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Crossing the Boundaries of Cultural Diversity through Plurilingualism: Can Interspersed Children Communicate Effectively?

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ABSTRACT

The perusal to have a better hold of the effects and intricacies of language and multilingualism in relation to the communicative skills of interspersed children provide the primordial impetus for the study. It goes with the purpose of quelling the anathema between Blommaert and Verschueren's hypothesis (1998) on the *dogma of homogeneity* and Betty Birner's bilingualism perspective (2000) vis-à-vis Notion of Linguistic Relativity, Evelyn Hatch's Discourse Theory, Howard Giles' Speech Accommodation Theory, Krashen's Affective Filter Hypothesis, Language Shock, and Selinker's fossilization precept. The nexus of language, culture and communication to answer whether the exposure of children to multicultural environment afford them equivalent command of all languages they are exposed to, is to be established. Key participants are the brothers' Bureau, interspersed children of Filipino-Canadian-French-Pangasinan descent. Qualitative research design is to be adopted, where interview, documentation and experimentation as research instruments are to be utilized both in data gathering and analysis. Language is indeed a cement of the society and a vital part of culture. It goes to say that constant exposure to social constructs provides ways and means to expedite learning of language. It can be surmised that to have equal command in languages exposed to, and to communicate effectively through the use of each, is not farfetched. However, interventions and means should be resorted to, to quell difficulties that may be encountered in the usage of said languages.

Keywords: Plurilingualism, intersperse, language, culture, communication

Introduction

Language has been hailed as the hallmark of humanity, the ability that separates humans from other forms of life. (Berko-Gleason, 1997) As humans, we have the language ability to continuously embrace new ideas, share feelings, comment on surroundings, and of course in understanding each other.

It has also been established that acquisition of language is considered as one of the inimitable feature of human behavior, to assure that one of its primary purpose and function is served - communication.

Learning or acquisition of language/s other than the Mother Tongue is possible if the individual is exposed to these languages. This will mean that modalities of exposure such as interaction and the conducive type of environment should be existent to make it materialize.

It goes to say that Noam Chomsky's supposition that children possess innate ability to learn a language and the possibility to learn different languages if they are consistently exposed, is hypothetically correct. (Orillos, 1998)

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It will also signify the possibility of language learners to feel the cost of personal discomfort, social isolation, and lowered self-esteem when speaking the language of their *interactants* poorly. The problem aggravates in a situation where they are exposed to a multilingual vis-à-vis multicultural setting, whereby language spoken at home varies that from school and in other circumstances. The question is asked whether or not such exposure would provide equivalent command both as to speaking and understanding of all languages one is exposed to.

This is also to consider the common opinion that researchers share, that the ability to speak more languages not only helps to understand other people and cultures better, but also lets one discover their own skills and raises the awareness towards many things.

Purpose of the Study

To be able to have a better grasp of the effects and intricacies of languages and multilingualism, in relation to communication on children and to quell the existing anathema on views abovementioned – is that which provided the primordial impetus on why the researcher perused this study.

This case study wishes to introduce new insights on multilingualism and effective communication in children particularly in the Philippines, where exposure to varied languages is normal from inception.

It is also hope that through this case study, theories on language and language acquisition, and studies conducted both about multilingualism, communication and the nexus between the two, may be verified.

Further, this case study primarily intended to know whether the Bureau brothers (language interspersed children) can communicate effectively using each/either of the languages they are exposed to. Specifically, it aimed to:

1. Know whether a balanced multilingual child (within the age of five to seven) can communicate effectively among all languages one is exposed to;
2. Determine the difficulties that the Bureau brother's (multilingual children) who are within the age of five to seven, experience, and
3. Assess whether the Bureau brothers ability of a multilingual child, to communicate effectively in one of the languages they know retard their ability to communicate effectively in the other three languages.

Research Questions

This study sought answer to the following questions:

1. Are the Bureau brothers considered as balanced multilingual children (within the age of five to seven) who can communicate effectively among all languages they are exposed to?
 - a. Do the Bureau brothers have an equivalent command of all languages they are exposed to?
 - b. Do the Bureau brothers communicate effectively in all languages?
2. What are the difficulties that the Bureau brother's (multilingual children) (within the age of five to seven) experienced?
 - a. How do these difficulties hamper their ability to communicate effectively in either of the four languages they are exposed to?
 - b. How can these difficulties be possibly addressed?
3. How do the Bureau brothers' ability to communicate effectively in one of the four languages retard their ability to communicate effectively in the other three?

