

# Research on Social and Affective Factors in Home Language Maintenance and Development

**(#HOLM2023)**

**Abstract Book**



**December 14-16, 2023**

<https://www.tlu.ee/en/bfm/holm2023>

## Table of Contents

Contact information .....	3
Program Committee .....	4
Welcome to HOLM 2023! .....	5
Welcome to Tallinn University! .....	6
Venue .....	7
Conference Dinner .....	9
WIFI Connections.....	9
ABSTRACTS .....	10
For session chairs and speakers.....	10
Keynote Speaker 1.....	11
Keynote Speaker 2.....	12
Keynote Speaker 3.....	13
Session 1 .....	14
Session 2 .....	18
Session 3 .....	23
Session 4 .....	27
Session 5 .....	31
Session 6 .....	35
Session 7 .....	39
Session 8 .....	43
Session 9 .....	48
PhD workshop: A special session for PhD candidates .....	54
Some useful links.....	55
Tallinn Airport .....	55
Leaving the Airport.....	55
Getting to the Airport.....	55
Public Transport in Tallinn .....	55
DIGITAL TALLINN .....	55
Visit Tallinn .....	55
Between Helsinki and Tallinn onboard a ferry.....	55
Weather forecast in the Internet.....	55
Tallinn Christmas Market.....	55
Getting to the Venue from the Park Inn by Radisson Central Tallinn .....	56

## Contact information

**HOLM 2023 management team:**

**[Professor Anastassia Zabrodskaia](#)** (Baltic Film, Media and Arts School, Tallinn University, Estonia), conference chair

**[Professor Andrea C. Schalley](#)** (Department of Language, Literature and Intercultural Studies, Karlstad University, Sweden), conference vice-chair

**[Dr Susana Eisenclas](#)** (School of Humanities, Languages and Social Science, Griffith University, Australia), conference vice-chair

- **Contacts:** [anastassia.zabrodskaia@tlu.ee](mailto:anastassia.zabrodskaia@tlu.ee), +37255659113 (WhatsApp)

## Program Committee

Feyza	Altinkamiş	Vrije Universiteit Brussels
Elaine	Ballard	The University of Auckland
Ute	Bohnacker	Uppsala University
Joke	Dewilde	University of Oslo
Susana	Eisenclas	Griffith University
Natalia	Ganuza	Uppsala University
Christina	Hedman	Stockholm University
Ritu	Jain	Nanyang Technological University
Sviatlana	Karpava	University of Cyprus
Caroline	Kerfoot	Stockholm University
Pia	Lane	University of Oslo
Rafael	Lomeu Gomes	MutiLing - University of Oslo
Latisha	Mary	University of Strasbourg
Anik	Nandi	University of the Basque Country (UPV/EHU), Vitoria-Gasteiz
Åsa	Palviainen	University of Jyväskylä
Ingrid	Piller	Macquarie University
Liliana	Sanchez	University of Illinois, Chicago
Andrea	Schalley	Karlstad University
Christoph	Schroeder	Universität Potsdam
Yvette	Slaughter	The University of Melbourne
Marianne	Turner	Monash University
Luk	Van Mensel	Université de Namur
Louisa	Willoughby	Monash University
Anastassia	Zabrodskaja	Tallinn University, Baltic Film, Media and Arts School

## Welcome to HOLM 2023!

We are delighted to welcome you to the International Conference “Social and Affective Factors in Home Language Maintenance and Development (HOLM)” in Tallinn. **HOLM 2023** is the **eighth** conference of the [International Association for Applied Linguistics \(AILA\) Research Network \(ReN\) on "Social and Affective Factors in Home Language Maintenance and Development"](#). This Research Network has been designed with a comprehensive focus encompassing both formal (within school systems) and informal (community-based grassroots) initiatives. Its overarching goal is to explore into and advance research on home language maintenance and development. The network's three primary aims can be succinctly summarised as follows:

- A. **Research:** To foster collaborations and exchange between scholars working in the field of social and affective factors in home language maintenance and development.
- B. **Dissemination:** To disseminate research findings on the importance of home language maintenance and development to stakeholders including Departments of Education, policy makers, childcare centres, schools, parents, minority language speaking communities and the mainstream society.
- C. **Advocacy:** To lobby for the recognition and uptake of research findings and to provide expert advice to stakeholders. This might include submissions to Senate inquiries, support and advice to communities on grass-roots initiatives and other activities.

Since its beginnings in 2015, the ReN has been highly active across these three areas. Concerning research, members have been engaged as keynote speakers, conference organisers, presenters, bloggers, public workshop facilitators, and have contributed extensively to reputable journals and books. Beyond the many individual achievements, the ReN has organised approximately 24 conferences and symposia, with some resulting in joint publications and collaborative projects. Dissemination of findings and lobbying related to home language maintenance have been carried out through public events, such as workshops tailored for parents and teachers, as well as via the [Facebook page Home Language Maintenance](#) and individual ReN member activities.

We eagerly anticipate the discussions that will take place at this conference and hope they set a solid foundation for future collaborations across all areas of ReN activity. It goes without saying that organising such a conference is no small feat and requires the help and support of a dedicated team. We extend our deep gratitude for all the support received from Tallinn University.

Lastly, a heartfelt thank you to all attendees. We wish you an enjoyable, fulfilling, and intellectually stimulating conference experience and look forward to the development of further opportunities for collaborations in the future!



**Andrea Schalley** (Karlstad University) & **Susana Eisenchlas** (Griffith University)

## Welcome to Tallinn University!

Dear HOLM 2023 conference participant,

**Tere tulemast! Добро пожаловать! (In my home languages)**

### Welcome to the Baltic Film, Media, and Arts School at Tallinn University!

I am thrilled to participate in collaboration with researchers focusing on social and affective factors in home language maintenance and development. As a multilingual speaker, a researcher and a second language educator, I have always been fascinated by the notion of Home Language Maintenance. Vladimir Nabokov, who was a Russian-American novelist and poet, said: 'My mind speaks English, my heart speaks Russian, and my ear prefers French'. The linguistic reality around me has resulted in the coexistence of three languages within me. Every day, my mind, heart, and ear engage in translanguaging between English, Estonian, and Russian, transcending communication barriers. I experienced firsthand the wisdom in Johann Wolfgang von Goethe's famous quote, which emphasizes the importance of knowing multiple languages for a deeper understanding of one's own language: 'Wer fremde Sprachen nicht kennt, weiß nichts von seiner eigenen'.

Tallinn University Baltic Film, Media, and Arts School serves as a hub for intercultural communication and audio-visual knowledge and expertise. Therefore, this conference holds significance for several reasons, including its potential to foster collaboration among experts, showcase groundbreaking research, and address key challenges in our field. My goal is to contribute to providing a platform for exploring and envisioning the future of home languages, offering solutions as a scholar in intercultural studies. I am wholeheartedly committed to promoting the initiation and implementation of cutting-edge, interdisciplinary research and development projects.

On behalf of the organizing committee, I eagerly anticipate your presence in Tallinn! Take the opportunity to explore the impressive and modern Tallinn University buildings, enhancing your overall conference experience. Lastly, do not forget to savour the unique charm of Tallinn—a medieval city and the Green Capital of 2023. It provides a captivating setting for our discussions on the dimensions of research on social and affective factors in home language maintenance and development.

Thank you again for your participation! Enjoy the HOLM 2023! Thank you! **Aitäh! Спасибо!**



**Anastassia Zabrodskaja**, Conference Chair, Professor of Intercultural Communication and Head of the Master's Program in Communication Management, Executive Director of the European Masters in Intercultural Communication

## Venue

Tallinn University Campus: <https://www.tlu.ee/en/campus> or <http://virtualtour.tlu.ee/>

### How to get to rooms M-225 and M-342

If you approach Tallinn University from Narva Road (**Narva maantee** in Estonian).  
Come to Narva Road, 25 Terra building and find this view:



Then walk along the Narva road (Narva maantee) and follow this arrow:



You will see this building in the courtyard. Pass this building. Turn here round the marked corner.



Congratulations! You have arrived at the Mare building (NB! Address is Uus-Sadama 5). Please come through that door!



Once you are inside, take the lift to the 2nd floor (press the number 2). You will find our room designated as **M-225**. Alternatively, take the lift to the third floor (press the number 3). You will find our room designated as **M-342** (where sessions 2, 4, 6, and 8 take place). On the third floor, you can also find the **Mare Atrium**, where coffee breaks will be served. Lunches will be served in the cafe Oaas (Terra building, 1 floor).



## Conference Dinner

The conference dinner is **included** in the conference participation fee. The conference dinner will take place on **Friday, December 15th, at the Restaurant Peppersack (Vana-Turg 6, Tallinn), starting at 7 PM**. The restaurant Peppersack is situated in a building with a fascinating past, right in the center of Tallinn's Old Town, in close proximity to the Town Hall Square. Click here: <https://peppersack.ee/en/>

The conference organizers will cover one drink per person. Every dinner guest can choose between one glass of white wine, one glass of red wine, one glass of beer, or one glass of a soft drink. If you would like to order more drinks, I kindly ask you to cover the cost yourself. Any additional drinks can be ordered from the bar at the restaurant. You can pay for the drinks either in cash or with a credit card.

Tables reservation is under the keyword "**HOLM 2023**".

**NB!** Those with allergies are kindly asked to inform the waiter who will then bring them food adapted to their needs.

## WiFi Connections

**Wireless networks at Tallinn University (click [here](#) for more information)**

**Public wireless networks** (WiFi networks) are available in the following university buildings and rooms:

Mare (Uus-Sadama 5, Tallinn): full coverage. SSID: TLU

Terra (Narva rd 25, Tallinn): full coverage. SSID: TLU

### **Eduroam**

Tallinn University is part of an academic network called Eduroam, which provides our teachers and students free internet access at several universities, institutions and libraries across the world. At every organisation that has joined the project, Eduroam is accessed by logging in with the home university e-mail address (username@tlu.ee) and password.

### **Hashtag**

Are you connected? Please check how it works by posting about the conference and using the hashtag **#HOLM2023**.

# ABSTRACTS

## For session chairs and speakers

**Chairs**, please review the schedule for your session. We recommend organizing a session in which each presentation lasts for 20 minutes, with an additional 7 minutes allocated for discussion per paper and 3 minutes for handover.

**Speakers**, to ensure a smooth session, arrive 10 minutes early at your allocated room and have your presentation ready on a USB drive. Presenters are not allowed to use their own computers.

## **Pride, Prejudice and Pragmatism: Family Language Policies in the United Kingdom**

**XIAO LAN CURDT-CHRISTIANSEN**  
(University of Bath, United Kingdom)

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In this study, I examine how mobility and on-going changes in sociocultural contexts impact family language policy (FLP) in the UK. Using a questionnaire and involving 470 transnational families across the UK, this study provides a descriptive analysis of different family language practices in England and establishes how attitudes influence the different types of FLP in these families. Complementing the descriptive analysis, I use interview data to understand the driving forces behind the different types of language practices and language management activities, and explore how ideological constructs of ‘pride’, ‘prejudice’ and ‘pragmatism’ are directly related to negative or positive attitudes towards the development of children’s heritage language. The findings indicate that migration trajectories, social values, raciolinguistic policing in schools, and linguistic loyalty have shaped family decisions about what languages to keep and what languages to let go. This study responds to the linguistic and demographic changes in British society, and makes an important contribution to our knowledge about multilingual development of children in transnational families. Critically, this study shows that FLPs alone cannot save the minority languages; institutionally sanctioned language practices and ideologies have to make a move from limiting the use of these languages in educational contexts to legitimising them as what they are: linguistic resources and languages of pride.

### **Diversity and uniformity in the building blocks of home languages: an interplay of factors**

**NATALIA GAGARINA**

(Leibniz-Centre General Linguistics, Germany)

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More than 20 years ago, Xanthos et al. (2011) reported on the speed of morphological development in child language as related to morphological richness of child-directed speech in nine languages. For each language, they selected 1-2 participants per language. The comparison of their results with the classical language acquisition research (Brown (1973), Ingram (1989) etc. on English; Smoczyńska (1985) on Polish; Gvozdev (1961) on Russian) revealed similarities in trajectory and timing of the acquisition of morphology and other building blocks despite the differences in grammar. Corpus and experimental research also showed homogeneity/similarity in the child acquisition trajectories cross-linguistically. Since then, developmental trajectories of languages, especially in the contexts in which environmental language differs from the home language of the child, have merged as the central focus of language acquisition research. Due to the large number of various factors that impact this acquisition, diversity in the timing and path has increased dramatically. Internal and external factors for each of the building blocks of language and their interaction in development of proficiency create multiple and complex effects. In this talk, I will try to highlight how diversity vs. similarity in the acquisition of the main building blocks of home languages, such as lexicon, grammar, and discourse, contribute to our understanding of the multilingual child's language acquisition. I will try to answer two questions: (1) What is typical (or similar) in the development of home languages? (2) What is diverse (or different) in this development? For lexicon and grammar, I will summarize findings from several (longitudinal) largescale studies addressing both languages of bilingual speakers with L2 German and several L1s. For spoken discourse, I will address the findings from several special issues on the *Multilingual Assessment Instrument for Narratives (MAIN)*.

