter with three languages; German (as the mother is German and the family lives in Germany at the moment), Spanish (as the father is Spanish) and English as it is the international language. The mother said that she sometimes catches her three year old daughter using the word that is the easiest to pronounce from all the three languages. Even though she knows the equivalent of the same word in the correct language, she still prefers pronouncing the easiest one. Another time when she does this is when she is very excited and simply says the first word that comes to mind. The following example was given by her mother: *“Also, when she is very very excited the words just fall out of her mouth without thinking and that’s when the most mixing happens. Once she saw a dog jumping in a puddle of water and shouted ‘Go! Hund! Aqua!’ which are three words each in a different language. But I don’t mind the mixing; it just shows how well she is learning words from all three languages”*.

In the second example the refusal to learn a language comes from having already too much homework and busy schedules between school and afterschool activities. A son of Latvian, Italian and English speaking parents refused to pick up another language when his parents suggested that he learns French. In this case the reason was his own unwillingness to spend his time and energy to master yet another language. To show his reasoning he even made a PowerPoint presentation to convince his parents not to pressure him into studying French (see Figure 3.4.and Figure 3.5.).



Figure 3.4. PPT Slide 1.

3. I already know another language

- That language is Latvian, as you already know. There are currently over 220 million French speakers worldwide, where as there are only 2 million who speak Latvian in the world. It is more advantageous for me that I know Latvian, as only 100,000 Latvian speakers live abroad. Statistically speaking we could be the only people in Croydon who speak Latvian, making my ability to speak Latvian valued in job interviews much more than French, which is taught in the school curriculum so many people will know it, making it worthless in job interviews. And if all that wasn't enough, you know that I struggle with speaking Latvian, so why add another language for me to learn.

Figure 3.5. PPT Slide 2.

Not only does her son show his ability to use facts and reason well, he also shows his own independence and wish to use his resources the way he sees fit. For his age (9) he has pointed out why it is unnecessary for him to learn another language very well, basing his opinion on many examples from his of personal experiences. His, even though rational and well-reasoned, but nevertheless refusal to learn a language can also be seen as another reason why learning languages since birth is easier as it comes naturally and children mostly do not think of it as a burden or extra work from their side.

Two out of the seven interviewed families also noted that they sometimes worry that their efforts to teach all three languages from birth or their strategy of choice might confuse the child or result in language mixing. Such confusion is also among the main arguments of bystanders who express their negative opinion on raising plurilingual children; many believe that a child should first learn one language and acquire any additional languages sequentially moving from one to the next once the previous has been mastered. If parents were to listen to such an argument it would take a very long time for a child to master three languages. Furthermore, as seen in the previous example, once a child reaches a certain age or understanding he or she might argue against learning any additional languages. The families who did mention language mixing from their personal experiences, however, did not precisely mention it as a negative thing. One of the mother of a three-year old child says: *“But I don't mind the mixing, it just shows how well she is learning words from all three languages.”*

Another two families said that their biggest struggle is the fact that there are no “rights or wrongs” in bringing up plurilingual children. There are no guidebooks with steps to take

that would work for every family and every single child in the same way. Because of this a family will have to experiment a lot and try out different methods to find out what works best for their particular child. The best parents can do in such situation is to educate themselves as much as possible on all the language strategies and teaching methods and after thoroughly discussing it with the other parent and extended family and make sure to follow their chosen strategy consistently. Hopefully this research helps parents who share the struggle and allows them to better understand language acquisition from birth and its benefits.

The rest of the obstacles were noted once among all the families interviewed. One of the families said that they have often come across people who believe that a non-native speaker should not teach this language to a child as he or she will learn it incorrectly and/or develop a weird accent and that second language speakers do more harm to children's language acquisition than good. There is also the judgment from others of not using their own native language to a child. Bower (2014) disagrees with this statement. She shares two reasons to prove her point: "first of all, there's a lot of research showing that being bilingual is good for the brain in general, in everything from multi-tasking to later onset of Alzheimer's." This is true as already noted in the literature studies in this research. There are definitely more benefits from plurilingualism than there are drawbacks.

Bower's (2014) second reason is that "research in sociolinguistics tells us that children learn language from their peers, even from a very young age: NC State linguist Walt Wolfram, for example, has shown that peers start being more important linguistic role models than parents at around the age of four. (Of course, this remains true throughout adolescence, as any parent trying to understand text-speak can tell you.)" This example shows the importance and impact the community can have on a child's language development. Community, especially a child's peers, play such an important role that language strategy within a family has to be well-considered, balanced and consistent for it to work and for a child to reach a similar level of proficiency in all languages.

Another family noted that because of everyday busy schedules they themselves sometimes make errors and mistakes in their chosen language strategies. One of the parents admitted: "One of the main obstacles we've noticed is that even though the children understand all three languages, they answer mostly in English. Because of this there are often situations when I would answer back in English without thinking too." Such situations are common among plurilingual parents and can make one debate between smooth

communication and being persistent with the chosen language strategy and achieving the initial linguistic goals of the family. It is of great importance in times like that to not give up, stick with the initial goals and stay consistent even if that means taking more time to get something done or reach an understanding.

Another obstacle that can be scary to many bilingual children's parents is not being able to understand what the child is saying. If parents are using the One-parent one-language strategy in many cases the parents might not know the native language of the other parent. Often parents like this speak a third language between the two of them. In families like this a parent might feel confused, scared or incompetent when a child needs something from them but is only able to verbalize it their need in the language of the other parent. Another problem that arises is the feeling of exclusion or the feeling that languages separate the family.

Linguisticsociety (2004) comments on this noting that "If one of the parents doesn't speak the other's language (in our example, suppose the American woman doesn't speak Turkish), the children will know that every time they say something in Turkish to their father they are excluding their mother from the conversation. This may make children reluctant to speak one of the parents' languages when both parents are present. In our experience, a bilingual home is more likely to succeed if both parents at least understand both languages—that way, nobody is ever excluded from a family conversation." Even though they state that a bilingual home is more likely to succeed if both parents understand both languages it does not mean that the learning outcomes necessary lead to failure in cases when parents do not know the other language(s). Consistency, practice and positive learning environment as well as how parents apply their chosen strategy and teaching activities is more important than whether everyone understand everyone's native language perfectly within a family. In addition it should be kept in mind that parents and children can translate what they have just said in the other language to deal with the feeling of exclusion.

When a child is still small it is common that one parent is taking a leave from work to take care of it while the other parent works. This can cause imbalance of the target languages as one parent spends significantly less time with the child. This obstacle was also mentioned by one of the parents. As noted several times within this research; consistency and balance are the two dominating elements of a successful language acquisition. If one of the parents spends less time with the child it is necessary to provide the language input from other sources to balance out how much and how often a child is able to actively use a language. Applying for

classes, hiring a baby-sitter or befriending another family or a friend who speaks the particular language could substitute the missing output from the working parent. Just because a family is using the One-parent one-language strategy does not mean that other sources cannot be used to enhance the learning experiences and enrich the linguistic environment.