Literature Review

Language and Communication Defined

Every aspect of language is complex - it has always been an enigma which supposes a lot of queries. More so, the definition given to it, demands detailed and factual elaboration for it to be fully understood. Also well-established is the precept that it is a system of arbitrary vocal symbols used for human communication. (Wardough, 1972) This definition provides the leg to linguists' hypothesis that language and communication are connected. Communication itself is hard to define, for it embraces both the humanistic and scientific views of the world.

Lawrence Frey, Carl Botan, Paul Friedman, and Gary Kreps are all in unison in defining it, as the management of messages for the purpose of creating meaning. In perspective, it could be said that the definition aforementioned, regards communication as an intentional activity, which gives equal weight to messages and meaning. (Griffin, 1994) This justifies that communication among human species is an extraordinarily complicated affair. More so, the occurrence of difficulties in communication among people from different linguistic and cultural backgrounds stand. Wardough and Griffin's ratiocination just goes to say that language is used to communicate for meaning.

Language and Culture's Nexus

Language is the principal means whereby we conduct our social lives. When used in the contexts of communication, it is bound up with culture in multiple and complex ways. This only means that language in all case expresses, embodies and symbolizes cultural reality. (Kramsch, 2009)

And this relationship of language with culture, in a way or another determines the variation of language, where not only age, sex, occupation, function and social aspects are determinants of this variation.

Indissociability of Language, Culture and Communication

Johan Herder and Wilhelm von Humboldt gave importance to the diversity of language and cultures. (Kramsch, 2009) They forwarded the *Notion of Linguistic Relativity*, which espouses the idea that different people speak differently because they think differently, and that they think differently because language offers them different ways of expressing the world around them. It assumes that linguistic structure constrains what people can think or perceive, and tends to influence what they routinely think. In essence, the common attitudes, beliefs, and values (culture) are reflected and affected in the way members of the group/community use language – to say or not to say and how they say (communication) what they wish to say.

This theory was supported by the Sapir and Whorf's Hypothesis which claims that the structure of language one habitually uses influences the manner in which one thinks and behaves. (Kramsch, 2009) As a result, Ronald Wardough posited that tendency exists to stereotype people who come from other linguistic and cultural backgrounds on the basis of impressions about not only language but also their gestures, customary movements and use of space.

Effective Communication at a glance

Effective communication is a two way process, where each person takes responsibility for their own part. When people communicate effectively, it helps them feel more comfortable in talking about important information, sharing concerns or asking for

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help. More so, they are able to talk openly about what is on their mind and develop a shared understanding. (Lunenberg, 2010)

One of the barriers to effective communication as it has been said is language. The words we choose, how we use them, and the meaning attach to them that cause many communication barriers. If the same word may mean different things to different people, the more that an unknown word to someone of different language may cause more misunderstanding as is. (Lunenberg, 2010)

Plurilingualism Defined and Discussed

A dictionary definition of multilingualism will state that it is the ability of a person to use more than one language. Along with this definition, is the fact that this concept poses disparaging views. Varied researches would conclude that *Plurilingualism*, other nomenclature for Multilingualism, poses factors and arguments that make it, both an advantage and a disadvantage to language acquisition and development of a person's language.

Snow and Hakuta's study. The study conducted by Catherine E. Snow and Kenji Hakuta, entitled *The Costs of Monolingualism* in 1982 as published in *Language Loyalties*, presumes that the choice of whether to speak more than one language is based on an implicit cost benefit analysis.

Ellis' study. In the study conducted by Elizabeth Ellis entitled *Monolingualism: The Unmarked Case*, she posited that monolingualism serves as limitation to a person's cognitive, communicative, social, and vocational potentials, and that monolingualism per a body of literature is consists of lack of skills. The aforementioned by implication further postulates that Multilingualism is more of an advantage.

Ellis in her study also cited Lo Bianco's hypothesis (1972) that learning a second language provides well established benefits, such as: cultural and intellectual enrichment, economic benefits as to vocations and foreign trade, the promotion of equality principles as to social justice and the overcoming of disadvantage, and the improvement of relationship of one person to the world.

On the other hand, she also cited Blommaert and Verschueren's hypothesis (1998) on the concept of *dogma of homogeneity*, which espouses, that the ideal model of the society is monolingual, monoethnic, monoreligious and monoideological.