### **Ecological perspectives in early language education: Parent, teacher, peers, and child agency in interaction**

MILA SCHWARTZ

(Oranim College of Education, Israel)

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*Home, school and community together make up pieces in the jigsaw of children's lives. Children are constantly uniting the pieces in their learning, but how far do we recognize this?* (Kenner, 2004, p. 1). How do young children as agents maintain and enrich their home languages and learn the socially dominant language? The importance of a supportive classroom environment and home-school collaboration as critical social and affective factors in home language maintenance has been recently elaborated by Schalley and Eisenclas (2021). In this talk I will set the stage for an ecological approach to early language learning and education, claiming that learning at home, in an educational institution and in the community cannot be approached without thinking of the ecological role of *family, teachers, and peers as agents acting in interaction* (Schwartz, 2018; 2022). This interaction may facilitate, or in some cases also impede the child's active engagement in the target language learning. Further, I will present a Model of Ecology of Child's Early Language Learning drawn on Bronfenbrenner's (1979) perspective on child development. Specifically, I will discuss the child's early language learning at home and in classroom as interaction within the socio-cultural and linguistic context, using five out of six key elements of environments: *Individual-, micro-, meso-, exo-, and macrosystems* (Schwartz, 2018; 2022). Each environment will be illustrated by current research. Drawing attention to the ecology of early language education, I will close the talk with an argument, claiming that research and field projects together *with families and teachers as agents in interaction* is necessary. This interaction will increase the quality of *pedagogical support* for teachers and families and create partnership in promoting home language maintenance and socially dominant language competence (e.g., Ragnarsdóttir, 2022).

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

Kenner, C. (2004). *Becoming biliterate: Young children learning different writing systems*. Stoke on Trent: Trentham Books.

Ragnarsdóttir, H. (2022). Educational partnerships of teachers, parents and children in multilingual preschool contexts. In M. Schwartz (Ed.), *Handbook of early language education* (pp. 567-611). Dordrecht: Springer.

Schalley, A. C., & Eisenclas, S. A. (2020). (Eds.). *Handbook of Home Language Maintenance and Development: Social and Affective Factors*. Berlin: Walter de Gruyter.

Schwartz, M. (2018). Preschool bilingual education: Agency in interactions between children, teachers, and parents. In M. Schwartz (Ed.), *Preschool bilingual education: Agency in interactions between children, teachers, and parents* (pp. 1-24). Dordrecht: Springer.

Schwartz, M. (2022). *Ecological perspectives in early language education: Parent, teacher, peers, and child agency*. London: Routledge.

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## Family Language Policy and social opportunities: challenges for maintaining Arabic as a Home Language in Italy

IBRAAM ABDELSAYED & MARTINA BELLINZONA  
(University for Foreigners of Siena, Italy)

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Since the 1980s, Italy has been affected by a regular and massive arrival of migrants from Arabic-speaking countries (mostly Morocco, Egypt, and Tunisia). In 2022, according to the data provided by ISTAT, the foreign population from these three countries amounted to 711,309 individuals (14% of the total foreign residents in Italy). Despite this, an explicit top-down language policy aimed at regulating the dissemination and teaching-learning of Arabic has never been implemented in Italy. Furthermore, there have been few studies aimed at investigating the maintenance of Arabic as Home Language (HL) and the factors that can affect it. This paper aims to explore family language policies (FLP) (King *et al.*, 2008) in Italy in relation to the maintenance of the HL, both standard Arabic and its dialectal varieties (Polinsky, 2015; Pauwels, 2016). We define language policy (LP) as the set of language practices, ideologies and (more or less explicit) management decisions (Spolsky, 2004). To investigate the three dimensions of LP, a mixed methods approach with an explanatory design (Creswell & Plano Clark, 2007) was adopted. First, an online questionnaire was administered: it consisted of a first section of sociolinguistic framework, followed by sections aimed at investigating the various components of FLP. The questionnaire was filled in by over 200 Arabs residing throughout Italy. The data obtained were statistically analyzed using SPSS. Secondly, focus groups were conducted with a sample of informants (15 informants of 6 families). The data thus collected were analyzed through Qualitative Content Analysis with the NVivo software (Mayring, 2004). The results highlight numerous factors that underlie the maintenance of Arabic. These factors encompass both parents and, consequently, family policies, as well as children and their agency. Among these factors, social and educational opportunities play a prominent role, especially in relation to the possibility of accessing (or not) formal, non-formal, and informal educational contexts. Simultaneously, the ideologies held by all parties involved, both concerning bilingual parenting and, most importantly, regarding the languages themselves, determine the success of the political project for linguistic transmission and maintenance. The conclusions have theoretical and practical implications in relation to a democratic plurilingual education and the development of (micro) LP actions.

Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: SAGE Publications.

King, K.A., Fogle, L., & Logan-Terry, A. (2008), Family Language Policy. *Language and Linguistics Compass*, 2, 907-922.

Mayring, P. (2004). Qualitative content analysis. *A companion to qualitative research*, 1(2), 159-176.

Pauwels, A. (2016). *Language Maintenance and Shift*. Cambridge: Cambridge University Press.

Polinsky, M. (2015). Heritage languages and their speakers: State of the field, challenges, perspectives for future work, and methodologies. *Zeitschrift fuer Fremdsprachwissenschaft*, 26, 7-27.

Spolsky, B. (2004). *Language Policy*. Cambridge: Cambridge University Press.

## **The relevance of family language policy in Germany and Italy in the development of child bilingualism: the case of natural translation**

**CAMILLA LICARI & MONICA PEROTTO**

(Bologna University, Italy)

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Natural translation was defined in the 1970s by Brian Harris and Bianca Sherwood as "the translating done in everyday circumstances by people who have had no special training for it" (Harris and Sherwood 1978: 155). Although these same authors have identified this ability as innate in bilinguals, Malakoff and Hakuta admit that "it is not a skill that is generally considered to be within the repertoire of just any bilingual, much less children, much less minority-language children" (Malakoff, Hakuta 1991: 144). The purpose of this paper is to analyze the role of natural translation in bilinguals' strategies in relation to the family language policies adopted. In order to investigate this, a questionnaire was administered to both parents and children. The sample consists of 50 Russian-speaking bilingual children living in Italy and Germany, where they have access to regular primary education, and attend, in some cases, private Russian courses or schools, finalized at maintaining their heritage language. The informants do not receive specific translation training from or into the Russian language (they only practice translation at school from or into Italian/German), and they translate, in most cases, as an occasional activity, carried out with varying levels of enjoyment, but detached from their school duties. The survey showed that in daily life, both parents and children use translation, often as a kind of brokering tool. In the Italian part of the sample, consisting mainly of mixed families, the strategy called OPOL (one person, one language) prevails, and translation is a frequent activity in the domestic sphere. Children act as intermediaries not only between parents and society, but also between parents who are speakers of different languages. In the German part of the sample, composed of Russian-speaking families, the mixed strategy prevails, and all family members speak both Russian and German, making translation activity unnecessary.

- Gagarina, N. V. (2011). Acquisition and loss of L1 in a Russian-German bilingual child: a case study, in Цейтлин С.Н., Елисеева М.Б. (под ред.) *Путь в язык: Одноязычие и двуязычие*, Языки славянской культуры, 137–163.
- Goletiani, L. (2015). Natural Translation Features in Early Bilingualism: A Case Study of an Italian-Russian Bilingual Teenager. In Warditz V., Kreß B. (ed.) *Multilingualism and translation*. Peter Lang. 37-55.
- Harris, B., Sherwood, B. (1978). Translating as an innate skill. In D. Gerver, H.W. Sinaiko (eds) *Language interpretation and communication*. Plenum Press, 155-170.
- Licari, C., Perotto, M. (2021). A study of the speech of bilingual children of Russian Germans living in Germany. *Russian Language Studies*, 19 (2), 180–190. <http://dx.doi.org/10.22363/2618-8163-2021-19-2-180-190>
- Malakoff, M., Hakuta, K. (1991). Translation skill and metalinguistic awareness in bilinguals, in E. Bialystok (ed.). *Language processing in bilingual children*, Cambridge University Press, 141-166.
- Warditz, V., Kreß B. (ed.) (2015) *Multilingualism and translation*. Peter Lang.
- Бергманн, А. (2014). О языковой и образовательной ситуации русскоязычных школьников в Германии. *Инструментарий лингвистики: ошибки и многоязычие*. Unigrafia. 96–113.

## The Study of Family Language Policy Among Diasporic London Chinese

ZHONGHAN LIN

(King's College London, United Kingdom)

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Family plays a vital role in language maintenance (Fishman, 2001), particularly for languages with limited support from the dominant society (Schwartz, 2010). Given the cultural (re)adjustments these families face, making decisions about which language to use at home is challenging (Zhu & Li, 2016). For diasporic families living in ethnolinguistically diverse society where their heritage language (HL) is not widely spoken (Nortier, 2008), 'family' becomes a critical domain for the continued use of the HL, and FLPs that encourage the use of the HL can help preserve the language and cultural traditions (King and Lanza, 2016). In spite of the extensive work carried out in understanding how diasporic parents construct their FLPs to manage their HL transmission and support the development of their children's second language (L2) abilities (Curdt-Christiansen, 2009), not many voices have been heard from the children themselves. Also, the heritage language often been considered as a fixed language rather than a product of linguistic repertoire holds by families. To gain a deeper understanding of the language practices among diasporic families, and the extent to which each family member interprets the wider social changes that interact with their language beliefs, practices and management at home, this ethnographic study focuses on six Chinese families in the London with school-aged children. This study seeks to investigate patterns of language use in these families in everyday home interactions by collecting data that include audio recordings and observations of their everyday activities. Simultaneously, conducted semi-structured interviews with both parents and children to gain insights into their perspectives towards languages. This presentation will share some preliminary data and findings taking account of family members' beliefs and values, language proficiency, family structures and wider societal factors. The study will also explore the usefulness of FLP as a concept for the study of the language practices of diasporic families in an ethnolinguistically diverse society, and how might FLPs bridge the familial and the societal, parents and their offspring.

Fishman, J. A. (2001) Can threatened languages be saved? Reversing language shift revisited: A 21st century perspective, Clevedon, UK: *Multilingual Matters*.

Schwartz, M. (2010). Family language policy: Core issues of an emerging field. *Applied Linguistics Review*, (1): 171-192.

Zhu, H., & Li, W. (2016). Where are you really from?: Nationality and Ethnicity Talk (NET) in everyday interactions. In *Zhu Hua & Claire Kramsch (eds.), Symbolic power and conversational inequality in intercultural communication, a special issue of Applied Linguistics Review* 7(4): 449-470.

King, K., & Lanza, E. (2016). Ideology, agency, and imagination in multilingual families: An introduction. *International Journal of Bilingualism*, 23(3): 717-723.

Curdt-Christiansen, X.L. (2009). Invisible and visible language planning: ideological factors in the family language policy of Chinese immigrant families in Quebec. *Language Policy* (8):351-375.



## **Family Language Policy: Exploring Heritage Language Maintenance among Iranian Immigrant Families in the Netherlands**

**HADIS TAMLEH**

(Leiden University Centre for Linguistics, Leiden University, The Netherlands)

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This study explores the family language policy (FLP) of Iranian families residing in the Netherlands, shedding light on a previously under-researched area. With the Iranian community being one of the largest minority groups in the country, understanding their language choices and practices is of great significance. Drawing inspiration from Spolsky's (2004) tripartite language policy model, the study investigates the language ideologies, language practices, and language management strategies employed by 10 families, who were selected through snowball sampling. An ethnographic approach was employed, utilizing semi-structured interviews and ethnographic observations to gather data. The findings of the study reveal that the home environment plays a central role in the use and development of Persian, the primary language of these Iranian families. Although all participants expressed a desire to maintain Persian, driven by the sociocultural benefits of bilingualism and the preservation of their own identity, the actual language practices within the families were found to be diverse and varied. Language choices were influenced by the preferences of family members, interlocutors, and specific conversational contexts. In terms of Persian language management strategies, the study identified the conscious use of Persian as the primary approach adopted by these families. Further, some families actively employed strategies to ensure the continued use and development of Persian within the home setting. Several social and affective factors were found to influence the language choices of these Iranian families. Language attitudes and perceptions, language proficiency, family support and language use, social networks, and community connections, as well as future aspirations and language planning, all played significant roles in shaping their language choices. This study highlights the importance of understanding the language dynamics within Iranian families in the Netherlands. By exploring their language policies and practices, provides valuable insights into the factors that influence language choices and the strategies employed for language maintenance. The findings contribute to the broader understanding of language policies within minority communities and can inform efforts to support multilingualism and language preservation among Iranian families in the Netherlands.

Spolsky, B. (2004). *Language policy*. Cambridge: Cambridge University Press.

*“For my daughter it is not the same, for sure”:*  
**Learners' and parents' attitudes towards home language  
maintenance and development**

**JULIANE COSTA WÄTZOLD**  
(Universität Hamburg, Germany)

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In bilingual education, heritage languages (HL) constitute a particular area requiring special pedagogical resources. From a sociolinguistic perspective, depending on local language policies, HL status can vary influencing learners' and educators' attitudes. In the case of Portuguese as a HL (PHL) in the educational context of Bavaria, Germany, due to limited availability of institutionalized teaching, non-formal learning prevails as a means of language maintenance, demanding parents' investment. This context will be presented in this ethnographic case study with a thematic data selection showing attitudes of parents and PHL learners in a socio-educational project called “Mala de Herança”, which promotes bilingual education supporting families in Munich. For data collection semi-structured interviews were conducted with the parents. With the children (aged 6 -12) a focus group was carried out using visual narratives (with drawings as starting point). The data set was categorized using content analysis and interpreted based on discourse analyses (the drawings on semiotic/multimodal analysis). Anchored on the terminological distinctions about home language presented by Schalley and Eisenclas (2020) and on the affective dimension of language learning according to Pavlenko (2007, 2012), this qualitative study intends to answer the following questions: How do parents and learners' linguistic attitudes in this specific context differ? How do their beliefs concerning linguistic identity influence the home language maintenance? The results pointed to a convergent affective dimension of PHL, highlighting the importance of family and bilingual socialization for the intergenerational transmission. Concerning identity influence in home language maintenance, linguistic attitudes seem to result from the different status attributed to PHL. While parents see the HL as minoritized and as a means for transmission of their ethnolinguistic (and monocultural) identity, children's representations revealed different perceptions prevailing “home and family language” status and a fluid belonging, thus revealing an emergent multilingual identity marked by cultural hybridism.