One parent also expressed their concern that a child might use the languages he or she knows as a secret way to talk badly behind other people's backs, knowing well that they cannot understand them. From literature studies it was also evident that many families (e.g. Dr. Xiao-lei Wang, 2008) struggle with this as sometimes the children have the belief that the minority language that they know is their own language or the language of their family. To deal with this obstacle parents should present their children with real life examples to experience the language outside of the family. Traveling to other countries where this language is spoken is very beneficial and necessary for children to understand that it is a real language that many people speak and understand, and should not be used thinking that they are the only ones who can understand it. If traveling is not an option, visiting plays, watching movies, listening to music, visiting restaurants and other cultural experiences can be used instead.

Negative reaction from peers was also a worry expressed by one of the mothers. Her child was still a toddler but she was already thinking about her child's future and how attending day care might influence his language acquisition. Children care a great deal about the opinions of others especially in the age when they want to fit in. Quite often children can become discouraged to let others know that they speak different languages if doing so gains them more weird looks than positive attention. Dr. Xiao-lei Wang (2008) shares her son's experience writing about her observation of how her son's behaviour changed as he grew older. At first, he was quite eager to let everyone know that he knows many languages but as he grew older he often chose not to share this information with his peers. A peer had once said that he has something strange on his tongue, meaning that it is weird that he can speak another languages. Since the boy realized that not everything finds his ability to communicate trilingually as a positive thing. Such situations can be very discouraging and even cause a child to refuse to learn a language. It would be advisable for parents to talk about these situations with their children and help them understand that their ability is not weird and they should be proud of it.

Lastly, one of the interviewed mothers, as well as, presumably, many other parents who

have tried yet failed to bring their children up with several languages, the regret of neglecting one of the languages is common. Other obstacles already discussed previously if not paid attention to and corrected as soon as possible can lead to a situation where a parent realizes that he or she has failed to raise their child trilingually. Either the child refused to learn or is lacking in proficiency in one or two of the target languages the parent might come to the conclusion that they have failed and feel regret and eventually give up. It is therefore important to remember that it is never too late. Bonfiglio (2016) speaks up to such parents proclaiming that if raising children to be bilingual is that important to a parent then there is no reason not to make a commitment and doing it. “Just because you may have missed the window of opportunity, it is never too late. No matter how old they are, children have the potential to become fluent speakers of any language, they just need enough exposure to that language. If you make it a part of their life, and create the need for the language, they will always have a reason to use it, and of course practice makes perfect.”

As can be seen by all of these examples of obstacles trilingual families encounter, there are many struggles that come alongside choosing to raise a child trilingually. To see how these families deal with these obstacles the Author of this research encouraged them to share examples of solutions they have found to overcome some of the obstacles they have come face to face with. Interestingly, the number of solutions is far less greater than the obstacles. From twenty-four different obstacles that were discussed in the first part of this question, only seven solutions were given by the parents (see Table 3.4.).

Table 3.4. **Solutions.**

	A	B	C
Solutions Accept the child's accent	1	0	0
Solutions Educate oneself	1	0	0
Solutions Explain the importance of knowing many languages	0	0	1
Solutions Foster child's language development	0	1	0
Solutions Keep teaching	1	0	0
Solutions Mother encourages to use the correct language	1	0	0
Solutions Translating into the appropriate language	0	1	0
A: /LanguageStrategy Free Alternation			
B: /LanguageStrategy ML@H			
C: /LanguageStrategy OPOL			

The first solution offered by the parents of one of the interviewed families was to simply accept the fact that their child might develop an accent and found it completely

understandable. This solution was created to the obstacle of developing an accent due to one or both parents teaching a non-native language of their to their children. One of the mothers explained her point of view saying: *“Many people also say that I shouldn’t speak English as it is not my native language. I don’t think that as I have taught English before in Japanese day-care. It is a global language that’s why we want her to know it. It doesn’t matter if she is not perfect at it. We want her to be able to communicate with people all around the world. Even if she has an accent, it will make her who she is.”*

The mother’s standpoint is that imperfections do not matter if looking at the big picture. The goal of their family was to encourage language acquisition to a level where the child can easily switch between languages according to situations and the linguistic environment that surrounds her. Even though English is not the native language of the mother she believes that that is not an obstacle that needs a fix; instead, the accent that she might or might not develop would simply be a one of many unique characteristics of her daughter and she, as well as her husband, are willing to accept it.

The next solution presented in Table 9. is educating oneself. Strangely, yet definitely noteworthy, this solution was mentioned only by one of the families of the research sample. In the opinion of the Author of this research educating oneself is the first and the most useful solution to all problems, related to education and child rearing or not. Once facing a problem it is beneficial to research the experiences of others and find out what solutions worked for them to solve the problem. Nowadays technology and availability of information makes it very easy for anyone to access the data that they need, whether that be books, articles, blogs of other similar parents or any other type of information, one just have to be interested enough to look.

There might be two reasons as to why only one parent noted this solution; they might find it obvious and therefore failed to mention it or quite the opposite; educating oneself on these obstacles is quite challenging. Through literature studies it was uncovered that many parents find it difficult to find good materials and helpful information on raising plurilingual children. Several authors and parents noted in their books and blogs that it is unclear where to find such information as books in the field of education mostly cover monolingualism and bilingualism but little has been written on trilingualism, and books in the field of psychology seem too difficult to read and understand to use solutions offered there. It is because of parents like these who look but do not know where to find answers that this research might be

of use. Especially, as it captures the essence of what has been written so far in the field of trilingualism and also deals with real life examples and experiences shared by other plurilingual families raising trilingual children. The Author of this research hopes that this paper comes handy for parents who struggled to find summarized information noting only the most important aspects of plurilingual education in children as well as offering more solutions than confusion on the matter.

The third solution ‘Explain the importance of knowing many languages’ comes for the obstacle of children refusing to learn and/or speak a language that their parents want them to know. One of the parents shared how she and her husband apply this solution: *“Mostly we are just trying to explain him how important is to manage more than one or two languages and we can prove it only by our real experience.”* What she meant is, real experiences and examples are louder than words of persuasion. It is not what parents tell their children to do, that they will follow, but the example they set for their children. Actions do speak louder than words when it comes to raising a child and trying to teach them how to behave, communicate and react to the world. If parents show their children that they can speak many languages they also show the possibilities and opportunities that this ability lets them access. Providing real life experiences within a family and practicing usage of the target languages where they can be applied is more beneficial than simply insisting on learning these languages at school or from another educator.

The next solution was fostering child’s language development. As already explained in the literature study of this research, parental involvement in the child’s life is beneficial and irreplaceable in many ways, making language acquisition one of them. Children learn languages by imitating the people around them, making it crucial for parents to be actively involved, invested and overall good role models for their child’s language development. By being invested in their child’s lives parents have the opportunity to observe their development up close and immediately note any problem areas and react to help foster a smooth and well balanced language acquisition in all the target languages of a household.