Betty Birner's perspective. The study of Birner proved that there are a lot of advantages to knowing more than one language, to wit:

- a. Knowing a second language actually benefits a child's cognitive development;
- b. Strengthening of ethnic roots that lead to sense of identity and belongingness;
- c. Advantageous to the global market, and
- d. Encourages cross cultural awareness and understanding.

Brief Perspective on the Language Communicative Development in Children

Lewis (2009) as cited by Brooks and Kempe (2012) stated that children at young age learn to speak and understand other's speech; they learn to use language to share ideas, negotiate activities, and cooperate with others. And all of these they do in spite of the fact that there is extraordinary complexity and diversity in sound patterns, word meanings and grammatical structures of languages.

The fact that in many parts of the world, with the Philippines as no exception, children grow up being exposed to more than one language. Tucker (2003) as cited by Brooks and Kempe (2012) that in the lens of a cross cultural perspective, monolingualism is the exception and multilingualism has become the norm.

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Further, it could also be presumed that these are brought about by situations that lead to multiple language acquisition. As for instance, one may hear a language spoken by his father, another language spoken by the mother, and another language spoken by the teacher and or other people in the community. All of these circumstances, may lead to the possibility of acquiring if not learning multiple languages. As the basic, *Principle of Convergence* in Social Psychology posits, that we tend to shift our language style toward that of persons we like and admire. (Crawford, 1992)

However, this shall not discount the fact that language development among these multiple languages are not equivalent to each other, more so, to say that their ability to communicate using either of these languages, and so with their competence vary.

Methodology

The study employed varied research strategies that enabled the exhaustion of answers, to the questions and objectives it sought to respond to. Bulk of the case study adopted the qualitative research design, where the following research instruments were utilized for a period of two months, both in data gathering and analysis:

1. Interview
2. Documentation
3. Experimentation

The case study's key participants are the brothers' Bureau. The two key participants of this case study are the only children of Michel Bureau and Jocelyn Dela Pena Bureau. Their father is born in Montreal, Canada and is presently fifty nine (59) years old. He speaks and understands English, French and partly understands Filipino. Michel is married to Jocelyn Dela Pena Bureau, a forty year old (40) Filipino and born in Dulag, Binmaley, Pangasinan. The Bureau spouse met in Hongkong, until they decided to migrate and live in the Philippines, August of 2006. Jocelyn speaks Pangasinan, Filipino and English. It could be presumptively concluded that the Bureau brothers are exposed to Filipino, English, French and Pangasinan languages, and so with the cultures that these four languages represent.

Discussion

The results of the interviews and observations conducted would establish that both John Andrei and Brendon are multilinguals, for they can understand and in a way speak and respond in Pangasinan, Filipino and English, saved for French (despite the fact there father speaks to them both in English and in French). As the data gathered would speak, the Bureau siblings use the three languages in all their dealings and interactions at the same time and on different time frames, with Filipino and English as the more dominant, making them, not balanced multilinguals.

During the interviews, both of them answers or responds in Filipino when asked questions either in English, Filipino or Pangasinan. But per observation, they answer in English when talking to their father and mother at home, despite the latter talking to them in English, Filipino or Pangasinan.

Two set of simple questions was drafted and was validated by a learned psychologist, Leo De Vera (BS Psychology graduate from the University of the Philippines). According to De Vera, the said questions can be answerable by a five or a seven year old child as they are presumed to have the same comprehension, for they reside in the same abode, are exposed to the same environment and are within the same bracket of typical age.

The first set was composed of direct and straightforward questions, one in each of the four languages mentioned. While the second set, the key participants are tasked to translate

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some words/phrases into a specific language. For example, the first question is in Pangasinan and is thereby expected to be answered, also in Pangasinan. The phrase that must be translated is in Filipino. And the second, third and fourth questions are combinations of, English and Pangasinan, French and English, and Filipino and French, respectively. A sample of said two set of questions are shown below on Table 1, to wit:

Table 1

SET 1	SET 2
1. <i>Pigara'y taon mo?</i> (How old are you?)	1. <i>Antoy Pangasinan ya "kumain na tayo"?</i>
2. <i>Anong pangalan ng nanay mo?</i> (What is your mother's name?)	2. What is the English term for "sakey"?
3. What is your favorite food?	3. <i>Quel est le terme francais pour "Thank you"?</i>
4. <i>Quel est votre nom?</i> (What is your name?)	4. <i>Ano ang Filipino/Tagalog ng "Bonjour"?</i>