Figure 1: emergent multilingual identity and cultural hybridism.

Ajzen, I. (1988) *Attitudes, Personality and Behaviour*, Milton Keynes.

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Dewilde, J. (2019). Ethnography. In: M. Lambert, *Practical Research Methods in Education: An Early Researcher's Critical Guide* (pp. 114-123). New York: Routledge.

Kalaja, P., & Melo-Pfeifer, S. (2019). *Visualizing multilingual lives: more than words*. Bristol: Multilingual Matters.

Kress, G., & Van Leeuwen, T. (2001). *Multimodal Discourse: The Modes and Media of Contemporary Communication*. London: Edward Arnold.

Lasagabaster, D. (2006). *Les attitudes linguistiques : un état des lieux*. Éla. Études de linguistique appliquée, 144, 393-406. <https://doi.org/10.3917/ela.144.0393>

Pavlenko, A. (2012). Multilingualism and Emotions. In A. B. Creese (Ed.), *The Routledge Handbook of Multilingualism* (pp. 454-469). New York: Routledge Handbooks.

Schalley, A. C., & Eisenclas, S. A. (Eds.). (2020). *Handbook of home language Maintenance and Development*. Berlin: De Gruyter Mouton.

Van Lier, L. (2004). *The ecology and semiotics of language learning: A sociocultural perspective*. Dordrecht: Springer Science & Business Media.

## **Breaking the barriers: Immigrant students' language practices and perceptions in different multilingual contexts in the Basque Country**

**JAIONE DIAZ MAZQUIARAN**  
(Monash University, Australia)

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The Council of Europe has embraced plurilingualism in education as a response to linguistic diversity. However, the languages of immigrant students do not always seem to be as valuable as European (including regional) languages. Therefore, there is a need to better understand the leveraging of minority students' linguistic repertoire in the context of regional language bilingual education in Europe. In settings like the Basque Country, the ideology of language separation to protect the minority language in place is still very relevant. The main challenge that the Basque school has in relation to immigrant pupils is to bring together these three aspects: the learning of the Basque language, the learning of the language of origin and school success that facilitates them with subsequent social and work inclusion (Gartziarena et al., 2023). In order to address this issue, there is a need to better understand these learners' linguistic repertoires and the ways in which they language depending on the context in which they are immersed. This study will investigate the language practices of 10-12-year-old immigrant learners in their interactions with family, peers and teachers, and the positioning of these practices within the Basque setting. It will employ translanguaging, positioning theory and language ideologies framework as conceptual lenses informing the main analytical tool, nexus analysis. The study seeks to inform teaching and learning in multilingual contexts. These findings will help teachers and parents to know how to capitalize on the communicative repertoires of students in such a way that this mediates their learning and development.

Gartziarena, M., Villabona, N., & Olave, B. (2023). In-service teachers' multilingual language teaching and learning approaches: insights from the Basque Country. *Language and Education*, 1-15.

## Session 2 (Room M-342)

### Home language support for 3–6-year-olds in Norwegian ECEC. Polish mothers' perspectives

MONIKA EWA STAPOR<sup>1</sup>, JOAKIM EVENSEN HANSEN<sup>2</sup> & NINA GRAM GARMANN<sup>3</sup>  
(<sup>1,3</sup>Oslo Metropolitan University, <sup>2</sup>University of Stavanger, Norway)

Poles are the largest immigrant group in Norway (SSB, 2023). Polish children aged 0-5 constitute 12% of all children with minority backgrounds (SSB, 2023). Given the increasing cultural diversity and multilingualism in Norway, parents are facing the dilemma of how to maintain good communication at home (Chumak-Horbatsch, 2008) and how to support the learning of a second language to secure inclusion in ECEC and school (Vandenbroeck & Van Laere, 2020).

The research question of this study explores the attitudes of Polish mothers with children aged 3-6 years regarding the support and use of their home language (HL) in Early Childhood Education and Care (ECEC) in Norway.

The study adopts phenomenology (Moustakas, 1994) as a theoretical framework to gain insight into the perspectives and experiences of Polish mothers. 18 participants were selected through purposive sampling. The data collection process included audio-recorded semi-structured interviews conducted in Polish. Data were analyzed using a reflexive thematic analysis approach (Braun & Clarke, 2022).

The findings revealed three main themes: positive attitude towards HL use in ECEC, negative attitude towards HL use in ECEC, and emphasis on aspects of ECEC other than language. The positively inclined group expressed appreciation for HL support in ECEC, acknowledged ECEC's role in supporting HL within families, and valued the multilingual exposure offered in everyday life. Conversely, the negatively inclined group resisted HL use in ECEC, prioritizing proficiency in the Norwegian language. A third group, neither actively sought nor opposed HL support, prioritizing play and well-being over language concerns.

The study identified a correlation between mothers' proficiency in Norwegian, educational background, and occupational status with their attitudes toward HL use in ECEC. Mothers with higher proficiency in Norwegian and higher education levels tended to exhibit a more positive stance towards HL use, whereas those with lower proficiency and educational attainment leaned towards a negative perspective.

Brown, V. & Clarke, V. (2022). *Thematic Analysis. A Practical Guide*. SAGE Publications Ltd.

Chumak-Horbatsch, R. (2008). Early Bilingualism: Children of Immigrants in an English-Language Childcare Center. *Psychology of Language and Communication* 12 (1): 3–27.

Moustakas, C. (1994) *Phenomenology*. SAGE.

Statistics Norway. (2023). Immigrants and Norwegian-born to immigrant parents. Downloaded: 20.06.2023. <https://www.ssb.no/statbank/table/05183/tableViewLayout1/>

Vandenbroeck, M., Van Laere, K. (2020). Parents as Objects of Interventions: What They Have to Say About Early Childhood Education and Schoolification. In *The Policies of Childcare and Early Childhood Education*, ed. M. Alasuutari, K. Karila, J. Lammi-Taskula, 92–107. Cheltenham: Edward Elgar Publishing.

## How is disharmonious bilingualism in the Lithuanian diaspora related to the Lithuanian motherhood script?

INGA HILBIG, EGLĖ KAČKUTĖ-HAGAN & VITALIJA KAZLAUSKIENĖ

(Vilnius University, Lithuania)

Children's minority language competences are not always attained, even though they are usually valued and desired by the parents. A lack of minority language skills in children can cause various negative emotions in minority parents (Okita 2000; Pavlenko 2004; Timofeeva & Heen Wold 2012; De Houwer 2017; Hilbig 2020). Parental emotional well-being likely plays an important, but still rather overlooked role in minority language transmission. While the emotional dimension of minority language transmission appears in many studies, it is usually not foregrounded and not explicitly addressed. To our knowledge, no study so far has been dedicated to exploring either the emotional realm in bilingual child-rearing in general, or specifically when parents encounter relatively greater difficulties. In this paper, we aim to shed some light on the link between the Lithuanian cultural motherhood script and disharmonious bilingualism (De Houwer 2015). Drawing on critical motherhood theory (Rich 1976; Mack 2018), we analysed five semi-structured in-depth interviews with first generation Lithuanian migrant women from inter-ethnic families living in Europe. All the informants were eager to transmit the Lithuanian language to their offspring, but, in their view, they were not successful and felt bad about it. A part of the women's emotional pain is induced by the dominant national discourse on the preservation of the Lithuanian language and culture as a strong sociocultural expectation. This responsibility is chiefly assigned to Lithuanian migrant mothers. The Lithuanian motherhood script, which requires that "good" mothers must pass over the Lithuanian language to their children rather unproblematically and to a high degree, impacts negatively on the women's well-being and also hinder their language transmission efforts leading to even more suffering. The prevailing discourse that works as an external pressure and is also internalised can in fact be counterproductive for minority language maintenance. We will also look at how mothers' difficult emotions are actively managed and regulated, and what kinds of coping and adapting strategies are applied.

De Houwer, A. (2015). Harmonious bilingual development: young families' well-being in language contact situations. *International Journal of Bilingualism*, 19, 2, 169–184.

De Houwer, A. (2017). *Minority language parenting in Europe and children's well-being*. – Handbook of Positive Development of Minority Children and Youth. Eds. N. J. Cabrera, B. Leyendecker, Springer, 231–246.

Herrero-Arias, R., Hollekim, R., Haukanes, H., Vagli, A. (2022). The emotional journey of motherhood in migration. The case of Southern European mothers in Norway. *Migration Studies* 0, 0, 1–20.

Hilbig, I. (2020). Nedarnioji dvikalbystė mišriose emigrantų šeimose. *Taikomoji kalbotyra* 14, 1–20.

Mack, A. N. (2018). *Critical approaches to Motherhood*. In: Oxford Research Encyclopedias.

Okita, T. (2002). *Invisible work: Bilingualism, Language Choice and Childrearing in Intermarried Families*. Amsterdam, Philadelphia: John Benjamins.

Pavlenko, A. (2004). 'Stop doing that, ia komu skazala!': Language choice and emotions in parent-child communication. *Journal of Multilingual and Multicultural Development* 25, 179–203.

Rich, A. (1976). *Of Woman Born: Motherhood as Institution and Experience*. New York: Norton.

Timofeeva, J., Heen Wold, A. (2012). Cross-linguistic Russian-Norwegian families in Norway: Language choice, family contexts and bilingual development. *NOA norsk som andrespråk* 28 1, 50–90.

**Mapping the support for home language(s) in the school environment in Poland after the 2022 Russian invasion in Ukraine: The status quo and challenges that remain**

**EMILIA WĄSIKIEWICZ-FIRLEJ & ANNA SZCZEPANIAK-KOZAK**  
(Adam Mickiewicz University, Poznań, Poland)

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In the aftermath of Russia's invasion of Ukraine, between February and May 2022, Poland admitted 3.37 million refugees from conflict zones. By the end of June 2022, nearly 200,000 Ukrainian students were admitted to Polish schools on an emergency basis. The vast majority of these schools were monolingual and had no prior experience with linguistic and cultural diversity (GUS 2022). Our paper aims to investigate how these unprecedented circumstances affected the linguistic environment in schools. We were particularly interested in addressing the following research questions: How are newly arrived pupils' home languages manifested in the school environment? What are teachers' attitudes towards this emergent cultural and linguistic diversity at school? Have these attitudes changed over time? To get an insight into teachers' perception of this situation, first, we took a case study approach, focusing on a primary school in Poznań to get an in-depth understanding of the dynamics of the process. In the next step, we conducted semi-structured interviews with teachers. The findings confirmed a dramatic transformation of the predominantly monolingual school environment. They demonstrated how newly arrived pupils' home languages are currently manifested and fostered in educational settings. The study also revealed that despite the initial teachers' unpreparedness and inexperience in delivering instruction in heterogenous classes, there was an immediate, spontaneous grassroots response of the whole school community to welcome the newcomers through the symbolic presence of the Ukrainian language in the school linguistic landscape as well as actual attempts to communicate with them in their home languages. Practically devoid of institutional state support, teachers spontaneously made efforts to adapt their didactic materials and overcome the language barrier. Yet, a year after the invasion, the initial enthusiasm seems to have waived off, and the makeshift solutions have been widely accepted. Thus, the main challenge remains motivating the whole school community towards further multilingual whole-school development and refining the implemented solutions.

GUS [Central Statistics Office] (2022, January 18). Oświata i wychowanie w roku szkolnym 2021/2022. <https://stat.gov.pl/obszary-tematyczne/edukacja/edukacja/oswiata-i-wychowanie-w-roku-szkolnym-20212022,1,17.html>

## **Principals meet challenges in implementing educational strategy and supporting students of diverse immigrant background**

**KRISTÍN JÓNSDÓTTIR & HANNA RAGNARSDÓTTIR**  
(School of Education, University of Iceland, Iceland)

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The aim of this paper is to explore principals' opinions and actions to implement new educational strategy and support well-being amongst their students with immigrant background. The paper derives from the research project Language policies and practices of diverse immigrant families in Iceland and their implications for education (LPP). The project aims at critically exploring the language policies and practices of diverse immigrant families (Curdt-Christiansen, Schwartz & Verschik, 2013), how these impact their children's education and the relationships between these families, their heritage language communities, their teachers, and principals. The LPP project involves 16 immigrant families, who have diverse languages and educational and socio-economic backgrounds, their children, as well as the children's teachers and principals at preschool and compulsory school levels and, where relevant, their heritage language teachers. New policy documents regarding education in Iceland are meant to act upon changes and challenges in Icelandic society and guide the development within the school system in near future. These include *New education strategy 2030* approved by the parliament in March 2021, and its *First action plan 2021-2024* published in September same year. Semi-structured interviews were chosen to elicit the views of the participants as clearly and accurately as possible (Kvale, 2007). This paper discusses policy in practice and draws upon interviews with principals participating in the project. First findings reveal that principals strive to find ways to support children language development, as well as they express a longing to cooperate with their families in a more successful way. They also describe some barriers in developing culturally responsive practices within the schools as requested in the new policy documents.