The fifth solution evident in the interviews was to ‘keep teaching’. This solution was an answer to many struggles that parents of trilingual children might have and implied the importance of not giving up no matter the negativity and ignorance of other people or how hard it gets. This parent admitted to not knowing the correct way of raising their child with three languages but also explaining that that does not mean he will give up. He ensured the

interviewer that he will keep teaching no matter what and strongly believes that with time it will bring success.

The parents said: *“The father does not have that much time to speak Korean to our daughter during the day, so we have noticed that she knows a lot more English than she knows Korean. I (the father) feel already that English is her first language because of that. But that does not stop me from trying to speak in Korean to her. Her mother also encourages her to replay to me in Korean in cases when she starts speaking English to me. But I am not worried that she won’t learn Korean, I believe that as long as I keep talking to her in Korean she will learn eventually.”* Many parents face similar struggles and can feel discouraged or afraid of their strategy failing but this parent was confident that obstacles like this are small and with consistency and continuous efforts they can overcome it without changing the language strategy of their choice or applying any other solutions.

The next solution came to the problem of language mixing (or code switching) or intentional choice to use one of the languages instead of the other. In this particular situation a child kept using the community language when speaking to her father who speaks another language. The parents within this family are using the one-parent one-language strategy making their daughters choice to answer in a different language upsetting. The solution that this family came up with to deal with this obstacle was for the mother to encourage their daughter to use the appropriate language when addressing her father. It can be observed here that the mother had stepped in and this way supported both her husband and their chosen language strategy in a positive and stimulating way. Both parents should be evenly involved in raising a child and this should be present in the language strategy they have chosen as well. It is of importance that both parents encourage the acquisition and practice of all languages not just the language that is more comfortable for them.

The final solution offered also dealt with language mixing and suggested that a parent should translate the word or phrase said incorrectly in the appropriate language. Here it should be emphasized that how the inappropriate word or phrase said is translated can have a great impact on a child’s language acquisition and confidence. If a parent consistently stops their child and correct them whenever they mix languages the child can become self-conscious and lose confidence in speaking the language. A parent should instead model the correct way of saying the word by continuing the conversation and adding or asking additional comments from the child. Marylandlearninglinks (2015) offer the following

example of correct and motivating:



A 3-year-old in the art area says, "I drew a picture of my house y mi gato."	
Sample <i>Spanish-speaking</i> adult responses	Sample <i>English-speaking</i> adult responses
▶ "Dime más sobre tu casa."	▶ "Tell me more about your house."
▶ "¿Cómo se llama tu gato y qué le gusta hacer?"	▶ "What is your cat's name, and what does it like to do?"
▶ "¿Esto me recuerda de la semana pasada cuando dibujaste tu casa y tu perro. Me dijiste que tu perro era muy juguetón y travieso. ¿Cómo es tu gato?"	▶ "This reminds me of last week when you drew a picture of your house and your dog. You told me that your dog was very playful and naughty. What is your cat like?"

Figure 3.6. Adult Response Sample. By Marylandlearninglinks (2015, p.15).

This sample of adult responses to code switching presents ways to respond to a child in an inviting way, correcting the mistakes indirectly that way letting the child note and correct their mistakes by themselves while answering their parents question and providing additional information. This way the communication is not destructed and carries on smoothly providing a healthy learning environment for the child.

After surveying and interviewing the families and discussing all the obstacles and solutions mentioned by parents of trilingual children additional points were made to complete the child rearing plan drafted in literature studies chapter 2.3. The following subchapter contains the completed plan for successfully raising a trilingual child.

3.4. Childrearing plan for successfully raising a child with three languages

The Author of this research made the following steps in order to create a child rearing plan for raising trilingual children:

1. Study literature on language acquisition, bilingualism and plurilingualism;
2. Discuss child rearing practices with other parents of bilingual and trilingual children;
3. Discuss language acquisition with other plurilinguals;
4. Create a draft of a child rearing plan based on literature studies;
5. Survey parents of trilingual children;
6. Select parents of trilingual children whose language exposure, according to the survey results, to all three languages was no less than 10%;
7. Carry out narrative interviews with the selected parents of trilingual children;
8. Code the interviews and analyse the data gathered;
9. Find the main obstacles faced by plurilingual families raising trilingual children and discuss their provided solutions;
10. Provide alternative solutions to the obstacles noted by the research sample based on literature and personal experience;
11. Review the literature study based draft of the child rearing plan presented in chapter 2.3. and look for evidence that conforms the steps noted there and add additional points to final the plan.

First the evidence that supports the points noted in the process of planning to raise a trilingual child presented in literature studies should be noted. The first point of the process of child rearing (see chapter 2.3.) was '*Becoming well informed*'. As already stated in this paper, nowadays any information is widely available and it is no longer difficult to access information even for free. Anyone who is interested in educating themselves on any matter can do so easily. The problem however, noted by the research sample, is knowing where to look for information applicable for one's needs and unique case. Hence, as an additional step to the first plan point the Author of this research recommends to firstly researching books and blogs written by other parents of trilingual children and that way learning from real experiences and in addition, if researching online resources as blogs, have the ability to connect with the author and discuss the issues with other parents. A list of, to the Author's mind, some of the most useful and well written literature on trilingual education and child rearing practices can be seen in ANNEX 1.

The next step was “*Creating a child rearing plan together with the other parent*”. This step was divided in two parts: defining the goals and discussing the role of each parent in the family as a role model and language instructor. This step captures both the necessity of parental involvement (which has been described in literature studies) and mutual agreement on the linguistic goals of the family. The necessity of discussing and setting mutual goals cannot be emphasized enough as missing this step can lead to many obstacles discussed in the analysis of narrative interviews.

Several parents who participated in the interviews admitted that either their spouse disagreed with their chosen language strategy causing disturbance in the realization of their goals. Such imbalance hence created imbalance in the exposure to languages in the children’s daily lives. In cases discussion alone does not guarantee the wanted results, the researcher would like to advise using mediation to find a compromise and still be able to reach the goals each or one of the parent wishes for their child.

The role of each parent in the language acquisition and as a role model and language instructor must be considered as well. Parents need to be confident in the language they choose to pass on to their children. It would be beneficial to talk about the education both parents have in the languages they want to pass on and, if possible, take classes on the language to become the best role models they can. Often parents teach the native language of their home country to their children while living abroad. This can create situations where a parent has been away from their native country for so long that the language has developed and changed without them and what they are teaching to the child is no longer being used by native speakers at the moment. To cancel out situations like this regular traveling at least once a year-every two years would be advisable to keep in touch with the language and be up to date on the changes.