Based on the seven year old Brendon Bureau's answers when asked the questions afore cited, he was able to correctly answer Questions 1, 2 and 3 of Set 1, and Questions 1, 2 of Set 2. Brendon's answer is shown below:

Table 2

SET 1	SET 2
1. <i>Pito</i> (also demonstrating it in his hands)	1. <i>Mangan</i> (was able to get the correct answer and in the right context, but not completely, it should have been, <i>Mangan tayo la!</i>)
2. Josie (nickname of their mother Jocelyn)	2. Isa...One... (but answered it after the lapse of few minutes, and suddenly changed his answer)
3. Chocolates	3. (Raised both of his shoulders, interpreted to mean that he does not understand the question)
4. (Raised both of his shoulders, interpreted to mean that he does not understand the question)	4. (Raised both of his shoulders, interpreted to mean that he does not understand the question)

Apparently, all answers of Brendon are either in Filipino or English, those language which he speaks. He also gets to understand English, Filipino, and Pangasinan, as evinced by the fact that he was able to answer all questions propounded in said languages. However, he was not able to respond to questions raised in French, per Questions 3 and 4 of Set 2. There was also a taint of possible code switching as Brendon's answer to Question 2 of Set 2 showed. On the other hand, when John Andrei was asked, he was able to correctly respond to Questions 1, 2 and 3 of Set 1, and Questions 1, 2 and 4 of Set 2. However, with a tinge of not being sure as to his answer, as his answer was followed by the word, *ata* (a Filipino verbal filler), in the end. This is projected in the table undermentioned:

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Table 3

Set 1	Set 2
1. Siyam	1. Mangan la.
2. Mama Josie	2. One
3. Fried Chicken	3. Hindi ko alam.
4. <i>Ano?</i> (with the facial expression of not knowing what the researcher was talking of)	4. Thank you <i>ata.</i> (with uncomfortability as to what is being asked and in his answer)

As may be inferred from Table 3, all answers of John Andrei are either in Filipino or English, those language which he speaks. He also gets to understand English, Filipino, and Pangasinan, as evinced by the fact that he was able to answer all questions propounded in said languages. However, he was not able to respond to a question completely raised in French, specifically Questions 3 and 4 of Set 2. There was also a taint of possible code switching as John Andrei’s answer to Question 4 of Set 2 revealed.

Comparison of the results of the answers of the brothers’ Brendon and John Andrei revealed that there are not only similarities but also differences as to their communication skills both in speaking and in understanding the four languages they are exposed to.

Moreover, the interviewees intimated, and during the observations made and with the activities that the researcher immersed himself with (both in separate and the same instances) the key participants and other focal persons, it was found out that they are constantly and oftentimes exposed to Pangasinan everywhere they go, at home (because of their mother), at playtime and friends in their mother’s family home, at school (with their classmates and their teachers (because of the Mother Tongue mode of Instruction imposed by the Department of Education), and all other daily dealings in the province. Further, it could also be said that their exposure in Filipino is less frequent as compared to Pangasinan for they only get to be exposed to it in school when taking their Filipino subjects.

On the other hand, their exposure to English is at home, as the rule imposed by their father governs them, in school when taking their English subjects and when having talked to them in said language. While their exposure to French is near to being nil, for seldom do their father speaks in said language, to them or neither to himself.

Further, it could be surmised based from the interviews conducted, the questions propounded and the responses exhausted, and the observations made, both brothers can understand and oftentimes speak (responds) in Filipino especially when in school, understand and frequently speaks in English especially at home, partly understands and responds in Pangasinan. This is also to provide the premise that one is a seven year old, and the other is a nine year old, but are in the same bracket as mentioned. The Bureau brothers’ grades’ would not only reveal of their performance, but shall also speak of their exposure to the four languages, saved for French. In this case study, their grades in Mother Tongue, English, and Filipino were shown in the table below.

Table 4

Brendon’s Average of Grades for Two Quarters		John Andrei’s Average of Grades for Two Quarters	
English	80	English	79
Filipino	84	Filipino	83
Mother Tongue	83	Mother Tongue	83

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Table 4 shows the performance of the key participants in their school subjects which gives focus on the language they are exposed to. And in a nutshell, will also reveal how their exposure and ability to communicate in the languages of concern determined their performances in school in said languages and the probable existence of difficulties they get to experience given the situation and circumstances they are into.

