



AILA Research Network (ReN)

*Social and Affective Factors in Home
Language Maintenance & Development*

Abstracts

International Conference:
*Social and Affective Factors in
Home Language Maintenance
and Development*
(HOLM 2016)

Organised by:



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Sprachwissenschaft



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WELCOME

Welcome to HOLM 2016!

It is our very great pleasure to welcome you to the International Conference *Social and Affective Factors in Home Language Maintenance and Development* (HOLM) in Berlin, Germany.

HOLM 2016 is the first conference of the International Association for Applied Linguistics (AILA) Research Network (ReN) on “Social and Affective Factors in Home Language Maintenance and Development” (with its website soon becoming available at <http://www.languageathome.info/>). The ReN was designed to have a broad scope which includes both formal (within school systems) and informal (community-based grass-roots) initiatives with the aim of researching and promoting home language maintenance and development. Its main three main aims can be summarized as:

- 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.

We look forward to the ensuing discussions at this conference and hope that they will provide a solid foundation for future collaborations in both research and advocacy.

It almost goes without saying that it is impossible to organize such a conference without the help and support of a team of people. We are deeply grateful for all the support we have received from both organizing institutions – the Centre for General Linguistics (ZAS) here in Berlin, Germany, and the Griffith Centre for Cultural Research of Griffith University in Brisbane, Australia.

Finally, we would like to thank you all for attending. We wish you an enjoyable, fulfilling and stimulating conference!

Andrea Schalley & Susana Eisenclas (Griffith University)
Natalia Gagarina (ZAS Berlin)

for the *The HOLM 2016 Organising Committee*

KEYNOTES

Minority language parenting in Europe and children's well-being

ANNICK DE HOUWER
(University of Erfurt, Germany)

Language is of central importance in parenting. This becomes particularly clear in a minority context, where parents may be pressured into speaking a majority language to children that they hardly know, or where children may not speak the minority language that their parents speak with them. Because of linguistic issues, minority language background parents may feel insecure in their parenting role, and their children's positive development may be adversely affected.

In spite of the importance of such issues, social and affective factors related to language maintenance in families with young children in the European Union has not been of central concern to either linguists, psychologists or other researchers. Few European research projects so far have specifically addressed the complex relations between the language related aspects of parenting in minority language background families and children's socioemotional well-being. However, there are several studies from a variety of disciplines that can shed light on these relations. These disciplines range from ethnography over sociology and social work to developmental psychology and developmental psycholinguistics (the field of contact linguistics is virtually absent here).

This presentation offers a meta-analysis of research in the last 25 years carried out in the 28 countries of the European Union that can potentially inform relations between language use by parents with a minority language background as an integral part of parenting and young children's socioemotional well-being (De Houwer, to appear). The 33 publications reviewed here were written in English, French or German and likely represent the bulk of the relevant EU-studies published in those languages. They cover a wide range of research traditions and methods. The studies are categorized into six methodologically differentiated groups, viz., in-depth observational studies of home interaction, observational studies of parent-child interaction in (semi-)structured tasks, ethnographic studies, interview studies, in-depth maternal questionnaire studies, and large scale surveys. These combined studies furnish information on a total of about 14,500 individuals.

The review suggests that an estimated 20% of four-year-olds who hear a minority language at home do not actually speak it. Parental socioemotional well-being is negatively affected when young children do not speak the minority language that parents speak to them: Parents blame themselves for being a bad parent, feel guilty for failing to transmit their language, feel depressed, feel rejected by their children, feel embarrassed and ashamed towards their own parents, feel that they have failed as a person, and are dissatisfied with their bilingual child rearing. Negative feelings about

their children's non-use of the minority language are mostly expressed by parents in families where children are growing up with two languages from birth.

There is little information on how children experience language loss, but anecdotal data show children feeling embarrassment, shame, or anger when they are unable to speak the minority language in interactions with extended family members in the country of origin. In contrast, children who speak both the minority and the majority language feel proud of their bilingualism. Specific parental input practices and linguistic choices can support this active child bilingualism and can positively affect both parents' and young children's well-being, thus contributing to harmonious bilingual development (De Houwer, 2006, 2015).

De Houwer, A., (2006). Le développement harmonieux ou non harmonieux du bilinguisme de l'enfant au sein de la famille. *Langage et Société* 116, 29-49.

De Houwer, A. (2015). Harmonious bilingual development: young families' well-being in language contact situations. *International Journal of Bilingualism* 19(2), 169–184. (first published online June 11, 2013, doi:10.1177/1367006913489202)

De Houwer, A. (to appear). Minority language parenting in Europe and children's well-being. In: N. Cabrera & B. Leyendecker (eds.), *Handbook of positive development in minority children*, Berlin: Springer.