The third point was “*Preparing for teaching a language(s) to the child*”. This step implies that communication alone does not guarantee that a child will become trilingual and be able to use all three languages successfully. In addition to talking with the child the parents were advised to make the right child rearing decisions since birth; the importance of breastfeeding, face-to-face interaction and body language were noted as fundamental factors for future language education. Apart from this step, two following steps were noted in this point: choosing strategies for teaching the languages and deciding on resources and materials.

The Author would like to emphasize again that a language strategy should be chosen wisely and used in a consistent way to assure successful and balanced language acquisition. Resources and materials are also influencing factors of the child's language acquisition and therefore a thoughtful decision should be made. Instead of relying too much on media and educational programs on the television, parents should be willing to invest in real life experiences and face-to-face interactions to provide the language input needed.

Consequently the fourth point of the plan was "Outside linguistic environment". This point advises parents to use all the possibilities at their service to provide even exposure to all target languages and suggests considering baby sitters, day-care centres, kindergarten, academies etc. to further foster the child's language acquisition. Hiring a baby sitter or befriending another family that could provide extra language input where the parents feel that they cannot provide enough by themselves would even out the exposure the child has as well as provide the child with more possibilities and realistic interactions in the target languages.

In the interviews some parents confessed of feeling regret of not providing the child with enough exposure to one of the target languages causing the child to have a very low level of understanding in it and/or not being able to provide output even if is able to understand it a little. Widening the linguistic horizons for such families would contribute greatly and contribute to balanced language exposure.

The fifth point was including the extended family in the plan. This point was also divided in two steps: family as support system with common goals and dealing cultural issues. Understanding and support is extremely important as children spend a great amount of time with their extended family and that way learn a lot outside of their own house. The extended family should at least be informed about the goals of the family and know the expectations the parents have for their children and their education.

The interviews and experiences shared by other authors in literature studies revealed that often not enough support is received by the members of the extended family or even more damage than good is done. An example would be several cases where minority language speaking parents move to an English speaking country with their grandparents and noticing that the grandparents chose to speak English with their grandchildren and by doing so reduce the already low exposure to the minority language even more.

None of the interviewed parents noted that they had had any discussion about their

linguistic goals with the members of extended family. This lack of communication and mutual understanding can cause harm for the child and stand in the way of successful trilingualism. On numerous occasions some members of the extended family can be not only unaware but also against the linguistic goals of the parents. In cases like this mediation would also be of use and could help families overcome their issues and reach an understanding for the sake of the child.

Another additional step of the child rearing process in terms of preparation would be for parents to research ways to respond to language mixing (or code switching). An example is presented in figure 10, this and other variations of responses should be researched for parents to learn to respond in the way most fitting for their child. Responding poorly and not paying enough attention to it can come in the way of families language goals. With prior preparation parents will be able to foster their child's language acquisition in a more positive and engaging way.

One more point that the author would like to suggest in the child rearing plan is educating the children on differences fostering an open minded outlook on life. Plurilingual people are often also multicultural and/or interracial which makes them more exposed to racism and judgment from the society. Raising children with exposure to different people and cultures would help them understand themselves, develop their cultural identities and understand others better as well.

The last step would be to never give up. Even if your child refuses to reply in one or more of the target languages, if your language strategy is consistent, he or she still learns even if that happens passively. At worst he or she will acquire passive trilingualism and it will still be worth the struggle and allow him or her to learn the language more easily once he or she is ready in the future.

Overall it can be stated that the process of developing a childrearing plan presented in literature studies (see chapter 2.3.) was well created and contains the necessary steps in order to successfully raise a trilingual child. The interview results confirm the need for all the points already noted and additional points added in this chapter. The literature studies and empirical research lead to believe that the obstacles presented in narrative interviews can be avoided or overcome with implantation of the child rearing plan created.

CONCLUSIONS

The purpose of this research was for the author to prepare herself to successfully raise her daughter with three languages since birth and learn the best ways of fostering her language development and inclusion in a monolingual society. By doing so the author hoped to help other parents in similar situation to learn from the experiences of others.

In order to answer the research questions, first, a deep understanding of language speakers and language acquisition was made focusing on the benefits and influencing factors of acquiring different languages since birth and aids that foster such learning. Monolinguals, bilinguals, trilinguals and plurilinguals were defined and the differences stated to reveal to the reader the reason for focusing this research on trilingualism. The thesis then discussed and compared the benefits and drawbacks of the different language strategies for raising trilingual children. Lastly the most common challenges and obstacles faced by plurilingual families were revealed by the help of such research tools as a questionnaire and narrative interview. The results gained were thereupon used to complete a child rearing plan for raising a child with three languages since birth that was formerly drafted in the literature review part of this thesis and later completed and presented in the empirical part.

Inclusion is an essential aspect of raising a trilingual child in a monolingual society. The literature review and experiences of plurilingual parents raising trilingual children reveal the prejudices often shared among members of monolingual societies and the obstacles that arise with them due to negative comments and closed-mindedness of such people. To raise children in a healthy and accepting environment parents must educate themselves and their children about the language and culture differences around the world and explain that not everyone can speak several languages and therefore understand them as well as other plurilinguals do. Even within a family the extended family members might not hold the same values and linguistic goals for the child as the parents, making it a priority to discuss child rearing goals, strategies and practices with the members of extended family as well, creating a support system for the family's chosen strategy and guarantee its success.

Due to the cooperation of other parents of trilingual children and willingness to share their experiences, both good and bad, the influencing factors of their children's trilingualism and the most common obstacles were revealed. The most common obstacles found were refusal to speak one or two of the three home languages or deliberately choosing to use the

easiest among the target languages. Negative comments and prejudices of other people were also among the most often faced obstacles. Imbalanced trilingualisms and language mixing were also common obstacles of the plurilingual families interviewed. The insight provided by these families hence, made it possible to plan the process of raising a child with three languages in a way that is both detailed yet easy to understand even for parents without previous education in linguistics or pedagogy. The literature studies showed strong evidence that the plan presented in the thesis, if applied with consistency and flexibility to one's own case, would lead to successful language acquisition. The empirical part furthermore confirmed the hypothesis made, proving the need for such a plan to ensure the success of trilingual education within a family.

Recommendation for future research. As already stated in the thesis not enough studies and literature has been written on trilingual education. Most of what is known is based on bilingualism and does not fit the cases of trilingual and plurilingual families. The research that has been written on trilingualism so far focuses on small research samples mostly dealing with individual cases within a family written by one or both of the parents of a trilingual child. This clearly shows the lack of academic research in the field. In the future it is necessary to research trilingual children worldwide and create linkage between separate cases to find out more about the success behind some families and reasons for struggles among others.

The author of this thesis would like to carry out research in the field for her doctoral dissertation and find the opportunity to meet other plurilingual families face to face and observe the interactions within a family. While working on the empirical part of this thesis it was noted that most families do not like to admit the problems or flaws within their chosen language strategies and methods of fostering their children's language acquisition. Interviews alone do not reveal the true nature of family communication and support system within it. It is therefore of an interest for the author to be able to observe and learn from the real experiences of other families.