Curdt-Christiansen, X. L. (2013). Family language policy: socio-political reality versus linguistic continuity. *Language policy*, 12, 1-6. DOI 10.1007/10993-012-9269-0

Kvale, S. (2007). *Doing interviews*. London: Sage.

Ný menntastefna 2030. (2021). (New education strategy 2030). Retrieved 14.11.2022 at <https://www.althingi.is/altext/151/s/1111.html>

Ný menntastefna 2030. Fyrsta aðgerðaáætlun 2021-2024. (New education strategy 2030. First action plan 2021-2024). Retrieved 14.11.2022 at

[https://www.stjornarradid.is/library/01--Frettatengt---myndir-og-skrar/MRN/Menntastefna\\_2030\\_fyrsta%20adgerdar%c3%a1%3%6tlun.pdf](https://www.stjornarradid.is/library/01--Frettatengt---myndir-og-skrar/MRN/Menntastefna_2030_fyrsta%20adgerdar%c3%a1%3%6tlun.pdf)

Schwartz, M. & Verschik, A. (2013). Achieving success in family language policy: Parents, children and educators in interaction. In M. Schwartz & A. Verschik (Eds.) *Successful family language policy: Parents, children and educators in interaction* (pp. 1-20). *Multilingual Education* 7. Springer. DOI 10.1007 /978-94-007-7753-8\_1



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**Primary school teachers' attitudes and beliefs on multilingual parents – across national contexts, school demographics and teacher backgrounds**

ANDREA C. SCHALLEY<sup>1</sup>, ILLA CARRION BRAAKMAN<sup>2</sup>, CLARE CUNNINGHAM<sup>3</sup>, NILOUFAR JALALI-MOGHADAM<sup>4,5</sup>, PÄIVI JUVONEN<sup>6</sup>, LATISHA MARY<sup>7</sup>, INGMARIE MELLENIUS<sup>8</sup>, BETHANNE PAULSRUD<sup>9</sup>, GALINA PUTJATA<sup>10</sup>, KRISTINA REINHARDT<sup>10</sup>, MILA SCHWARTZ<sup>11</sup>, MICHAL SEGEV<sup>12</sup>, SULTAN TURKAN<sup>13</sup>, KUTLAY YAGMUR<sup>14</sup> & ANDREA YOUNG<sup>7</sup>

(<sup>1</sup>Karlstad University, Sweden; <sup>2</sup>Radboud University, Netherlands; <sup>3</sup>York St John University, York, UK; <sup>4</sup>Blekinge County Council, Sweden; <sup>5</sup>Østfold Hospital Trust, Norway; <sup>6</sup>Linnaeus University, Sweden; <sup>7</sup>University of Strasbourg, France; <sup>8</sup>Umeå University, Sweden; <sup>9</sup>Dalarna University, Sweden; <sup>10</sup>Goethe-University Frankfurt, Germany; <sup>11</sup>Oranim Academic College of Education, Israel; <sup>12</sup>Academic College of Tel Aviv-Yafo, Israel; <sup>13</sup>Queen's University Belfast, Northern Ireland; <sup>14</sup>Tilburg University, Netherlands)

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Linguistic diversity in the classroom has become the norm rather than the exception, and thus, most teachers meet multilingual parents in their daily work. To build rapport with parents is crucial, as evidence indicates that one of the key factors for students' academic achievement is parental involvement (Kim, 2022; Wilder, 2014). While language barriers and multilingual parents' lack of familiarity with the host country's educational system (Anthony-Newman, 2019) have been identified as unique challenges to parents, affective factors may alleviate or aggravate these. This presentation thus focuses on teachers' attitudes and beliefs on multilingual parents, and asks what primary school teachers say about parents, how they talk about them, and whether differences can be discerned across diverse national contexts, school demographics and teacher backgrounds. Seventy-eight semi-structured interviews were conducted with early primary school teachers from eight different contexts (England, France, Germany, Israel, the Netherlands, Northern Ireland, Norway, and Sweden). Participants further represent varied backgrounds in terms of, e.g., school demographics and setting, personal histories, training on multilingualism, and educational experiences. Interview data were collected in the respective languages following the same interview protocol and interview guidelines. Analyses of the interviews were carried out comparatively, using a combination of thematic analysis and appraisal theory (Martin & White, 2005) to address both the what and how, and based on a joint interrater-tested coding scheme. Results indicate unexpected differences in teachers' attitudes and beliefs depending on the respective contexts' societal and ideological circumstances (and hence how different societal and political circumstances may impact multilingual students' schooling), the schools' demographics (e.g., percentage of multilingual students, school setting), and individual teachers' backgrounds (e.g., training on multilingualism, identification as multilingual). In this presentation, we will give an overview and interpretation of our findings and address methodological challenges and opportunities of such a large-scale project.

Anthony-Newman, M. (2019). Parental involvement of immigrant parents: A meta-synthesis. *Educational Review*, 71(3), 362–381.

Kim, S. (2022). Fifty years of parental involvement and achievement research: A second-order meta-analysis. *Educational Research Review* 37, 100463.

Martin, J. R. & White, P. R. R. 2005. *The language of evaluation. Appraisal in English*. Palgrave MacMillan.

Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, 66(3), 377–397.

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## Primary school teachers' attitudes and beliefs on multilingual parents – parental involvement across national contexts

PÄIVI JUVONEN<sup>1</sup>, ILLA CARRION BRAAKMAN<sup>2</sup>, CLARE CUNNINGHAM<sup>3</sup>,  
NILOUFAR JALALI-MOGHADAM<sup>4</sup>, LATISHA MARY<sup>5</sup>, INGMARIE MELLENIUS<sup>6</sup>,  
BETHANNE PAULSRUD<sup>7</sup>, GALINA PUTJATA<sup>8</sup>, KRISTINA REINHARDT<sup>9</sup>, ANDREA  
C. SCHALLEY<sup>10</sup>, MILA SCHWARTZ<sup>11</sup>, MICHAL SEGEV<sup>12</sup>, SULTAN TURKAN<sup>13</sup>,  
KUTLAY YAGMUR<sup>14</sup> & ANDREA YOUNG<sup>15</sup>

<sup>1</sup>Linnaeus University, Sweden; <sup>2</sup>Radboud University, Netherlands; <sup>3</sup>York St John University, York, UK;  
<sup>4</sup>Blekinge County Council, Sweden & Østfold Hospital Trust, Norway; <sup>5</sup>University of Strasbourg, France;  
<sup>6</sup>Umeå University, Sweden; <sup>7</sup>Dalarna University, Sweden; <sup>8</sup>Goethe-University Frankfurt, Germany; <sup>9</sup>Goethe-  
University Frankfurt, Germany; <sup>10</sup>Karlstad University, Sweden; <sup>11</sup>Oranim Academic College of Education,  
Israel; <sup>12</sup>Academic College of Tel Aviv-Yafo, Israel; <sup>13</sup>Queen's University Belfast, Northern Ireland; <sup>14</sup>Tilburg,  
Netherlands; <sup>15</sup>University of Strasbourg, France

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Today's classrooms are characterized by a considerable linguistic diversity, with a broad range of minority languages spoken. Meeting the educational needs of multilingual students poses a challenge. There is ample indicative evidence that one of the key factors leading to students' educational advancement is parental involvement (Higgins & Katsipataki, 2015; Wilder, 2014; Cummins & Early, 2011; García *et al.*, 2017). However, the effect strength of different kinds of involvement has been reported to vary across contexts and parents' educational level (Wilder, 2014). This presentation focuses on teachers' attitudes and beliefs on multilingual parents' involvement in students' schooling. More specifically, we ask how primary school teachers talk about parental involvement, and whether differences can be discerned across diverse national contexts. Seventy-eight semi-structured interviews, including a targeted question about parental involvement, with early primary school teachers from eight different contexts (France, Germany, Israel, the Netherlands, Northern Ireland, Norway, Sweden, and the UK) were analysed. A purposive sample of participants, representing varied backgrounds (with respect to, e.g., school demographics, personal histories, training on multilingualism, and educational experiences) was chosen from a larger data set. The interviews were conducted in the respective languages of schooling, according to a shared interview guide and protocol. In this paper, results from a thematic analysis of teacher talk about parental involvement are presented. Results indicate differences in how teachers' talk about parental involvement in the different contexts in terms of parental expectations and aspirations about their children's schooling, the most effective factor impacting on students' academic achievement reported (Wilder, 2014). The role of parental involvement for students' academic performance is, however, also often confined to more vocational activities both at and around school.

Cummins, J. and Early, M. (2011) *Identity Texts: The Collaborative Creation of Power in Multilingual Schools*. Trentham.

García, O., Johnson, S. I. and Seltzer, K. (2017) *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*. Caslon.

Higgins, S. & Katsipataki, M. 2015. Evidence from meta-analysis about parental involvement in education which supports their children's learning. *Journal of Children's Services* 10(3), pp. 1-11. <http://dx.doi.org/10.1108/JCS-02-2015-0009>

Wilder, S. (2014). Effects of parental involvement on academic achievement: a meta-synthesis. *Educational Review*, 66(3), 377–397. DOI: [10.1080/00131911.2013.780009](https://doi.org/10.1080/00131911.2013.780009)

## Home language maintenance in Lithuanian diaspora:

### The role of emotions

MEILUTĖ RAMONIENĖ<sup>1</sup> & JOGILĖ TERESA RAMONAITĖ<sup>2</sup>

(<sup>1</sup>Vilnius University, <sup>2</sup>Institute of the Lithuanian language, Lithuania)

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The aim of the paper is to study the impact language attitudes have on the (non)maintenance of the home language in the Lithuanian diaspora. The study is based on the data of two large scale national research projects funded to investigate the language behaviour, language attitudes and identity among the Lithuanian diaspora in various countries of the world. During both projects the integration of quantitative and qualitative methods was applied by carrying out online surveys (in total 2610 respondents) and in-depth interviews (in total 366). The in-depth interviews with informants have been conducted and recorded face-to-face or via skype. The paper analyses both the data of quantitative surveys and qualitative in-depth interviews with Lithuanian emigrants of different generations and emigration waves living in Europe and other continents (North and South Americas, Australia). The theoretical framework of the paper is the well-known triadic model of language attitudes where the attitudes are considered to be composed of three elements: cognition, affect, and behaviour (Garrett *et al.* 2003; Garrett 2010; Kirchwer and Zipp 2022). The paper will focus on the affective dimension of language attitudes and analyse how the positive and the negative feelings impact the home language maintenance in the diaspora. The results indicate that the affective component of language attitudes has a very significant role and that extremely positive feelings towards the home language can be a strong enough factor for language maintenance even in the third and the fourth generation of emigration.

Garret, P., Coupland, N. & Angie, W. (2003). *Investigating Language Attitudes*. Cardiff: University of Wales Press.

Garrett, P. (2010). *Attitudes to Language*. Cambridge: Cambridge University Press.

Kircher, R. & Zipp, L. (Eds.) (2022). *Research methods in Language Attitudes*. Cambridge: Cambridge University Press.

## Exploring language anxiety in German and French heritage speakers: A pilot study

ANNIKA MILENA SCHIMPF  
(University of Copenhagen, Denmark)

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Language anxiety (LA) describes the apprehension or fear experienced when a language user is expected to perform in a target language (Sevinç, 2016). Previously, LA has been primarily examined in the foreign language context, and only few studies have investigated LA in an immigrant context (Jee, 2022; Sevinç & Backus 2017; Sevinç 2018). Studies have indicated that degree of exposure and frequency of use significantly impacts on LA: the earlier the exposure to- and the higher the frequency of use of the language, the lower the LA (Jee, 2020; Kristen, Seuring & Stanat, 2019; Santos, Gorter & Cenoz, 2017). However, no previous study has examined the direct link between different exposure types of the heritage language and language anxiety. Therefore, focusing on French and German as a HL in Australia, three heritage language exposure groups were subject to this project: (1) students who attend a French/German school, (2) students who take part in community language classes, and finally (3) students who only/primarily speak German/French in the home. An online questionnaire was created and distributed to Australian adolescents (grade 7 - grade 12 students). As previous studies have highlighted the complex interactions between various variables contributing to LA, the questionnaire will included the following components: language background, language practices, LA anxiety scales, language ideologies and a personality scale.

The research questions are:

RQ1: Are different levels of language anxiety experienced by the different exposure groups?

RQ2: What factors (socio-linguistic and socio-emotional) contribute to language anxiety experienced by German and French heritage language speakers in Australia?

Preliminary results will be discussed and reported upon. The data will contribute to further deepen our understanding of LA in an immigrant context.