All in the family? The complexities of urban multilingualism

ELIZABETH LANZA

(University of Oslo, Norway)

The world is connecting in many complex ways, driven by the globally integrated nature of technological innovation and human mobility across continents. The resultant diversity has had a significant impact on language in society, specifically concerning language policies and practices, as well as ideologies (Blommaert 2014). Moreover, the number of transcultural families has increased. While some are recently established, others have existed for generations; globalization only serves to intensify the encounters of different traditions, values and languages of the various members of the family (cf. Lanza and Li Wei, forthcoming).

An important issue that evolves in these transcultural families concerns home language maintenance and development. The burgeoning field of family language policy aims to address this issue, bridging the gap between studies of child language and the field of language policy research (King, Fogle, and Logan-Terry 2008; Schwartz and Verschik 2013; King and Lanza, forthcoming). Family language policy involves explicit and overt, as well as implicit and covert, planning in relation to language use and literacy practices within home domains and among family members. In this paper, I will discuss the importance of investigating the larger social and political contexts beyond the family in order to understand the dynamics of family language policy. I will take as a point of departure the case of Norway where 15.6% of

the country's population of over 5 million are immigrants and Norwegian-born to immigrant parents, with the percentage rising to 32% in the capital, Oslo (Statistics Norway). Traditionally, Norway has been described as a "linguistic paradise" (Mæhlum and Røyneland 2012) due to the country's high degree of acceptance of the use of dialects and other Scandinavian languages in all situations, and its two official written norms. In an era of increasing globalization marked by mobility of various sorts, the ideology of a liberating diversity may be at odds with conflicting ideologies concerning this seemingly democratic approach to language use (Lanza and Røyneland 2015). A focus will be on a certain public debate in Norway, in particular Oslo, concerning immigrant children's school performance and families' language policies. The Norwegian case will be supplemented with examples from other countries.

- Blommaert, J. (2014). From mobility to complexity in sociolinguistic theory and method. *Tilburg Papers in Culture Studies*, Paper 103.
- King, K. & E. Lanza (eds). Forthcoming. Family language policy and transnationalism: Resistance and transformation. Special issue of *International Journal of Bilingualism*.
- King, K., L. Fogle, & A. Logan-Terry. 2008. Family language policy. *Language and Linguistics Compass* 2/5: 907-922.
- Lanza, E. & Li Wei. (eds). Forthcoming. Multilingual encounters in transcultural families. Special issue of *Journal of Multilingual and Multicultural Development*.
- Lanza, E. & U. Røyneland. 2015. Emerging regimes of language ideologies: Discourses of the local and global in Norway. Paper presented at the conference *Sociolinguistics of Globalization: (De)centring and (de)standardization*. Hong Kong, June.
- Mæhlum, B. & U. Røyneland. 2012. *Det norsk dialektlandskapet. Innføring i studiet av dialekter*. Oslo: Cappelen.
- Schwartz, M. & A. Verschik. 2013. *Successful family language policy. Parents, children and educators in interaction*. Dordrecht: Springer.

ORAL PRESENTATIONS

More than attitudes: The role of claimed knowledge in language policy processes

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The range of theoretical approaches that enjoy popularity in language policy scholarship accept that polity members tend to be important policy agents: they interpret, apply, and contest language policies from above and they design local solutions in reference to societal influences (King, Fogle, & Logan-Terry, 2008; Schiffman, 2006; Shohamy, 2006; Spolsky, 2004). Accordingly, language policy - and indeed applied linguistics more broadly - has recognized that the evaluative perceptions of communities and individuals are also pertinent agents in the development, implementation, and appropriation of language policies: dispositions against a heritage language – whether this be in the context of family language policy or in the official discourses of governments – can impact on whether, and to what extent, a language will be maintained. Subjective positions on language have therefore found a home in language policy theories (Johnson, 2013; McCarty, 2011; Schiffman, 2006; Spolsky, 2004). However, in addition to drawing on opinions to affect or impede language policy and language maintenance, polity members may also rely on what they claim to know as facts about linguistic phenomena (Albury, 2014; De Houwer, 1999; Horwitz, 1988; Mertz, 1989). For example, a rationale against monolingual parenting in an otherwise bilingual home may rely not only on negative evaluative beliefs or attitudes towards a particular language, but also on claimed linguistic knowledge that bilingualism creates a cognitive deficit in child development: one view is a disposition, but the other is claimed knowledge. Use simple paragraphs to structure your text or apply your preferred formatting options including headlines and bullet points. Ensure that all language example data, tables and figures are labelled and referred to by the label.

To further evidence this position, this paper, draws on qualitative data from a large scale survey conducted in New Zealand that obtained the folk linguistic perspectives of around 1,200 Indigenous and non-Indigenous youth. The survey, using Albury's (2014) *folk linguistics of language policy* paradigm, revealed what young New Zealanders believe language revitalisation actually means and comprises, how they feel about pertinent policy objectives and processes, and what they envisage as an ideal sociolinguistic situation that revitalisation should deliver. The data shows that folk linguistic knowledge may have equal or even more influence in guiding policy ideas and discourses.

This paper therefore proposes that scholarship afford greater agency to what people claim to know about languages and linguistics relevant to processes of language policy and concludes with considerations for language policy theory.