Another aspect that the author would like to do an in depth research on in the future is children's cultural identity in terms of feeling that they are a part of both or all three cultures which languages they grow up with. Cultural identity developing child rearing practices are of a great interest to the author as she wants to make sure her daughter grows up feeling attached to both cultures and identifying herself as having both nationalities of her parents.

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ANNEXES

ANNEX 1. List of recommended literature.

- Wang, X.L. (2010). *Growing up with three languages: birth to eleven*
- Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5th edition). UK, Bristol: Multilingual Matters.
- Andersson, U.C. & Andersson, S. (1999). *Growing up with two languages*
- Braun, A. & Cline, T. (2014). *Language Strategies for Trilingual Families: Parents' Perspectives*
- Garcia, L. J. (2016). *Children's Third and Second Language Acquisition: The Effects an L3 can have on an L2*
- Marylandlearninglinks. (2015). *Code Switching: Why it Matters and How to Respond.*
- Nikitina, G. (2014). *Planting a language tree. Does passive language learning work?*
- Tokuhama-Espinosa, T. (2001). *Raising multilingual children: Foreign language acquisition and children.*

ANNEX 2. Case study questionnaire

A

Dear participant,

This questionnaire serves to collect information about bilingual and trilingual children's family's language policies. The data will be used to select participants for an interview in order to create a child rearing plan for trilingual children.

*Parents of monolingual, bilingual and plurilingual children are welcome to participate.

*Parents who tried but failed at raising children with more than one language are also welcome to participate.

Trilingual Language Exposure Questionnaire (LEQ)

Evaluation of the amount of exposure to English and to Additional / Other Languages (trilingual version)

Cattani, A., Abbot-Smith, K., Farag, R., Krott, A., Arreckx, F., Dennis, I., & Floccia, C. (2014). (The use of copyrighted material is used under the guidelines of "fair use". No infringement of copyright is intended.)

* 1. Language(s) spoken in the home

- A) This child hears just 1 language, English
- B) This child hears 3 languages, because both of the parents speak to them using another language (for example, Mum speaks French and Dad speaks English). In addition, the child is exposed regularly to a third language outside of the house (Norwegian nanny or grandparents).
- C) This child hears 3 languages, because one of the parents speaks to them using another language (for example, Mum speaks French and Dad speaks English). In addition, the child is exposed regularly to a third language outside of the house (Norwegian nanny or grandparents).
- D) This child hears 3 languages, because each parent speaks a different language to the child (for example, Mum speaks French and Dad Norwegian).
- E) This child hears 3 languages because both parents speak two additional languages to the child (for example, both Mum and Dad speak French and Norwegian or Mum speaks French and Norwegian and Dad speaks Norwegian only).
- It can also be that only one parent speaks the two languages (or example, Mum speaks French and Norwegian, and Dad only speaks English)

2. What is the mother's highest educational qualification?

- No qualifications
- Below standard for a pass on the school-leaving examination
- O-levels (left school at 16)
- A-levels (left school at 18)
- Tertiary vocational qualifications
- an undergraduate degree
- a postgraduate degree

3. What is the father's highest educational qualification?

- No qualifications
- Tertiary vocational qualifications
- Below standard for a pass on the school-leaving examination
- an undergraduate degree
- O-levels (left school at 16)
- a postgraduate degree
- A-levels (left school at 18)

4. What is the mother's occupation?

5. What is the father's occupation?

6. Does your child have other siblings? Please enter their ages below (e.g. 2 siblings aged 2 and 4)

7. Please enter your child's date of birth (dd/mm/yyyy)

8. Please select your child's gender

- Girl
- Boy

9. Does your child have any identified hearing problem? (give details below)

10. Was your child more than 6 weeks premature?

- Yes
- No

11. Does your child have any identified developmental delay? (if yes, and give details below)

12. Where was your child born?

13. How long have you been living in an [English] speaking country for (years)?

B

**Both parents speak the same Additional Language = [AdditionalLanguageHome] to the child
The child also hears a third language outside of the home = [AdditionalLanguageOutside]**

14. What is the [Additional Language Home] (e.g. French)?

15. What is the [AdditionalLanguageOutside] (e.g. Norwegian)?

- English German
 Latvian Russian
 Korean
 Other (please specify)

16. How many hours a week on average does your child spend in a [English] environment without you or your partner (nursery/day care/preschool/child minder/relative or friend, or is exposed to the language in another way (movies,book reading, singing, etc.))?

17. How many hours a week on average does your child spend with an [Additional Language Home] (nursery/day care/preschool/child minder/relative or friend, or is exposed to the language in another way (movies,book reading, singing, etc.)) without you or your partner?

18. How many hours a week on average does your child spend in a [Additional Language Outside] environment without you or your partner (nursery/day care/preschool/child minder/relative or friend, or is exposed to the language in another way (movies,book reading, singing, etc.))?

19. How many hours on average does your child spend sleeping (per 24 hours)?

20. Does the mother of this child...

- always speak [Additional language home] to your child usually speak [English] to your child
 usually speak [Additional language home] to your child always speak [English] to your child
 speak [English] to your child about half the time

21. Does the father of this child...

- always speak [AdditionalLanguageHome] to your child usually speak [English] to your child
 usually speak [AdditionalLanguageHome] to your child always speak [English] to your child
 speak [English] to your child about half the time

22. When you and your partner are together with this child, who speaks most to the child?

- Mother
 Father
 we both speak to this child an equal amount

23. If there are certain days or parts of certain days in a typical week when only you or your partner are with your child (e.g. father always takes care of child on Saturday afternoons): Note down the number of hours per week when your child is with the mother only?

24. If there are certain days or parts of certain days in a typical week when only you or your partner are with your child (e.g. father always takes care of child on Saturday afternoons): Note down the number of hours per week when your child is with the father only?

25. For the mother: How would you rate your attitude towards bilingualism with your child?

- Not important Very important
 Moderately important Extremely important
 Intermediate

26. For the father: How would you rate your attitude towards bilingualism with your child?

- Not important Very important
 Moderately important Extremely important
 Intermediate

27. When you and your partner are together with this child, and you talk to each other, which language do you speak?

- always speak [AdditionalLanguageHome] between us two usually speak [English] between us two
 usually speak [AdditionalLanguageHome] between us two always speak [English] between us two
 speak [English] between us two about half the time

**Just one of the parents speaks an Additional Language = [AdditionalLanguageHome] to the child
The child also hears a third language outside of the home = [AdditionalLanguageOutside]**

28. What is the [Additional Language Home] (e.g. French)?

29. What is the [AdditionalLanguageOutside] (e.g. Norwegian)?

- English
 German
 Latvian
 Russian
 Korean
 Other (please specify)

30. Who speaks English?

- Mother
 Father

31. How many hours a week on average does your child spend with an English speaking nursery/day care/preschool/child minder/relative or friend (or is exposed to the language in another way (movies,book reading, singing, etc.) without you or your partner?