These perceived difficulties gleaned from the grades of the key participants and as reflected in Table 4 is corroborated by the statements of Brendon and John Andrei's teachers.

Edna dela Abad and Sarah Padoan are both in unison in intimating that the possible difficulties that their respective students encounter when asked lies with varied factors. They also mentioned that the multi-faceted environment the students are into may affect the way they get to communicate in either of the languages cited. They elaborated that environment may be dissected into several domains as to the people they get to be in touched with, the institution they are part of, their family, and even their age. It was also pointed out that the fact alone that their parents' exposure to varied cultures shall provide a wall which shall make it difficult for them to communicate, given the variation of beliefs, values, meanings and perceptions. In a way or another, a conflict may also arise as to the usage of the languages they are exposed to. The brother's teachers also made mention that their flimsy grasp of the languages itself serve as an indicator of the difficulty their students possibly experience.

Per observation, there lies difficulty in how the brothers get to communicate as viewed in the language they are supposed to use when conversing, when responding, or when in initiating any sort or form of communication. There were instances during the observation period whereby each brother would both use the same language in an instance to be able to express themselves, respond to a question or when he or she wants to raise the point. Worse to say, it was straightforwardly answered by both brothers that they indeed suffer difficulty given the fact of their exposure to all four languages, with French as the least.

Interpretation of the Findings of the Study

Given the findings of the study derived from interviews, observations, activities and other relevant methodologies, an interpretation of all these facts and information is necessary to be able to respond to this case study's purpose and objectives.

It could be said that the brother's Bureau are not balanced multilinguals but are mere multilinguals who could understand, speak and converse in English, Filipino, and Pangasinan, with French as an exemption. Filipino and Pangasinan seems to be the stronger languages for both key participants as evidenced by the fact that they get to respond to Filipino more often and that they get to have more sufficient exposure to the vernacular in the setting they are into. While English could be said to be the weaker language as may be evidenced by the average grade they incurred in the first and second quarter of their English subject ratings.

Having established the abovementioned information, the key participants could not have equivalent command of all the four languages, more so yielding to the interpretation that neither of the key participants could communicate effectively in all four languages given their age and considering the environment they are exposed to per the moment. However, as to the language skills that the brothers manifest, which are only visible in English, Filipino and Pangasinan, but not French, both key participants are able to evince such during the period of observation and data gathering.

Both Brendon and John Andrei speaks with correct grammar and word form, saved for the fact that they have the tendency to use two languages in an instance, express themselves in playing with their playmates, able to write their names and read simple words as evidenced and corroborated by their teachers' statements.

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The mere exposure of the key participants to four different languages spell the difficulty they get to experience. The fact that there arises the instance that they should communicate (listen, speak and converse) to and in different languages intermittently, makes it difficult for them to do so, given the environment they are into, the setting, the context of the conversation, and especially the ages they are in.

Apparently, the difficulties the key participants encounter affects their communication skills and their ability to communicate effectively in either of the languages they are exposed to. The mere fact that they are exposed to four languages denote difficulty. This is even manifested in the tinge of possibility of code switching that both brothers have shown in their interview as evidence by their grades and the teachers' pronouncements.

These difficulties become a communication barrier that block the steps to effective communication of the Bureau brothers in the four languages.

Semantic barriers are created because of the problem as to what words should they use, how they get to use it, and the meaning they get to attach to it. Aside from the fact as to what language they are to use in responding, conversing and communicating. Further, psychosocial barriers are also created because of fields of experiences which includes background, perceptions, values, biases, needs, expectations and culture. (Lunenberg, 2010) To determine these difficulties raised, and to provide panacea to these barriers, is to be able to address its causes or sources. Having the key participants guided as to the rules which are imposed in the use of the languages they are exposed to shall do the first step in tryin to put end to the difficulty cited.

As for example, telling them that one should respond to in the language that the person who initiated communication have utilized. Making them understand their field of experiences will also address the difficulty they get to experience, more so deterring the possible code switching that the two key participants have encountered and yet to come across through. As a result, it shall also affect their ability to communicate effectively in either languages.