- Jee, M. J. (2022). Heritage language anxiety and major language anxiety experienced by Korean immigrants in Australia. *International Journal of Bilingual Education and Bilingualism*, 25(5), 1713-1729.
- Sevinç, Y. (2016). Language maintenance and shift under pressure: Three generations of the Turkish immigrant community in the Netherlands. *International Journal of the Sociology of Language*, 2016(242), 81-117.
- Sevinç, Y. (2018). Language anxiety in the immigrant context: Sweaty palms? *International Journal of Bilingualism*, 22(6), 717-739.
- Sevinç, Y., & Backus, A. (2017). Anxiety, language use and linguistic competence in an immigrant context: a vicious circle? *International Journal of Bilingual Education and Bilingualism*

## **The emotional journey of language maintenance: Voices from 1.5 generation Russian Australians**

**BEATRICE VENTURIN**

(The University of Melbourne, Australia)

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Heritage speakers belonging to the 1.5 generation, also known as *1.5ers*, form a distinct group of childhood sequential bilinguals, primarily L2-dominant and L1+L2-dominant (Portes & Rumbaut, 2014), with some experiencing substantial L1 attrition. Despite possessing characteristics that set them apart both from late bilinguals and second or subsequent migrant generations, 1.5ers have been overlooked in the fields of bilingualism and heritage language (HL) studies. However, these individuals offer an intriguing research focus, particularly within the realm of emotion studies. The present study is based on a database of semi-structured interviews conducted with a group of Russian-Australian 1.5ers and analysed through qualitative thematic analysis. These interviews delved into aspects such as language choices in bilingual parenting, language emotionality, language preferences for expressing emotions, and feelings of difference experienced when using the L1/HL and the L2, among others. This paper specifically examines the factors influencing the participants' language choices in parenting. It also explores how language dominance, language emotionality and language preferences for emotional expression play a pivotal role in shaping these decisions. The results indicate that these participants maintain a strong emotional connection to their L1/HL, Russian, despite their greater proficiency in English, the language of their education. Additionally, the majority expressed the intention to pass down their HL to their children, although they acknowledged their limited fluency in it. This lack of full competence in the HL also leads to identity conflicts (Venturin, 2019), and feelings of difference when using it (Venturin, 2023). These findings provide new insights into the affective factors influencing home/HL maintenance and language choices made in bilingual parenting. Furthermore, they hold pedagogical implications, emphasising the importance of HL programmes that cater to the specific needs of complex, liminal learners, such as 1.5 generation migrants.

Portes, A., & Rumbaut, R. G. (2014). *Immigrant America: A Portrait*. University of California Press.

Venturin, B. (2019). "I Don't Fit in Here and I Don't Fit in There:" Understanding the Connections between L1 Attrition and Feelings of Identity in 1.5 Generation Russian Australians, *Heritage Language Journal*, 16(2), 238–268.

Venturin, B. (2023). "That part of me is in a different language": 1.5 generation migrants' views on feelings of difference when switching languages, *Journal of Multilingual and Multicultural Development*, 44(5), 370-387.

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**When the second language becomes the first: language choice and language maintenance in English-speaking return migrants in Poland. A pilot study**

**JOANNA ROKITA-JAŚKOW**

(University of the National Education Commission, Kraków, Poland)

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In recent years a lot of Polish citizens who had emigrated to English-speaking countries, such as UK or Ireland and started their families abroad, decided to come back to their home country. Typically, the children born and/or raised abroad have often grown up bilingually, maintaining the heritage language in the family and acquiring the second one in educational institutions of the host country (cf. De Houwer, 2021). Bilingualism is regarded to bring cognitive, affective and educational advantages, particularly if one of the languages is English. However, what is not known is how family language policy is shaped in a language shift situation, i.e. on return to parents' home country, especially when the families have to choose between lingua franca English, which is seen as an asset and often children's dominant language (cf. Piller & Gerber, 2021, Rokita-Jaśkow, 2015, King & Fogle, 2006), and Polish, parents' heritage language and a language of schooling (cf. Miękisz et al. 2017). The study presented aims to bridge the gap in this respect and looks into parental ideologies and practices in language shift situations. The paper presents the results of a pilot study conducted among 10 English-speaking return migrant families in Poland in reference to their primary school children (aged 7-15) by means of a survey, which contained both Likert-scale and open-ended questions. The analysis of answers obtained from these questions was conducted both quantitatively and qualitatively within Spolsky's (2012) model of family language policy. The preliminary analysis shows that though overall parents cater for their children's bilingual growth, with time they support their children's development in the heritage language literacy more, and the previously dominant language English undergoes attrition due to inability to provide sufficient support for its development by both parents and educational institutions. The findings of the study should be of relevance to education decision-makers and educators about the necessity to accommodate the needs of English-speaking return migrants in maintaining their bilingual competence.

De Houwer, A. (2021). *Bilingual Development in Childhood*. Cambridge: Cambridge University Press.

King, K., and L. Fogle. 2006. "Bilingual Parenting as Good Parenting: Parents' Perspectives on Family Language Policy for Additive Bilingualism." *International Journal of Bilingual Education and Bilingualism* 9 (6): 695–712.

Miękisz, A., E. Haman, M. Łuniewska, K. Kuś, C. O'Toole, and N. Katsos. (2017). The Impact of a First-Generation Immigrant Environment on the Heritage Language: Productive Vocabularies of Polish Toddlers Living in the UK and Ireland. *International Journal of Bilingual Education and Bilingualism* 20 (2): 183–200. doi:10.1080/13670050.2016.1179259

Piller, I. & Gerber, L. (2021) Family language policy between the bilingual advantage and the monolingual mindset, *International Journal of Bilingual Education and Bilingualism*, 24:5, 622-635, DOI: 10.1080/13670050.2018.1503227

Rokita-Jaśkow, J. (2015). Parental visions of their children's future as a motivator for an early start in a foreign language. *Studies in Second Language Learning and Teaching*, 5(3), 455–472.

Spolsky, B. 2012. "Family Language Policy – the Critical Domain." *Journal of Multilingual and Multicultural Development* 33 (1): 3–11. doi:10.1080/01434632.2011.638072

## **The scholarly trajectories of community language schools:**

### **A scoping review of research 2001-2021**

**JANICA NORDSTROM**

(The University of Sydney, Australia)

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Community language schools (also known as heritage, complementary, ethnic or Saturday schools) are complementary educational providers that teach languages and culture to children and descendants of immigrants. Despite these schools dating back to the mid-19th century, it is only in the last 20 years that they have begun to attract substantial scholarly and government attention. However, there is no synthesis of research or systematic reviews available that offers insight to the trajectories and depth of community language school research. This study addresses this gap through a rigorous and systematic scoping review (Arksey & O'Malley, 2005) of publications into community language school between 2001-2021, which may lay the foundation for future systematic reviews in the field.

The review identified nearly 300 publications, including journal articles, books, book chapters and grey publications. Findings show that annual publications in this field have steadily increased. Fifty-three percent of publications were journal articles. Forty-three percent of research comes from the UK, followed by the US (24%) and Australia (15%). Most researched language was Chinese (28%), followed by Japanese (7%), Greek (7%), Arabic (7%), and Korean (5%). However, language researched did not always correlate with demographics of the country in which the research took place. Most studies adopt qualitative methods, with only 17% adopting quantitative or mixed-methods. Thematic analysis of research questions and aims showed that studies have primarily focussed on the role of schools, identity, ideologies, language practices and curriculum, with areas such as leadership and succession planning emerging. Other fields, such as the use of technology, assessment practices, language acquisition or diversity of students is yet to be explored.

Arksey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International journal of social research methodology*, 8(1), 19-32.

## **Greek heritage language education in Sweden**

**NATALIA GANUZA<sup>1</sup>, ZOE NIKOLAIDOU<sup>2</sup> & MARIA RYDELL<sup>3</sup>**

(<sup>1</sup>Uppsala University, <sup>2</sup>Södertörn University, <sup>3</sup>Stockholm University)

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This paper presents preliminary results from an ongoing project on Greek heritage language education in Sweden, in two parallel educational settings. The Greek diaspora in Sweden is relatively large and dynamic, and Greek has been taught as a heritage language since the 1960's. We compare the teaching of Greek language and culture through so-called mother tongue tuition (MTT), which is an elective school subject in the national curriculum, with the teaching of Greek in so-called complementary schools, which are organized by parental associations. Sweden offers a unique opportunity to study and compare these two distinct forms of organizing heritage language education within one national context. Based on linguistic ethnography, we compare policies, practices and perceptions in these two educational settings. We include analyses of policy documents, classroom observations, and interviews with teachers, parents, students and other stakeholders. Here, we will focus on the discourses that underlie and surround the policy documents, and the teachers' perceptions of the different roles and significance ascribed to Greek language education in each setting. In Sweden, students have been entitled to state-funded MTT since the late 1970's. While the subject has been hotly debated, most political parties have until recently supported its legal status. It is now becoming more common to criticize the inclusion of MTT in the national school system, and to suggest that the communities themselves would better cater for it. Complementary schools, however, represent a largely understudied area in Sweden. In this project, we use Greek as a case to discuss how different institutional framings impact on the perceptions of the role of heritage language teaching, the pros and cons associated with MTT and complementary schools respectively, and the different opportunities each of them offer for language learning and language maintenance.



## **Maintaining and developing the first language through “a foreign language” in Arabic mother tongue instruction in Sweden**

**MOSTAFA OUBEJJI**

(Department of Education, Uppsala university, Sweden)

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The focus of this presentation is Arabic mother tongue instruction (MTI) in Sweden. Students with Arabic as their "mother tongue" can take Arabic classes at MTI. Arabic is a diverse language, with two dialects used in different domains. One of these varieties is mostly obtained at home and is used in less formal settings. The other type of Arabic (Modern Standard Arabic, or MSA) is primarily taught and learned in schools. MTI's policy document does not take Arabic linguistic variation into account. My PhD research investigates how mother-tongue teachers (MT) believe they enact policy in light of Arabic linguistic variation. The data consists of interviews (18) and focus groups (4) with 37 Arabic-speaking MT in grades 1–9 in Swedish compulsory schools. As theoretical frameworks, policy enactment, and language ideologies were employed. The collected data was thematized and analyzed with the following questions in focus:

1. How do Arabic MT make sense of policy given the Arabic linguistic variation?
2. How do they translate the policy into learning objectives?
3. What language ideologies do they bring into their sense-making and translation?
4. Which Arabic variety do they perceive as the goal of the subject's policy and their teaching?

Preliminarily, the study suggests that some teachers do not notice substantial variations across Arabic dialects, whereas others view MSA as a foreign language for students. Some teachers believe that instruction should not be conducted in the students' dialects, while others believe that doing so would be advantageous. Others contend that MSA, despite its distance from the students' dialect, is the only option to preserve and cultivate their "mother tongue."

**‘We are like family’:**

**The role of Polish complementary schools in heritage language maintenance and identity negotiation in Polish migrant families in Ireland**

**AGNIESZKA PEĐRAK**

(Trinity College Dublin, Ireland)

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Since the great increase of newcomers settling in Ireland after 2004, Irish society has become linguistically and culturally diverse more than ever. Polish nationals constitute the largest migrant community (15% of all non-Irish population), and Polish remains Ireland’s most commonly spoken language other than English (CSO, 2023). In 2020, the post-primary curriculum in Ireland saw the introduction of Polish as a curricular subject, which is currently taught in over 20 post-primary schools nationwide. Outside the mainstream provision, more than 50 Polish complementary schools in Ireland (also known as ‘Saturday schools’ or ‘supplementary schools’) have already been supporting teaching and learning of Polish language, history and culture at all levels of education (from preschool to secondary) since 2005. Although complementary schools continue to be a marginalised topic in academia and societies (Wei, 2006), recent research recognizes them as ‘spaces of hope’ (Lamb, 2020) that support the linguistic and cultural development of children with a migrant background (Machowska-Kosciak, 2020). This paper explores the role of attending Polish complementary schools in heritage language (HL) maintenance and identity (re-)negotiation among Polish migrant families in Ireland. It is based on a PhD mixed methods research. Findings draw on data collected in 2021 through online questionnaires with 10 Polish schools’ managers, 34 semi-structured interviews with Polish migrant pupils, parents, and teachers who were participating in Polish complementary schooling in Ireland, and 9 language portraits created by interviewed children. Results indicate that the role of complementary schooling goes beyond providing Polish language classes. In fact, these schools may influence HL maintenance and deepen the sense of belonging to the Polish community through creating opportunities for peer socialization, participation in various national and seasonal events, and providing immersion in a unique atmosphere of Polishness.

Central Statistics Office. (2023). *Census of Population 2022 – Summary Results. Migration and Diversity*. CSO. <https://www.cso.ie/en/releasesandpublications/ep/p-cpsr/censusofpopulation2022-summaryresults/migrationanddiversity/>

Lamb, T. (2020). Supplementary schools as spaces of hope for a more inclusive world: Challenging exclusion and social injustice in multilingual London. *Journal of Linguistics and Language Teaching*, 11(2), 99–127.

Machowska-Kosciak, M. (2020). *The Multilingual Adolescent Experience: Small Stories of Integration and Socialization by Polish Families in Ireland*. Multilingual Matters.

Wei, L. (2006). Complementary Schools, Past, Present and Future. *Language and Education*, 20(1), 76-83.

**“Maybe it was a shield, you know”:**

**Exploring family language policy through the lens of perezhivanie**

**POLINA VOROBÉVA<sup>1</sup> & DMITRI LEONTJEV<sup>2</sup>**

(<sup>1</sup>University of Jyväskylä, Department of Language and Communication Studies

<sup>2</sup>University of Jyväskylä, Centre for Applied Language Studies)

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In this study, we focus on how Vygotskian *perezhivanie* (e.g., Mok, 2017) explains the becoming and being of an individual and their family language policy. We shift the focus from the single factors of the FLP, such as language ideologies, language practices, and language management to the individual who sifts their explicit (King, Fogle, & Logan-Terry, 2008) and implicit FLP (Curdt-Christiansen, 2009) decisions through their emotional lived experiences—*perezhiviniya*. *Perezhivanie* is applied as a concept informing the study and as a unit of analysis, but this presentation focuses on what *perezhivanie* as an analytical framework allows for in studying FLP. We illustrate our methodological argument by drawing on two interviews with single Russian-speaking mothers living in Finland. We explore how the mothers refract their experiences connected to the language use (i.e., Finnish, and Russian) through the prism of *perezhivanie*, by focusing on individual dramatic events that shape family language policy in the two families. The analysis shows that the mothers attach contrasting albeit co-existing meanings to their FLPs. Furthermore, the study accentuates the individuals' and their FLPs' non-linear development trajectory and highlights how child agency, identity, and language ideologies surface in the mothers' refraction of social situations, illuminating how these are interwoven with the individual's process of becoming.