32. How many hours a week on average does your child spend in a [AdditionalLanguageHome] environment without you or your partner (nursery/day care/preschool/child minder/relative or friend, or is exposed to the language in another way (movies,book reading, singing, etc.)?)

33. How many hours a week on average does your child spend in a [AdditionalLanguageOutside] environment without you or your partner (nursery/day care/preschool/child minder/relative or friend, or is exposed to the language in another way (movies,book reading, singing, etc.)?)

34. How many hours on average does your child spend sleeping (per 24 hours)?

35. The [English] speaking parent...

- always speaks [English] to your child
- usually speaks [English] to your child
- speaks [AdditionalLanguageHome] to your child about half the time
- usually speaks [AdditionalLanguageHome] to your child
- always speaks [AdditionalLanguageHome] to your child

36. The [AdditionalLanguageHome] speaking parent...

- always speaks [AdditionalLanguageHome] to your child
- usually speaks [AdditionalLanguageHome] to your child
- speaks [English] to your child about half the time
- usually speaks [English] to your child
- always speaks [English] to your child

37. When you and your partner are together with this child, who speaks most to the child?

- The [English] speaking parent
- The [AdditionalLanguageHome] speaking parent
- we both speak to this child an equal amount

38. If there are certain days or parts of certain days in a typical week when only you or your partner are with your child (e.g. father always takes care of child on Saturday afternoons): Note the number of hours per week when your child is with the [English] speaking parent only

39. If there are certain days or parts of certain days in a typical week when only you or your partner are with your child (e.g. father always takes care of child on Saturday afternoons): Note the number of hours per week when your child is with the [AdditionalLanguageHome] speaking parent only

40. For the father: How would you rate your attitude towards bilingualism with your child?

- Not important
- Moderately important
- Intermediate
- Very important
- Extremely important

41. For the mother: How would you rate your attitude towards bilingualism with your child?

- Not important Very important
 Moderately important Extremely important
 Intermediate

42. When you and your partner are together with this child, and you talk to each other, which language do you speak?

- always speak [AdditionalLanguageHome] between us two usually speak [English] between us two
 usually speak [AdditionalLanguageHome] between us two always speak [English] between us two
 speak [English] between us two about half the time

E

Each parent speaks a different language ([AdditionalLanguageMum] and [AdditionalLanguageDad]) to the child

43. What is the [AdditionalLanguageMum] of the mother (e.g. French)?

44. What is the [AdditionalLanguageDad] of the father (e.g. Norwegian)?

45. How many hours a week on average does your child spend with an [English] speaking nursery/day care/preschool/child minder/relative or friend (or is exposed to the language in another way (movies,book reading, singing, etc.) without you or your partner?

46. How many hours a week on average does your child spend in an [AdditionalLanguageMum] environment without you or your partner (nursery/day care/preschool/child minder/relative or friend, or is exposed to the language in another way (movies,book reading, singing, etc.)?)

47. How many hours a week on average does your child spend in an [AdditionalLanguageDad] environment without you or your partner (nursery/day care/preschool/child minder/relative or friend, or is exposed to the language in another way (movies,book reading, singing, etc.)?)

48. How many hours on average does your child spend sleeping (per 24 hours)?

49. Does the mother of this child...

- always speak [AdditionalLanguageMum] to your child usually speak [English] to your child
 usually speak [AdditionalLanguageMum] to your child always speak [English] to your child
 speak [English] to your child about half the time

50. Does the father of this child...

- always speak [AdditionalLanguageDad] to your child
- usually speak [AdditionalLanguageDad] to your child
- speak [English] to your child about half the time
- usually speak [English] to your child
- always speak [English] to your child

51. When you and your partner are together with this child, who speaks most to the child?

- Mother
- Father
- we both speak to this child an equal amount

52. If there are certain days or parts of certain days in a typical week when only you or your partner are with your child (e.g. father always takes care of child on Saturday afternoons): Note down the number of hours per week when your child is with the mother only?

53. If there are certain days or parts of certain days in a typical week when only you or your partner are with your child (e.g. father always takes care of child on Saturday afternoons): Note down the number of hours per week when your child is with the father only?

54. For the mother: How would you rate your attitude towards bilingualism with your child?

- Not important
- Moderately important
- Intermediate
- Very important
- Extremely important

55. For the father: How would you rate your attitude towards bilingualism with your child?

- Not important
- Moderately important
- Intermediate
- Very important
- Extremely important

56. When you and your partner are together with this child, and you talk to each other, which language(s) do you speak?

	English	Additional Language [mom]	Additional Language [dad]
Languages	<input type="text"/>	<input type="text"/>	<input type="text"/>

57. Please submit your answers

- Submit

Both parents speak different additional languages to the child ([AdditionalLanguage1] and [AdditionalLanguage2])

Or one parent speaks the two different languages to the child

58. What is the first [AdditionalLanguage1] spoken at home (e.g. French)?

59. What is the second [AdditionalLanguage2] spoken at home (e.g. Norwegian)?

60. Who speaks the [AdditionalLanguage1] ?

- Mother
- Father
- Both

61. Who speaks the [AdditionalLanguage2] ?

- Mother
- Father
- Both

62. How many hours a week on average does your child spend with an [English] speaking nursery/day care/preschool/child minder/relative or friend (or is exposed to the language in another way (movies,book reading, singing, etc.) without you or your partner?

63. How many hours a week on average does your child spend in an [Additional Language1] environment without you or your partner (nursery/day care/preschool/child minder/relative or friend, or is exposed to the language in another way (movies,book reading, singing, etc.))?

64. How many hours a week on average does your child spend in an [AdditionalLanguage2] environment without you or your partner (nursery/day care/preschool/child minder/relative or friend, or is exposed to the language in another way (movies,book reading, singing, etc.))?

65. How many hours on average does your child spend sleeping (per 24 hours)?

66. Does the mother of this child...

- always speak AN [AdditionalLanguage] to your child
- usually speak AN [AdditionalLanguage] to your child
- speak [English] to your child about half the time
- usually speak [English] to your child
- always speak [English] to your child

67. Does the mother of this child...

- only use [Additional Language1]
- use both, but mostly [Additional Language1]
- use both equally
- use both, but mostly [Additional Language2]
- only use [Additional Language2]

68. Does the father of this child...

- always speak AN [AdditionalLanguage] to your child
- usually speak AN [AdditionalLanguage] to your child
- speak [English] to your child about half the time
- usually speak [English] to your child
- always speak [English] to your child

69. Does the father of this child...

- only use [Additional Language1]
- use both, but mostly [Additional Language1]
- use both equally
- use both, but mostly [Additional Language2]
- only use [Additional Language2]

70. When you and your partner are together with this child, who speaks most to the child?

- Mother
- Father
- we both speak to this child an equal amount

71. If there are certain days or parts of certain days in a typical week when only you or your partner are with your child (e.g. father always takes care of child on Saturday afternoons): Note down the number of hours per week when your child is with the mother only?