Because of the difficulty that transpired, occurred and encountered by the key participants in communicating in one of the languages they are exposed to, retards their ability to communicate in other languages. None of the data gathered would found the idea that either of the Bureau brothers' competency and/effective ability to communicate in either of the languages they are exposed to retards their competency and ability to communicate effectively in the other languages. However, it could be surmised that such circumstance is a variable or a factor that may possibly affect the communicative competence of the key participants.

Analysis of the Findings of the Study

Douglas Brown citing Albert Marckwardt's concept of changing winds and shifting sands will provide the underpinning of this case study that no singular theory or language perspective will explain why on such is the results or on why such are the circumstances present in the specific situation of the key participants' Bureau brothers.

To explain said situation, the researcher subscribes to varied perspective of language luminaries and theoretical perspectives that explains on why such particular phenomena happens, and why such has been the condition of this case study's key participants.

The study of Deschel (2011) entitled, *What is the Role of Environment in Language Development*, details the major role that environment plays in language development. It further provides that this important role that language play covers everything we do and learn, which extends from its use, down to the vocabulary. The study aforementioned and this case study are premised with B.F. Skinner's proposition that language depends on environment.

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He was right that language itself is acquired through the principles of conditioning through their exposure to varied languages since inception justifies the fact why the Bureau brothers' are able to have a command of at least three languages, making them multilinguals.

This is also aside from the fact that each individual according to Noam Chomsky has a Language Acquisition Device which provides him the ability to learn or acquire language. However, it should also be said that one has still to engage himself in the communication process to be able to speak a certain language well.

Exposure to Language and the language of behavior of the parents of the key participants may explain their situation. For as it has been said that normal brain development depends on early and regular exposure to language. Therefore, a child will acquire the language that he is sufficiently exposed to. More so, the behavior of parents and other family members at home determines the language that the children gets to speak. This gets to explain the reason why in this situation, there is such as stronger languages and weaker languages because of the determinants which are present.

Further, the Discourse Theory of Evelyn Hatch states how language can be learned by communicating with the target language speaker. This particular theory also stands to be a leg on why the key participants is able to understand and speak in Filipino and in Pangasinan even it is a rule in their residence that English should be the language which shall be spoken at home.

The Speech Accommodation theory of Howard Giles explains why the key participants gets to have difficulty as to the language they are to use in responding to those who gets to initiate conversations with them because of the fact that they get to embraced a wide range of communicative behaviors, and exposed to a rich array of contexts.

On the other hand, Krashen's Affective Filter Hypothesis will explain why the key participant's ability to not have full grasp of the three languages or why are not considered as balanced multilinguals, is because of the possible filter that reduces the amount of language input they are able to understand. In this case, the environment they are exposed to is the primordial filter that hampers them to be better as they are in Filipino, English, Pangasinan and probably also in French.

The concept of Language Shock may also find its place in this case study, which will explain on why the key participant has talked and responded to the researcher only in Filipino and English, is because of the reason that they fear appearing comic when they speak in Pangasinan or French. This is to be taken side by side with Selinker's concept of fossilization, which will also probably provide leg to the reason on why both Brendon and John Andrei Bureau speaks more often in Filipino and in English, but has higher grades in the Mother Tongue.

Gass (2002) as cited by Malone also justifies the present circumstance on providing that the language learning context and how learners' use their linguistic environment to build people's knowledge of the second language is vital. This so with the emphasis made by Vygotsky as to the role of the social environment on children's learning shall be a stronghold explanation of the phenomenon that this case study presents and posits.

The Symbolic Interactionism Theory which is the brainchild of George Herbert Mead and was developed by his disciple Herbert Blumer also finds application here. For the said theory claims that communication is the most human and humanizing activity in which people are engaged, where meaning, thought and language are the core principles. And these core principles lead to conclusions about the formation of self and the socialization into a larger community. This in a sense shall explain on why the participants cannot communicate effectively in all the languages they are exposed to and possibly lays down the factors on why difficulties exist in such a setting.

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Iceberg Analogy of Culture Model developed by Edward T. Hall in 1976 implies that culture, whether conscious and unconscious provides variation and boundaries in itself. Further, these differences denote the possibility that misunderstanding may arise among those who cannot understand each other because of gaps created by culture and all ancillary concepts pertinent thereto. Hall's concept would provide also an explanation on why the key participants do not have a perfect grasp of the languages they are exposed to, either in content, use or form.