Curdt-Christiansen, X. L. (2009). Invisible and visible language planning: Ideological factors in the family language policy of Chinese immigrant families in Quebec. *Language policy*, 8(4), 351–375.

King, K. A., Fogle, L., & Logan-Terry, A. (2008). Family language policy. *Language and linguistics compass*, 2(5), 907–922.

Mok, N. (2017). On the Concept of Perezhivanie: A Quest for a Critical Review, In M. Flear, F. González Rey & N. Veresov (Eds.) *Perezhivanie, Emotions and Subjectivity* (pp. 19–45). Springer, Singapore.

## **The life in ghetto within the ghetto: Which social factors help Roma children to maintain their mother tongue?**

**HRISTO KYUCHUKOV**

(University of Silesia, Katowice, Poland)

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The Roma communities everywhere around Europe live in segregated ghetto types of settlements. In most cases the Roma children born in the Roma families grow up in poverty conditions and learn their mother tongue from communication with extended family members and members of the community (Kyuchukov, 2014; Kubanik, 2020). However, how different grammatical categories are acquired after the age of 6 years until the age of 10 years is not known. There is no research on the social factors which help the children to develop further their mother tongue when they are students in the primary classes and the school system does not offer any supportive lessons or after school activities to maintain their mother tongue – Romani.

The paper focuses on the Romani language knowledge of Roma children from Bulgaria. 80 children aged between 6-10 years old, who attend a boarding primary school in a village not so far from their native town are tested with a specially developed test in Romani language - ROMLAT (Kyuchukov and de Villiers, 2014). The test measures the knowledge of 9 grammatical categories from Romani: multiple wh sentences, wh complements, passives, sentence repetition, possessiveness, tense, aspects, fast mapping nouns, fast mapping adjectives.

Social factors such as family, community, school, connections with schoolmates, and connections with the church helping the children to acquire the grammatical categories from the mother tongue are discussed in the paper. The results show that more than 80% of the children between the ages 6-10 years old acquire those grammatical categories. The social factors helping them to maintain their mother tongue are discussed.

Kubanik, P. (2020) Romani in Child-Directed Speech. In: Y. Matras and A. Tenser (eds) *The Palgrave Handbook of Romani Language and Linguistics* (pp. 489-514). Cham: Palgrave

Kyuchukov, H. (2014) Acquisition of Romani in a Bilingual Context. *Psychology of Language and Communication*, vol. 18 (3), pp. 211-225.

Kyuchukov, H. and de Villiers, J. (2014) Roma children's knowledge on Romani. *Journal of Psycholinguistics*, 19, pp. 58-65.

**“You're going to think it's gibberish”:  
Families speaking LCTLs and their family language practices  
in a bilingual area with a monolingual educational system**

**MALGORZATA DURYGIN**

(Florida International University, Miami, FL, USA)

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Less Commonly Taught Languages (LCTLs) are defined as languages other than English and languages commonly taught in U.S. public schools (The National Council of Less Commonly Taught Languages [NCOLCTL]). My phenomenological study on families speaking a third LCTL explored how these families experience and understand their family language practices in the sociolinguistically unique context of the bilingual Miami metro area with a monolingual educational system (Barrett et al., 2022; Carter & Lynch, 2015, 2018; Hinton, 2016). Data collection procedures included interviews and visual artifact elicitation with the use of the photographs, language portraits, and drawings produced by the study participants from one Chinese-speaking and one Arabic-speaking family. Preliminary results showed that the location affects the LCTL families' heritage language learning and maintenance due to very limited resources and opportunities. Findings also indicated that maternal, paternal and children's visions on the heri-tage language present and future learning and use differ. Also, findings revealed that while the participants overall feel positive or neutral attitudes towards them as speakers of LCTLs in the area, they feel different, and some of them are aware that their physical appearance may influence the way they are perceived.

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## **Supporting language learning in multilingual families: The impact of English**

**ANASTASSIA ZABRODSKAJA<sup>1</sup>, NATALIA MEIR<sup>2</sup>, NATALIA RINGBLOM<sup>3</sup>,  
SVIATLANA KARPAVA<sup>4</sup> & ANNA RITTER<sup>5</sup>**

(<sup>1</sup>Tallinn University, Estonia, <sup>2</sup>Bar-Ilan University, Israel, <sup>3</sup>Umeå University, Sweden, <sup>4</sup>University of Cyprus, Cyprus, <sup>5</sup>University of Koblenz, Germany)

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The aim of the current study is to investigate the role of English in multilingual families in Cyprus, Estonia, Germany, Israel and Sweden, in particular its impact on the development of HLs and MLs in the pre- and post-COVID-19 period. Ten multilingual families in each country, 50 in total, were under investigation. The researchers have implemented qualitative approach for data collection and analysis. It was a collection of case studies based on interviews with parents and observation of family language policy (FLP) and language management patterns at home (see Zabrodskaia et al. 2023). The focus of the comparative study was on the presence of English in HL environments of endogamous and exogamous families with immigrant and minority backgrounds in five countries under investigation, its role in FLP, (online) education, positive and negative effect on the use and maintenance of HL and ML and (digital) literacy skills development. The results of the study showed that the presence of English depends on the role of English in the society. English plays an important role in all five countries. In Cyprus, English is widely spread due to its post-colonial situation. In Estonia and Germany, it is the most popular foreign language and the language of inter-ethnic communication. Until the onset of the state of Israel, English was the official language and continues to be an important language for government and commercial purposes nowadays. In Sweden, English is even considered a second language. Exogamous families implement English for language brokering purposes, using it as mediation tool for communication among parents and children. Schooling is another factor, which affects the use of English at home, as it is an obligatory foreign language at school. In Cyprus, some children even attend private English-speaking schools and private tutor centres. The influence of the pandemic, lockdowns and a digital shift in education triggered an increase in English-mediated digital communication and activities online.

Zabrodskaia, Anastassia; Meir, Natalia; Karpava, Sviatlana; Ringblom, Natalia; Ritter, Anna (2023). Family Language Policies of Multilingual Families during the COVID-19 Pandemic: Evidence from Cyprus, Estonia, Germany, Israel, and Sweden. *Languages*, 8 (4), 263. <https://doi.org/10.3390/languages8040263>

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**Parental language ideologies in family language policy: the transmission of Mandarin and the non-transmission of Chinese dialects in transnational families**

NANFEI WANG

(SeDyL, CNRS-INALCO-IRD, France)

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This communication discusses a study of family language policy (Curdt-Christiansen, 2009, 2018; King et al., 2008; Schwartz, 2010; Spolsky, 2012) in Franco-Chinese families living in western France. Focusing on parental language ideologies, this study aims to understand parents' motives and aspirations regarding the transmission and non-transmission of Chinese languages as minorized languages in the French context. Data was collected through participant observations, recorded family conversations, and interviews with the family members. Situated within an ethnographic framework, qualitative methods are combined with thematic analysis to analyze parents' language ideologies. The findings reveal that parents prioritize the transmission of Mandarin, and have high aspirations regarding their children's Chinese literacy development. Parents' choice of Mandarin transmission is influenced by the high value of Mandarin in the linguistic market, as well as identity and affective reasons (Wang, 2022). However, facing the challenge of raising bilingual Franco-Chinese children, parents deliberately abandon Chinese dialects' transmission due to dialects' lower social-linguistic status and parents' negative attitudes towards them. The findings also suggest that parents' ideologies of family languages are highly mediated by national language policies and socio-economic realities, which shape the parental language experiences.

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## Parents' multilingual storytelling in the school setting: evaluating influence on family language policies

CHIARA FACCIANI

(University for Foreigners of Siena, Italy)

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The linguistic choices parents make while communicating with their bilingual children is fundamental to the development of their children's linguistic repertoire and multilingual development (Schalley & Eisenclas, 2022; Unsworth et al., 2019). The involvement of parents in the implementation of multilingual pedagogies can play a fundamental role in fostering parents' awareness on topics related to multilingualism. Due to the lack of materials in the minority languages, multilingual pedagogies often include the involvement of parents to provide linguistic inputs in other languages (different from school's one) (Cummins & Early 2010; Carbonara & Scibetta 2020). Even though bilingual parents play an essential role in the multilingual classroom activities (i.e., translating words, reading stories in their mother tongue, illustrating culture-specific traditions), research is yet to investigate if and how parent-lead multilingual pedagogies influence family language practices as part of family language policies. This study illustrates school-based multilingual storytelling activities conducted by parents ( $N=15$ ) in a pre-school in northern Italy. The activity was designed as part of the project L'AltRoparlante (Carbonara & Scibetta, 2020), an Italian network of schools which adopted multilingual pedagogies at curricular level. The paper investigates, firstly, the ways in which multilingual pedagogies (and in particular storytelling activities) have an influence on family language practices. It examines the impact of multilingual storytelling activities on the participants of the study and on their language use and biliteracy practices with their children in the home setting. Secondly, the paper investigates whether multilingual pedagogies can support the creation of participatory and inclusive home-school collaborations. The findings suggest that involving parents in multilingual pedagogies have a positive influence on family language use as they encourage children's linguistic diversity awareness and parents' biliteracy planning. Parents' involvement in multilingual pedagogy can be a useful tool to build inclusive home-school collaborations and to guide parents in shaping multilingual storytelling activities at home.

- Carbonara, V., & Scibetta, A. (2020). Integrating translanguaging pedagogy into Italian primary schools: Implications for language practices and children's empowerment. *International Journal of Bilingual Education and Bilingualism*, 25(3), 1–21.
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## Child Agency in Family Language Policy During Children's Transition to School

YIN YU

(University of Göttingen; University of Duisburg Essen, Germany)

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While earlier research in Family Language Policy (FLP) primarily concentrated on parental perspectives, agency, and decision-making, more recent studies have shifted the focus to encompass children's agency and their experiences with FLP in multilingual families (Smith-Christmas, 2020; Said & Zhu, 2019; Wilson, 2020). Children not only exercise agency through discursive construction (Obojska & Purkarthofer, 2018), creative and resistant language use during interactions, and metalinguistic commentary (Fogle & King, 2013; Gafaranga, 2010; Kheirkhah, 2016), but they also exert influence on FLP through their increasing linguistic competence and agency in the language of the target society (Revis, 2019). Numerous studies have indicated that children's transition to formal educational institutions can empower their role in their families' linguistic practices. This study seeks to explore the literacy practices in which children engage within their families during the school transition period and the various forms in which they exercise their agency. In an ongoing longitudinal study involving five Chinese-German multilingual families residing in Germany, I examine the active role of children in family language policy and literacy practices. Typical family literacy practices, such as reading and writing activities related to children's formal schooling and heritage language school, as well as literacy activities organized by parents, were recorded and subjected to analysis. The initial findings indicate that children manifest their agency in various forms, which can be characterized as active, passive, resistant, and creative. Drawing upon their multilingual abilities, children exercise their agency within family literacy practices to comprehend and learn the content of literacy materials. This includes their compliance with, or at times, resistance to parental rules, as well as establishing both content-related and emotional connections with other family members.

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**Family language policy in a transnational family living in Finland:  
Multilingual repertoire, language practices and child agency**

**OLGA NENONEN**  
(Tampere University, Finland)

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Each multilingual transnational family is unique and thus deserves critical attention in studies of FLP (Protassova, 2018, Lanza 2021). Hence speaker-centered approaches can provide a deeper understanding of linguistic diversity in multilingual setting. The Russian-Italian family raising a multilingual boy (8:0) lives in Finland. The multilingual repertoire includes Russian, Italian, Finnish, English and Hebrew. In this talk, we use an ethnographic approach to explore the multilingual family repertoire by presenting their lived experiences and language practices (Lanza 2021, Kumpulainen 2020). Furthermore, we discuss the FLP and child's active role in shaping the family's linguistic practices (child agency). We combined the following methods to study the complexity of FLP: semi-structured interviews (recorded in Helsinki in summer 2023), language background surveys, written diary entries (Tseitlin et al. 2022, pp. 198–220), self-recordings of interactions in the family and language portrait that provides bodily and emotional dimensions to the speaker's multilingual repertoire (Lanza 2021, Kusters & De Meulder 2019; Purkarthofer 2019). The interviews and other recordings were transcribed manually, the content analysis was implemented to look for patterns of responses. The following research questions were designed to achieve the aim of the study: (1) How do the family members describe their FLP? (2) How FLP evolves through everyday interactions (language practices)? (3) How does the child exercise his agency in family setting? The results reveal that the family's language practices follow predominantly an OPOL strategy, consequently the child speaks a different language with each parent. However, the analysis of the language ideologies reveals positive attitudes towards both multilingualism and all the languages of family repertoire which explains the multilingual practices with multiplicity and unexpectedness. FLP and language practices correspond to each other. The language hierarchy can be explained by a number of family-external and family-internal social factors.