72. If there are certain days or parts of certain days in a typical week when only you or your partner are with your child (e.g. father always takes care of child on Saturday afternoons): Note down the number of hours per week when your child is with the mother only?

73. For the mother: How would you rate your attitude towards bilingualism with your child?

- Not important Very important
 Moderately important Extremely important
 Intermediate

74. For the father: How would you rate your attitude towards bilingualism with your child?

- Not important Very important
 Moderately important Extremely important
 Intermediate

75. When you and your partner are together with this child, and you talk to each other, which language(s) do you speak?

	English	Additional Language 1	Additional Language 2
Languages	<input type="text"/>	<input type="text"/>	<input type="text"/>

End of the questionnaire

76. Please enter your contact details to receive a chance to participate in an interview that will help create a child rearing plan for successful trilingualism or receive the results of this research.

(For any questions or willingness to contribute to the research contact: marijag.avskolotaja@inbox.lv)

Name

Email Address

ANNEX 3. Example of submitted case study questionnaire

Trilingual Language Exposure Questionnaire

SurveyMonkey

#9

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, April 10, 2018 1:15:27 AM
Last Modified: Tuesday, April 10, 2018 1:24:14 AM
Time Spent: 00:08:46
IP Address: 86.163.48.207

Page 1: A

Q1 Language(s) spoken in the home

B) This child hears 3 languages, because both of the parents speak to them using another language (for example, Mum speaks French and Dad speaks English). In addition, the child is exposed regularly to a third language outside of the house (Norwegian nanny or grandparents).

Q2 What is the mother's highest educational qualification?

A-levels (left school at 18)

Q3 What is the father's highest educational qualification?

Below standard for a pass on the school-leaving examination

Q4 What is the mother's occupation?

Housewife

Q5 What is the father's occupation?

Full time job

Q6 Does your child have other siblings? Please enter their ages below (e.g. 2 siblings aged 2 and 4)

No

Q7 Please enter your child's date of birth (dd/mm/yyyy)

17/11/2014

Q8 Please select your child's gender

Girl

Q9 Does your child have any identified hearing problem? (give details below)

No

Q10 Was your child more than 6 weeks premature? **No**

Q11 Does your child have any identified developmental delay? (if yes, and give details below)

No

Q12 Where was your child born?

Latvia

Q13 How long have you been living in an [English] speaking country for (years)?

2

Page 2: B

Q14 What is the [Additional Language Home] (e.g. French)? **Russian**

Q15 What is the [AdditionalLanguageOutside] (e.g. Norwegian)? **English**

Q16 How many hours a week on average does your child spend in a [English] environment without you or your partner (nursery/day care/preschool/child minder/relative or friend, or is exposed to the language in another way (movies,book reading, singing, etc.))?

15 hours

Q17 How many hours a week on average does your child spend with an [Additional Language Home] (nursery/day care/preschool/child minder/relative or friend, or is exposed to the language in another way (movies,book reading, singing, etc.)) without you or your partner?

None

Q18 How many hours a week on average does your child spend in a [Additional Language Outside] environment without you or your partner (nursery/day care/preschool/child minder/relative or friend, or is exposed to the language in another way (movies,book reading, singing, etc.))?

40

Q19 How many hours on average does your child spend sleeping (per 24 hours)?

10

Q20 Does the mother of this child...

always speak [Additional language home] to your child

Q21 Does the father of this child...

always speak [AdditionalLanguageHome] to your child

Q22 When you and your partner are together with this child, who speaks most to the child?

Mother

Q23 If there are certain days or parts of certain days in a typical week when only you or your partner are with your child (e.g. father always takes care of child on Saturday afternoons): Note down the number of hours per week when your child is with the mother only?

80

Q24 If there are certain days or parts of certain days in a typical week when only you or your partner are with your child (e.g. father always takes care of child on Saturday afternoons): Note down the number of hours per week when your child is with the father only?

5

Q25 For the mother: How would you rate your attitude towards bilingualism with your child?

Very important

Q26 For the father: How would you rate your attitude towards bilingualism with your child?

Moderately important

Q27 When you and your partner are together with this child, and you talk to each other, which language do you speak?

always speak [AdditionalLanguageHome] between us two

Page 6: End of the questionnaire

Q76 Please enter your contact details to receive a chance to participate in an interview that will help create a child rearing plan for successful trilingualism or receive the results of this research.(For any questions pr willingness to contribute to the research contact: marijag.avskolotaja@inbox.lv)

ANNEX 4. Transcripts of interviews with parents

Respondent #19 (2,5 year old child)

1. Please describe your family's situation in terms of language acquisition. You are welcome to give as many details as find necessary. (You can include the following: languages spoken in your family and the community (who speaks what language to whom. If you have more than one children what language they speak between themselves), your family's language strategy (One-parent-one language, Minority Language at home, Time & Place, Free Alteration), sequence of language acquisition (in what order your child learned to speak the languages (also **read/write**)).

Me and my husband mix four languages in our communication. I am Polish and he is Korean, together we mostly speak English, but we enjoy speaking Korean too, just I am not that good at it so if we use Korean it is when talking about easy things and if we are discussing something important or arguing, we use English. We also like to joke around in Japanese sometimes. My husband speaks Korean to our daughter and since we all live in Poland she hears Polish from the community, for example her day-care where she spends 5.5h a day. The reason my husband speaks Korean is for the sake of our daughters cultural identity, he wants her to feel Korean. I speak English because I think that she can learn enough Polish from the society and I want her to speak English well. If we lived in another country I would definitely speak Polish to her, but as we are already living here I don't think it is necessary.

We also use Polish when we go outside or my daughter will switch to Polish when we are having dinner with my parents (the wife) because she knows that they speak Polish, so I would say we switch between languages according to the situations and surroundings.

2. Please, give examples of how your child(ren) learn these languages (You can include the following: what your family does to foster their education, what classes/private lessons they take, if they have a babysitter, family members or friends who speaks one of the target languages regularly to the child, etc.)

We ensure different environments for our daughter, meaning, we want her to understand in what situations she needs to use what language. For example, I speak English to her in our daily lives but when we go outside I will switch to Polish when we are talking with Polish people and we will switch to English when talking together with my husband. We do not want

to push our daughter to study, we want it to happen naturally.

3. Please, share any obstacles you have had while trying to raise your child with three (or more) languages. How did you deal with these obstacles? (You can include: Obstacles because of living in monolingual society that has prejudices on plurilinguists, obstacles with language mixing and confusion, problems with family member, etc.)

The father does not have that much time to speak Korean to our daughter during the day, so we have noticed that she knows a lot more English than she knows Korean. I (the father) feel already that English is her first language because of that. But that does not stop me from trying to speak in Korean to her. Her mother also encourages her to replay to me in Korean in cases when she starts speaking English to me. But I am not worried that she won't learn Korean, I believe that as long as I keep talking to her in Korean she will learn eventually. I believe that it is ok to have another dominant language and still think that she is trilingual.