Further this concept also shows that all languages are equally complex. Each language is a part of the culture that produces it and is adequate for needs of the people who use it. Any language, therefor, is as good as any other as it serves the purposes of the particular culture. As a conclusion, Hall theorized that languages themselves are influenced by each other.

Lastly, Schumann's Acculturation Model that spawned in 1976 under the tutelage of John Schumann is essential to stand as evidence of this case study. The model theorized that *social distance* establishes the difficulty of acquiring language, more so in using language to communicate. The said model explains on why the key participants gets to learn/or acquire other language than that which is required to be spoken at home, because of their want to associate with others. Moreover, the brothers intent to be defined as part of the culture including the language they are exposed to, they tend to speak in Filipino, and tries to become better in the Pangasinan language.

The constant exposure of the key participants to social constructs such as school provides ways and means to expedite learning of the language exercised or spoken oftentimes in these constructs by the Bureau brothers. Moreover, there stay in Pangasinan and in the Philippines has been since birth, this then made it easier for them to learn Pangasinan and Filipino because of their exposure to the said languages.

Limitations

The case study will primarily focused on the four languages the key participants use and are consistently exposed to in their communication processes in a daily basis. The case study did not solely settle itself with the four languages per se but shall also tried to devote itself in deciphering the implication of one language to the other languages to effective communication.

It determined whether difficulties arise when the Bureau brothers get to use different languages in their conversations, with varied people and in different contexts. It also tried to find out whether the Bureau brothers could effectively communicate in all of the languages they use and are exposed to, despite the constraints that the aforementioned may provide. It also tried to delve in the determination of whether a balanced multilingual child cannot be affected by his proficient command of one language.

All of these prospective were all based on the fact that they are bound by rules (as to the language they are exposed to in one specific setting) that changes from one setting to another. The focus of the case study were only the Bureau brothers as abovementioned. However, conversations with both of their parents, classmates, teachers, former teachers, relatives, neighbors, playmates and other key persons were done and not avoided.

Recommendations

The possibility of being a balanced multilingual individual is not nil, provided that one's exposure to languages and the speaking thereof is constant. This is also to surmise that to have an equal command in all of these languages one is exposed to, and to communicate effectively through the use of each is not farfetched. However, interventions and means

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should be resorted to, not only to quell difficulties that may be encountered into in the usage of said languages but also to aid one's grasp of each of the languages.

It is submitted that to completely gauge linguistic and communicative competence of a multilingual, and to determine whether a multilingual could switch off languages as per observation I this case study, augmenting the time in collating all facts and information needed, and interpreting them thereafter demands a longer time and a more thorough study and conduct of research.

However, the data at hand shall suffice to support the conclusion and the findings of this case study in respond to the questions aforementioned. This case study should be furthered to be able to answer the questions which has been discovered, but are not covered by its objectives, which includes but not limited to code switching, the genuine factors that retard communicative competence and ability of multilinguals and other ancillary issues topics attached thereto.

Conclusion

Lorenzo Q. Orillos made mentioned that language is everywhere. It permeates thoughts, mediates our relations with others, and even creeps into our dreams. Most human knowledge and culture is stored and transmitted in knowledge, which is so ubiquitous that we take it for granted. Without it, society as we know it, is impossible.

As he puts it, language as cement of the society, allows people to live, work, and play together. Each language is a part of the culture that produces it and is adequate for needs of the people who use it. As Taylor (2000) posited, culture has to be a paramount consideration in a thoughtful discussion of language acquisition. Any language, therefor, is as good as any other as it serves the purposes of the particular culture. This goes to say that the linguistic environment and communicative environment, that is reflective of the range of meanings, values, perceptions, and beliefs of cultures of which they are part are significant components.

There is no evidence that suggests that there exists difficulty in the acquisition of two or more languages. For it has been said that for as long as one is exposed to said languages, it shall provide the bridge in learning these languages. This is also to say that every individual especially child within the age bracket of the key participants will show that they shall have ways to adapt themselves to the environment they are growing in, by learning the language therein.

More so, it should also be concluded that there would still always be differences even when individuals are in the same age bracket, which may be determined by varied factors and variables. There seems to be a possible code switching evinced by the key participants in this case study. This phenomenon is a manifestation that in each of the languages the key participants gets to speak and understand lies the difficulty in their command of said languages they are exposed to.

Further, the intervention techniques proposed and mentioned above is premised on the many methods of language intervention to enhance the natural language development process by augmenting, highlighting, and/or modifying the capability of the key participants.

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