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## Social, Emotional and Affective Factors in Growing Up with Chinese Heritage

SABINE LITTLE & YUE ZHOU  
(University of Sheffield, United Kingdom)

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Growing up multilingual with a heritage language background brings with it complex links to identity and belonging (Okita, 2002; Little, 2020; Tang and Calafato, 2022). This research project provides the opportunity to shine a lens on the attitudes, thoughts, and dreams of young people growing up with Chinese heritage. Working with a group of young (8-13-year-old) co-researchers of Chinese heritage, the project (currently still ongoing) gives children the opportunity to shape research that affects them, at both local and international level. At international level, the young co-researchers are advising on a way to capture essays and other forms of creative writing, which enable young people to explore their multilingual and multicultural identity. At local (UK) level, the co-researchers lead on the creation of questions most suitable for exploring their peers' experiences. Together, the international and the local strand explore the research questions:

- How do young people from Chinese heritage backgrounds construct their identity?
- How do young people from Chinese heritage backgrounds choose to use their various languages to express and articulate this identity?
- What are the emotional and pragmatic opportunities and barriers young people from Chinese heritage backgrounds face?

The project makes a vital contribution to the field of participatory and co-produced research, enabling young people to actively shape research into their lives. The session will focus on key findings from both strands, as well as highlighting the methodological contributions the study makes to home language research.

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**Developing a quantitative survey to study social and affective factors in home language maintenance: Pitfalls and possible solutions**

SUSANA A. EISENCHLAS<sup>1</sup> & ANDREA C. SCHALLEY<sup>2</sup>

(<sup>1</sup>Griffith University, Australia; <sup>2</sup>Karlstad University, Sweden)

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Research on intergenerational transmission has shown that migrant/refugee parents often struggle to transmit their native language(s) (Eisenchlas et al., 2013). Furthermore, anecdotal evidence indicates that a substantial number of parents may decide against intergenerational transmission for a variety of reasons, such as misguided beliefs about a potential negative impact of the home language on English language acquisition, or a lack of support from partners, amongst others. Yet, no large-scale quantitative study to date has systematically investigated the factors that hinder intergenerational language transmission and compared these with factors conducive to transmission. This paper discusses the rationale and design decisions underlying the development of an online survey to investigate the sociodemographic factors impacting home language transmission across diverse contexts and languages, as well as the linguistic and cultural challenges involved in constructing such a data collection instrument. As previous studies on home language maintenance, our survey was loosely based on Spolsky's (2009) tripartite framework often used to analyse family language policy but added the two additional dimensions social and affective factors to fully capture the complexities of intergenerational transmission. In addition, unlike most studies in the field, the survey also targets parents and carers who decided not to transmit their language(s), and the effects this decision may have on the family's wellbeing. The survey, initially designed in English and piloted in Australia, will be administered in diverse languages and countries at later stages, allowing for cross-country comparisons as well as for the study of language transmission across diasporas. Thus, the paper contributes to the growing literature adopting quantitative approaches to explore intergenerational transmission, in a field still dominated by small-scale qualitative studies with little generalisability and limited capacity to disentangle the impact of various factors at play.

Eisenchlas, S. A., Schalley, A. C., & Guillemin, D. (2013). The importance of literacy in the home language: The view from Australia. *SAGE Open*, 3(4), 1–14.

Spolsky, B., 2009. *Language management*. Cambridge University Press.

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**Profiles of narrative discourse abilities and development in young Yiddish-Hebrew bilinguals**

JUDY KUPERSMITT<sup>1</sup>, SHARON ARMON-LOTEM<sup>2</sup> & CARMIT ALTMAN<sup>2</sup>  
(<sup>1</sup>Hadassah Academic College, <sup>2</sup>Bar-Ilan University, Israel)

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Yiddish-Hebrew speakers in Israel are ultra-Orthodox religious observants, leading social lives independent of other sectors (Assouline, 2017). Despite the large numbers of children in this community, research on their language/s development is scarce, in great contrast with studies of other bilingual communities in Israel.

The present study seeks to explore the narrative skills of Yiddish-Hebrew bilinguals in structural and linguistic terms. Narratives were collected from preschool and school-aged children with typical language development (TLD) and DLD (Developmental Language Disorders) using the procedures in LITMUS-MAIN in the process of adaptation to this population. Preliminary analyses of the Yiddish narratives of TLD children showed a clear development in episodic structuring and cohesion. At age 4, children describe the events in a local fashion reflected in use of tense shifts, lack of connectives and verb repetition. At age 6, stories show a clear sequential structure. Some of the narratives are very short with 3-4 events connected by ‘and’ or ‘and then’, while others include more descriptive and evaluative content, and include a goal or internal state followed by an intentional action that ends in a positive or negative outcome, as illustrated in example 1.

(1) *Un pitom a parpar hot gekikt in er hot gezen a xatula iz e'tzi hot shnel avekgeloyft*

‘And suddenly, a butterfly looked and saw a cat. She ran away fast’ [Havi, Age 6].

Older children use more complex syntactic structures and varied vocabularies with specific verbs of motion, perception, and emotion. Minimal code-mixing of Hebrew nouns that refer to animals and common objects was observed (e.g., *xatula*; *kadur*). These preliminary results reveal the value of narratives in providing a rich source of information about the linguistic and sociopragmatic abilities of children. Besides, results will enable development of future language assessment tools adapted to the paradigm of bilingualism observed in this community.

Assouline, D. (2017). *Contact and ideology in a multilingual community: Yiddish and Hebrew among the Ultra-Orthodox*. Boston: De Gruyter.

**Maintaining Chinese and its varieties as a heritage language in the Inner Circle: A scoping review**

**XINRUI R. SONG**

(University of Tasmania, Australia)

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Studies on heritage language have emerged in recent decades. Researchers have focused increasingly on maintenance strategies undertaken by stakeholders, as well as challenges and attitudes of parents towards heritage language maintenance. The present study examines this domain with a specific focus on Chinese and its varieties in Inner Circle countries, comprising the United States, Canada, the United Kingdom, Ireland, Australia and New Zealand. The author presents this thesis as a “scoping review” that systematically searches and examines research contexts, population, research interests and use of the term “Chinese” of existing empirical research in this domain. Following a comprehensive search of six databases, 28 empirical studies (all journal articles) were identified for meeting eligibility criteria and included in this review. Each study was coded by two reviewers against focused variables of the selected sample. Frequencies and percentages of study features were then calculated. Among other results, the study revealed discrepancies and asynchronism on researched topics among Inner Circle countries. The vagueness and imprecise use of the term “Chinese” in identified studies also revealed the common “Chinese equals Mandarin” discourse and the marginalised status of varieties other than Mandarin in heritage language studies. Results of this review depict this growing domain, highlighting current trends in different countries within Inner Circle and potentially fruitful directions for further research.

## Session 8 (Room M-342)

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### **A Father-child shared book reading; a multilingual home reading intervention to enhance wellbeing in the Emirates**

ANNA DILLON, KAY GALLAGHER, CLAUDINE HABAK, SUMAYA SAQR & YAHIA ALRAMAMNEH

(Emirates College for Advanced Education, United Arab Emirates)

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Research shows that early parent-child shared reading time at home correlates positively with the development of emergent literacy. In particular, fathers' involvement in early literacy development has been found across multiple studies to be positively correlated with children's development as readers. Furthermore, studies suggest that providing fathers with specific training can contribute not only to their family's and child's development, but to the key elements of fathers' own sense of wellbeing. Research supports the use of intervention approaches to provide fathers with strategies to support children's emerging literacy in the home, through engaging in reading on topics related to their children's interests.

This study reports on a father-child home reading intervention carried out in the Emirate of Abu Dhabi where fathers were provided with high quality books to read with their children in the home, having been equipped during interactive workshops with simple techniques for effective parent-child interactive reading. These shared book reading practices took place in Modern Standard Arabic, Emirati Arabic, and English. Qualitative and quantitative data were gathered and analyzed from participating fathers and children. Preliminary findings indicate that the intervention has had a positive impact on the competence, confidence, and wellbeing of fathers and the wellbeing of children involved in the study. During the intervention, fathers were invited to share WhatsApp voice notes describing their experiences of sharing reading with their young children. Fathers overwhelmingly indicated a sense of joyfulness and enhanced connection with their children.

Clark, C. (2009). Why Fathers Matter to Their Children's Literacy. *National Literacy Trust*.

Lorio, C. M., Woods, J. J., & Snyder, P. (2021). An exploration of reflective conversations in early intervention caregiver coaching sessions. *Journal of early Intervention*, 43(4), 314-338.

Saracho, O. N. (2008). A literacy program for fathers: A case study. *Early Childhood Education Journal*, 35, 351-356.

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## Family language policy in times of crisis and forced migration

SANDRA BALLWEG

(Paderborn University, Germany)

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Forced migration is a radical experience and a great challenge for people on several levels. It must be taken into account that migration, especially forced migration, is not just a short transition but involves long escape routes, intermediate stays in different countries and situations where some family members are left behind (Lomeu Gomes, 2018). In multilingual families, this can be reflected in changes in language use within the family context, showing the dynamics of multilingual familylects (Van Mensel, 2018). This presentation explores the question of how multilingual families negotiate their family language policies in the context of the temporal and spatial conditions on their escape routes. To this end, two families were asked to share their views and experiences. In one family, there was a child of primary school age, in the other family, there were two teenage children. Data were collected through semi-structured and ethnographic interviews with individual family members and the family as a group. The study follows the theoretical and methodological approach of Situational Analysis sensu Adele Clarke (Clarke, 2012; Clarke et al., 2018), a postmodern version of Grounded Theory. The findings reveal how multilingual families negotiate language use and the changing relevance of languages in different situations, and how language choices are linked to both positive and negative experiences on their journeys. It shows how language choices and linguistic practices can help families to navigate difficult situations in times of crisis and during forced migration and renegotiate their sense of self.

Clarke, A. (2012). *Situationsanalyse. Grounded Theory nach dem Postmodern Turn*. Springer VS.

Clarke, A., Friese, C., & Washburn, R. (2018). *Situational Analysis: Grounded Theory After the Interpretative Turn* (2nd ed.). Sage.

Lomeu Gomes, R. (2018). Family Language Policy ten years on: A critical approach to family multilingualism. *Multilingual Margins*, 5(2), 51–72.

Van Mensel, L. (2018). ‘Quiere koffie?’ The multilingual familylect of transcultural families. *International Journal of Multilingualism*, 15(3), 233–248.



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## Changes in the immigrant Russian-speaking family language policy during the war in Ukraine

EKATERINA PROTASSOVA<sup>1</sup> & MARIA YELENEVSKAYA<sup>2</sup>

(<sup>1</sup>University of Helsinki, Finland, <sup>2</sup>Technion – Israel Institute of Technology, Israel)

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Russian can be considered an international language, particularly in countries where it is widely used in business, diplomacy, and academia (cf. Zeller, Sitchinava 2020). The war in Ukraine has had significant impacts on the Russian linguistic identity, reinforcing existing linguistic and cultural boundaries and shaping Russian speakers' self-perception and vision of the world. The research question was: How has the war altered the FLP in families with different backgrounds? (cf. Abreu Fernandes 2019, Karpava, Ringblom and Zabrodskaia 2021, Protassova, Golubeva and Mikelsone 2021).

The study is based on a survey, individual and group interviews, and FB discussions. The material analyzed demonstrates that in many bilingual families, the war has prompted a greater emphasis on Ukrainian language use as an attempt to reinforce ties to their cultural heritage and express support for the country (cf. Masan et al. 2022). Parents have made a conscious effort to speak more Ukrainian at home and encourage their children to do the same. Some immigrant Russian-speaking families search for Ukrainian ancestors and try to identify themselves as multicultural and multiethnic persons. Russian is viewed as the language of the aggressor; moreover, Russian culture is devalued and rejected. Some families put a greater emphasis on multilingualism and learning of different languages, especially those of their new environment. In families where parents work or study in fields where Russian is widely used, they prioritize the development of Russian language skills in their children in order to prepare them for future educational or professional opportunities. New identities in Russian and Ukrainian migrant families can take on many different forms and may be shaped by a variety of factors such as cultural background, personal experiences, and the social and political context of the host country.

Abreu Fernandes, O. (2019). Language workout in bilingual mother-child interaction: A case study of heritage language practices in Russian-Swedish family talk. *Journal of Pragmatics*, 140, 88–99.

Karpava, S., Ringblom, N., & Zabrodskaia, A. (2021). Family language policy leading to multilingual home literacy environment: evidence from interviews with Russian-speaking mothers in Cyprus, Estonia and Sweden. *HumaNetten*, 45, 11–39.

Masan, J., Hamarova, M., Lichner, M., Smidova, M., & Trebski, K. (2022). Specificities in the guidance of refugees from Ukraine. *Clinical Social Work Journal*, 13(4), 8–12.

Protassova, E., Golubeva, A., & Mikelsone, I. (2021). Russian as a home language in early childhood education. In M. Schwartz (Ed.), *Handbook of Early Language Education* (pp. 373–402). Cham: Springer.

Zeller, J.P., & Sitchinava, D. (2020). The Russian language in Belarus and Ukraine. In A. Mustajoki, E. Protassova, & M. Yelenevskaya (Eds.), *The Soft Power of the Russian Language: Pluricentricity, Politics and Policy* (pp. 108–122). London: Routledge.