Another small obstacle is constant comments from other people judging me (the wife) for not speaking Polish to my daughter or saying that we should only use one language not to confuse her, etc. we cannot know that our way of teaching is perfect, but we try and we learn about it and just trying.

Many people also say that I (the wife) shouldn't speak English as it is not my native language. I don't think that as I have taught English before in Japanese daycare. It is a global language that's why we want her to know it. It doesn't matter if she is not perfect at it. We want her to be able to communicate with people all around the world. Even if she has an accent, it will make her who she is.

Respondent #16 almost 2year old (1y 10m)

1. I was the only hearing person in my family, so my first language wasn't spoken – it was Latvian Sign Language. Then I was able to learn Latvian, then English then Russian. My parents were both profoundly deaf (from birth) but I did have hearing relatives. My mom, despite not knowing Latvian spoken language fluently and perfectly, still spoke to me and read me books and told me stories every night – it really helped my speech evolve. So I come from a rather different background than most – all siblings (3) from my mother's side are younger than me and deaf, too, but siblings from my dad's side (2), who are also younger than me – are hearing.

My boyfriend had only his mom growing up and they always spoke Latvian. But he also knows English and Russian pretty well.

Me and my daughter went to visit my mom in Ireland for about 3 months and her sign language largely improved while staying there, she knows a lot of signs and when she signs them, she mostly says them out loud too, like “mommy”, “daddy,” “candy”, “grandma”, “grandpa”.

I live with my boyfriend, his mom and our daughter, so we all mainly do speak Latvian just so no one feels excluded, but we do speak English with her, too and I always try to throw in some signs.

2. Our daughter mainly speaks Latvian at home and she does speak a bit of English, says “yes,” “no”, “cheese” and etc, and you can see that she understands most of it – also, all of her cartoons are mainly in English. We also sing songs in English. She speaks sign language with me (the mother) and with my mom and siblings through videochat (facetime and whatsapp instant calling message thingy) and she also says “goodnight” to everyone everynight in sign language, even to those, who don't understand it (like daddy and the other grandma).

We also have some Russian relatives and we're pretty sure that living in Latvia, she'll know Russian on her own just like me and my boyfriend did. Also, she will probably learn Russian alphabet and their writing style in school.

Right now she doesn't go to any daycare but when she does, I'll be sure to enroll her into an English group or any language group they offer because learning languages, in my opinion, is very valuable, especially when you are this young. She is one year and 10 months old right now.

3. Well, since my daughter is this young, we haven't really ran into some obstacles that I've heard happens to some children – my little hearing brother refuses to learn sign language and he doesn't even explain why. He doesn't and he goes out of his way to not sign to anyone, even though my father and his mother are deaf. Maybe someone made fun of him in daycare and that's why, but as I said – we really haven't gone into anything.

Only one thing – it would be much easier if my boyfriend would learn sign language the same time as my daughter (he wants to but says that he feels awkward), because that would make her signing better and it's always easier if both parents can speak the languages the child is learning. But right now everything's going good and I'm hoping that it stays that way.

ANNEX 5. Code Catalogue

/Age_1	1
/Age_13	1
/Age_2.5	1
/Age_3	2
/Age_3.5	1
/Age_4	1
/Age_5	1
/Age_9	
/LanguageStrategy_Free Alternation	3
/LanguageStrategy_ML@H	1
/LanguageStrategy_OPOL	3
/Order of LanguageAcquisition_sequential	1
/Order of LanguageAcquisition_Since birth	6
/Sbilings_one	1
/Siblings_None	5
/Siblings_two	1
LanguageAcquisition_Books	2
LanguageAcquisition_Cartoons	3
LanguageAcquisition_Community	4
LanguageAcquisition_Day care	1
LanguageAcquisition_Direct communication	7
LanguageAcquisition_Ensuring different language environments	2
LanguageAcquisition_Friends	1
LanguageAcquisition_Grade school	1
LanguageAcquisition_Home school	1
LanguageAcquisition_International school	1
LanguageAcquisition_Listening	1

LanguageAcquisition_Nursery	1
LanguageAcquisition_Nursery rhymes	2
LanguageAcquisition_Private school	1
LanguageAcquisition_Providing real experiences	1
LanguageAcquisition_Public school	1
LanguageAcquisition_Shows	1
LanguageAcquisition_Trial and error	1
LanguageAcquisition_Video chat	1
LanguagesSpoken_English	7
LanguagesSpoken_French	1
LanguagesSpoken_German	2
LanguagesSpoken_Indonasian	1
LanguagesSpoken_Italian	1
LanguagesSpoken_Korean	1
LanguagesSpoken_Latvian	4
LanguagesSpoken_Polish	1
LanguagesSpoken_Russian	2
LanguagesSpoken_SignLanguage	1
LanguagesSpoken_Slovenian	1
LanguagesSpoken_Spanish	1
Obstacles_a non native speaker shouldn't teach a language	1
Obstacles_Answering in the wrong language	1
Obstacles_Answering in the wrong language accidentely	1
Obstacles_Cannot understand when child uses other language	1
Obstacles_causins refuse to learn sign language	1
Obstacles_Child doesn't want to learn another language	1
Obstacles_Confused	2
Obstacles_Extended family doesn't agree with L.Strategy	2
Obstacles_Family feels seperated by languages	1
Obstacles_Father doesn't have much time to speak to child	1

Obstacles_Judgement for not using my native language	2
Obstacles_Language mixing	2
Obstacles_Making mistakes in chosen languages strategy	1
Obstacles_Negative comments from other people	7
Obstacles_Negative comments from peers	1
Obstacles_No 'right' or 'wrong' way to teach	2
Obstacles_Other family members don't understand the language	1
Obstacles_other parent cannot practice other languages	1
Obstacles_Other parent feels weird using the other language	1
Obstacles_Reaction from peers	1
Obstacles_Refused to speak	4
Obstacles_Regret of neglecting one of the languages	1
Obstacles_Stares from strangers	1
Obstacles_Using the other language to talk behind one's back	1
PriorityLanguage_English	1
PriorityLanguage_German	1
Solutions_Accept the child's accent	1
Solutions_Educate oneself	1
Solutions_Explain the importance of knowing many languages	1
Solutions_Foster child's language development	1
Solutions_Keep teaching	1
Solutions_Mother encourages to use the correct language	1
Solutions_Translating into the appropriate language	1

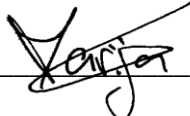
Maģistra darbs "Raising a trilingual child ages 0 to 3: inclusion in family and monolingual society"

izstrādāts Latvijas Universitātes Pedagoģijas, psiholoģijas un mākslas fakultātes

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Autors: Marija Gailite

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/paraksts un datums/

Rekomendēju darbu aizstāvēšanai

Vadītājs: Prof. Dr. habil. paed. Irina Maslo

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