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## Family language policy among Ukrainian immigrants in Croatia

SANJA ŠKIFIĆ & NATAŠA KUSTURA  
(University of Zadar, Croatia)

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Ukrainians are recognized as one of 22 national minorities by the Constitution of the Republic of Croatia, and, according to the 2021 Census data, they account for 0.05% of the Croatian population (Office for Human Rights and Rights of National Minorities, Government of the Republic of Croatia). However, the more recent numbers of Ukrainians residing in Croatia have increased due to the war-induced crisis in Ukraine. Family language policy among Ukrainians as a minority has been studied in other contexts (e.g., Küün, 2022), and it seems that the most recent forced migration of Ukrainians to different countries raises a number of questions, primarily humanitarian, but also those related to linguistic means of communication in different aspects of everyday life in host countries. Although family represents a highly personal domain, family members interact with different social circles, which is why analyses of family language policies should include reference to both internal and external forces that shape them (Curdt-Christiansen, 2009; 2014; 2018). The research included the administration of semi-structured interviews among Ukrainian immigrants residing in the Croatian Zadar region. Following Spolsky's theoretical model (2004; 2009), the results indicate that there is a correlation between families' language ideologies and war-induced circumstances. Moreover, the newly arrived Ukrainians retain the use of Ukrainian in the family domain, while their use of other languages primarily depends on the level of linguistic competence, attitudes about language as a symbol of national identity, but also attitudes towards foreign language learning. Ukrainian immigrants seem to encounter some language barriers, but due to similarities among Slavic languages and cultures and their effort to adjust to the new sociolinguistic context, they successfully overcome them. Since Ukrainian children are introduced to the Croatian educational context after migration, besides their parents, the children also become influential actors in designing family language practice and management.

Küün, E. (2022). Issues of the language policy of families with Ukrainian origin in the Estonian educational space. *Trames*, 26(76/71), 103–128.

Curdt-Christiansen, X. L. (2009). Visible and invisible language planning: Ideological factors in the family language policy of Chinese immigrant families in Quebec. *Language Policy*, 8(4), 351–375.

Curdt-Christiansen, X. L. (2014). Family language policy: Is learning Chinese at odds with learning English in Singapore? In X. L. Curdt-Christiansen & A. Hancock (Eds.), *Learning Chinese in diasporic communities: Many pathways to being Chinese* (pp. 35–58). John Benjamins.

Curdt-Christiansen, X. L. (2018). Family language policy. In J. W. Tollefson & M. Pérez-Milans (Eds.), *The Oxford handbook of language policy and planning* (pp. 420–441). Oxford University Press.

Office for Human Rights and Rights of National Minorities (2023). *National Minorities in the Republic of Croatia*. Government of the Republic of Croatia. <https://pravamanjina.gov.hr/nacionalne-manjine/nacionalne-manjine-u-republici-hrvatskoj/352>.

Spolsky, B. (2004). *Language policy*. Cambridge University Press.

Spolsky, B. (2009). *Language management*. Cambridge University Press.

## **Generational Family Language Policy Maintenance in Multilingual Emerging Adults**

**LEAH PAGÉ & KIMBERLY NOELS**  
(University of Alberta, Canada)

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Determining which language is appropriate and effective to speak with whom is an important decision for many multilingual Canadian families. Such language allocation processes can be formalized as language policies in multilingual families, as parents decide, whether explicitly articulated or not, which languages will be used in which contexts. There is a common perspective that stricter family language policies are more effective in facilitating future language maintenance but the research evidence is mixed. Recent research has argued for the value of more flexible rules, giving children freedom while still having a solid linguistic foundation. In addition, not many studies address how family language policies impact cross-generational language retention because they focus on families with young children. This study investigates an important perspective on this issue, specifically how emerging adults' childhood ethnolinguistic experiences relate to the languages they currently use and plan to maintain in the future. 62 multilingual adults between 17 and 25 years were divided into 12 focus group interviews. This research method is useful as it can facilitate an environment in which participants can share their childhood ethnolinguistic experiences, thereby providing the researcher with a sense of the consensual and non-consensual aspects of the topic under investigation. The interviews centred on the participants' experience of language policies in their birth families, their current beliefs concerning language allocation and maintenance, and their plans about language policy in their future families. A thematic analysis of the data revealed that most participants were interested in speaking their language in their future homes, thereby retaining their heritage language through to the next generation. Moreover, most were also open to incorporating additional languages into their policies regardless of the strictness of their childhood policies. These results imply that stricter language rules are not necessarily more effective in instilling long-term bilingualism/multilingualism in emerging adults.

Table 1: Do participants prefer if their significant other speaks all their languages?

Themes	Number of responses	Number of participants	Example
Respect	18	13	“If I want my partner to respect the languages I speak and how I want them to be integrated into my life, I feel like I have to do the same for my partner.”
Open to learning	15	13	“I feel like if you’re gonna be a part of my family, you’re gonna have to at least try to learn my language.”
Speak or understand	14	14	“I think for me it’s important that my future kids speak Arabic. So, it would be great if my significant other also spoke Arabic.”
One common language	11	10	“As long as we have a common language that we’re able to understand each other in, I think that’s more than enough.”
No preference	4	4	“I probably would not care if my significant other did not want to learn or does not speak Polish.”

Table 2: Are participants interested in maintaining their languages?

Themes	Number of responses	Number of participants	Example
Integrate	25	22	“I’d be open to learning new languages.”
Just maintain	8	7	“I definitely would like to get better at the languages that I already speak first.”
Subtract	5	3	“I find it quite difficult to imagine that I’ll continue with the Ukrainian language.”

King, K., Fogle, L., & Logan-Terry, A. (2008). Family language policy. *Language and Linguistics Compass*, 2(5), 907-922.

Palviainen, Å., & Boyd, S. (2013). Unity in discourse, diversity in practice: The one person one language policy in bilingual families. In M. Schwartz & A. Verschik (Eds.), *Successful family language policy* (pp. 223-248). Springer, Dordrecht.

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**Identity as brokered concept and boundary object in Swedish mother tongue instruction**

**SCARLETT MANNISH**

(Stockholm University, Sweden)

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This paper presents a conceptual history of identity in Swedish language policy, exploring how “develop[ing] a cultural identity” (LGR22) became integral to the minority language curriculum. Following the methodology of Wacquant’s *Invention of the Underclass* (2022), I combine Kosseleckian conceptual history (2002) and Bourdieusian sociology (Bourdieu & Wacquant, 1992) to track identity through archived documents from the political, media and academic fields of the 1970s immigration inquiry in Sweden, which established the home language reform. This reform continues to entitle children who are raised speaking a language other than Swedish to state-mandated tuition in this language via mother tongue instruction (MTI). MTI as a space for non-hegemonic language practice struggles for legitimacy for diverse reasons (Ganuza & Hedman, 2015; Hedman & Rosen, 2020; Spetz, 2014), and existing literature has yet to explore how identity is entangled in its (de)legitimation. Following media debate in the 1960s about the unsuitability of “assimilation” (Wickström, 2013), the immigration commission aimed to construct a new conceptual framework for migrant discourse. Analysis of bills, publications, minutes and media op-eds show that agents acted as brokers (Wisselgren, 2008) between different fields to jointly construct identity to suit diverse needs. Within the media field, pundits argued either for the right of the individual to choose their level of engagement with established groups, or for the autonomy of migrant groups to establish their own schools and communities. Within the political field, inspiration came from the perceived successes of Canadian immigration reform, while key academics took interest in North American social psychology research. The result of this cross-field negotiation was a boundary object (Star & Griesemer, 1989), a necessarily flexible identity concept that meant slightly different things within each field. Future research might consider the role of identity in social science, if “hybrid concepts” are problematic as precise academic tools.

Bourdieu, P., & Wacquant, L. J. D. (1992). *An invitation to reflexive sociology*. Polity.

Ganuza, N., & Hedman, C. (2015). Struggles for legitimacy in mother tongue instruction in Sweden. *Language and Education*, 29(2), 125–139. <https://doi.org/10.1080/09500782.2014.978871>

Hedman, C., & Rosén, J. (2020). Modersmålsämnetns legitimitet i ett förändrat politiskt landskap—En analys av svensk riksdagsdebatt under 2010-talet. *Utbildning & Demokrati – tidskrift för didaktik och utbildningspolitik*, 29(3), Article 3. <https://doi.org/10.48059/uod.v29i3.1542>

Koselleck, R. (2002). *The practice of conceptual history: Timing history, spacing concepts*. Stanford University Press. *LGR22 Läroplan för grundskolan, förskoleklassen och fritidshemmet [Curriculum for elementary school, preschool and playcentre]*. (2022). Skolverket. <https://www.skolverket.se/getFile?file=9718>

Spetz, J. (2014). *Debatterad och marginaliserad: Perspektiv på modersmålsundervisningen*. Institutet för språk och folkminnen. <https://urn.kb.se/resolve?urn=urn:nbn:se:sprakochfolkminnen:diva-1194>

Star, S. L., & Griesemer, J. R. (1989). Institutional Ecology, “Translations” and Boundary Objects: Amateurs and Professionals in Berkeley’s Museum of Vertebrate Zoology, 1907–39. *Social Studies of Science*, 19(3), 387–420.

Wickström, M. (2013). Conceptual Change in Postwar Sweden: The Marginalization of Assimilation and the Introduction of Integration. In: P. Kivisto & Ö. Wahlbeck (Eds.), *Debating Multiculturalism in the Nordic Welfare States* (pp. 110–139). Palgrave Macmillan UK. [https://doi.org/10.1057/9781137318459\\_5](https://doi.org/10.1057/9781137318459_5)

Wisselgren, P. (2008) Vetenskap och /eller politik?: Om gränsteorier och utredningsväsendets vetenskapshistoria [Science and/or politics?: On boundary theories and the scientific history of the commission apparatus]. In: Sundin, B., & Göransdotter, M. (2008). *Mångsysslare och gränsöverskridare: 13 uppsatser i idéhistoria [Jacks-of-all-trades and boundary-spanners]* (pp.103-119). Institute for History of Science and Ideas, Umeå university.

## PhD workshop: A special session for PhD candidates

Room: M-225

Time: 14:15-18:00

Date: Saturday, December 16, 2023

### Mentors

1.	Sandra	Ballweg	Paderborn University	Germany
2.	Juliane	Costa Wätzold	Universität Hamburg	Germany
3.	Susana	Eisenclas	Griffith University	Australia
4.	Sabine	Little	University of Sheffield	United Kingdom
5.	Janica	Nordstrom	University of Sydney	Australia
6.	Andrea	Schalley	Karlstad University	Sweden
7.	Ellen	Smith-Dennis	University of Warwick	United Kingdom
8.	Beatrice	Venturin	The University of Melbourne	Australia
9.	Anastassia	Zabrodskaia	Tallinn University	Estonia

### Participants

1.	Anna Katrin	Eiríksdóttir	University of Iceland	Iceland
2.	Zhonghan	Lin	King's College London	United Kingdom
3.	Scarlett	Mannish	Stockholm University	Sweden
4.	Leah	Pagé	University of Alberta	Canada
5.	Agnieszka	Pędrak	Trinity College Dublin	Ireland
6.	Annika	Schimpff	Copenhagen University	Denmark
7.	Xinrui	Song	University of Tasmania	Australia
8.	Monika	Ståpor	Oslo Metropolitan University	Norway
9.	Hadis	Tamleh	Leiden University	Netherlands
10.	Yin	Yu	Georg August University of Göttingen	Germany

**Lightning talks:** Presentations should be limited to 5 minutes, comprising four slides and one title slide. In terms of content, they are expected to offer an overview of your research, covering central research questions, ideas, theoretical framework, and initial findings if applicable. Additionally, please address ethical and methodological challenges, along with other relevant aspects. Please take your presentation on a USB with you.

**Mentor time** will include discussions and feedback from mentors for each presentation. Each mentor will be assigned 1-2 PhD candidates. Additionally, mentor time can be utilized for purposes beyond feedback on the presentations, such as career advice or any other topics that participants may be interested in.

**The panel discussion** will encompass networking and learning from experienced researchers in the field, as well as exploring various post-defense career options. All mentors will be participating in the panel discussion. In this session, the mentors will discuss questions from the audience regarding any part of the research process, publishing, professional networks, external funding, career planning, and other aspects of academic careers. You can already submit questions ahead of time by sending them to [anastassia.zabrodskaia@tlu.ee](mailto:anastassia.zabrodskaia@tlu.ee).

## **Some useful links**

**Tallinn Airport**

**Leaving the Airport**

**Getting to the Airport**

**Public Transport in Tallinn**

**DIGITAL TALLINN**

**Visit Tallinn**

**Between Helsinki and Tallinn onboard a ferry**

**Weather forecast in the Internet**

**Tallinn Christmas Market**

## Getting to the Venue from the Park Inn by Radisson Central Tallinn

For those staying at the **Park Inn by Radisson Central Tallinn \*\*\*\*** (Narva mnt 7C, 10117 Tallinn),

I am Burcu Kasapoğlu, a master's student in Communication Management.



I will be waiting for you on **Thursday, December 14**, at the reception desk of the Park Inn by Radisson Central Tallinn. I will walk with you to the conference location. **We should start together at 8:15** and arrive at the venue no later than 8:30 (it is a nice walk before a long day).

I will also be waiting for you on **Friday, December 15**. **We should start together at 8:15** and arrive at the venue no later than 8:30.

Additionally, I will be waiting for you on **Saturday, December 16**. We should **start together at 8:30** and arrive at the venue no later than 8:45.



The abstracts in this Abstract Book follow authors' style and grammar without editing.