- Albury, N. J. (2014). Introducing the folk linguistics of language policy. *International Journal of Language Studies*, 8(4), 85-106.
- Johnson, D. C. (2013). *Language policy*. Basingstoke: Palgrave Macmillan.
- King, K., Fogle, L., & Logan-Terry, A. (2008). Family language policy. *Language and Linguistics Compass*, 2(5), 907-922.
- McCarty, T. L. (2011). Introducing ethnography and language policy. In T. L. McCarty (Ed.), *Ethnography and language policy* (pp. 1-28). London: Routledge.
- Preston, D. (1996). Whaddayaknow?: The modes of folk linguistic awareness. *Language Awareness*, 5(1), 40-74.
- Preston, D. (2011). Methods in (applied) folk linguistics: Getting into the minds of the folk. *AILA Review*, 24(1), 15-39.
- Schiffman, H. (2006). Language policy and linguistic culture. In T. Ricento (Ed.), *An introduction to language policy: theory and method* (pp. 111-125). Malden: Blackwell.
- Shohamy, E. (2006). *Language policy: hidden agendas and new approaches*. Abingdon: Routledge.
- Spolsky, B. (2004). *Language policy*. Cambridge University Press.

Turkish- and German-speaking bilingual children living in Sweden: Effects of input and parental attitudes on the lexical proficiency of 4- to 7-year-olds

UTE BOHNACKER, JOSEFIN LINDGREN & BUKET ÖZTEKIN
(Uppsala University, Sweden)

The bilingual population in Sweden is rapidly increasing. Nationwide, 25% of preschool and school-age children are growing up with a home language other than the majority language Swedish (Statistics Sweden 2015); in larger cities the figure is around 50%.

Swedish legislation officially promotes multilingualism and entitles children to minority language classes (so-called ‘mother-tongue instruction’). In practice however, mother-tongue instruction plays a dwindling role, children attend Swedish-language preschools from a very early age (typically before age 2), and societal forces push for Swedish only. This challenges home language maintenance. The language characteristics of minority home languages in Sweden are largely unknown, their development is not documented, and there is much confusion amongst Swedish speech-language therapists, child health care staff and (pre)school teachers about what should be considered ‘typical’ bilingual language development vis-à-vis language impairment.

In order to address this knowledge gap, a 6-year research project is being carried out at Uppsala University (Bohnacker 2014-2019). We evaluate bilingual children aged 4-7 years growing up in Sweden in both their languages, using different language assessment tools, both cross-sectionally and longitudinally. So far 52 Turkish/Swedish

and 42 German/Swedish children have been tested, one year into the project. Turkish and German are sizable minority languages in Sweden, but typologically different.

This presentation focuses on one aspect of the project: How children's lexical proficiency is connected to (i) mother tongue instruction, (ii) parents' attitudes towards languages, and (iii) the use of the minority language in the home.

Lexical proficiency in the home language is measured by the Crosslinguistic Lexical Task (CLT, Haman et al. 2015), which targets comprehension and production of nouns and verbs. Home language vocabulary development in multilingual children has not been investigated in Sweden so far.

Information about parental practices and attitudes is collected through a parental questionnaire which is administered in the family's home language and which was designed in collaboration with minority-language community members. The questionnaire queries the child's acquisition conditions, quantity and quality of the input (preschool attendance, home: parents, siblings, friends), and some family characteristics such as socioeconomic status, attitudes and practices, e.g. mother tongue instruction, book reading activities. From international studies we know that such factors affect language development, including vocabulary (Thordardóttir 2011, Gathercole et al. 2013, Bridges & Hoff 2014).

At the time of writing (July 2015), we are continuously testing additional children and we have not yet analysed all our data, but by the time of the conference (February 2016), we will have something more definite to say on the relations between home language vocabulary, parental practices and attitudes as targeted in the parental questionnaire.

Frameworks for researching multilingual families' language practices in monolingual societies

JEAN CONTEH

(University of Leeds, United Kingdom)

Over the years, the study of home languages has attracted different theoretical and methodological approaches. Some draw extensively on language acquisition models of research and conceptions of language, while other, more recent studies, begin to take account of broader contextual issues, considering more fully the social, political and historical factors that contextualise the settings. Advice and support for families who wish to maintain and develop their languages has been copious, but variable. It can be argued that, until recently, the research has not fully taken account of the need to consider the key underpinning constructs in the field, i.e. what we mean by 'family' by 'language' and even by 'practices', nor - indeed - of how we can reliably access the rich data that will help to answer the questions about what actually happens in family contexts.

This paper takes a historical perspective to consider the kinds of theoretical and methodological approaches that are best suited to understanding the home language

practices and their significance for mainstream education of families from settled minority ethnic groups who have lived in their host countries for two or more generations. Such families are becoming increasingly common around the world. Their home languages are often of minority status, and have no official role in society. Indeed, they are often constructed in education policy and practice as presenting ‘barriers to learning’ (DfEE, 1999). Despite this, multilingualism is a normal and natural feature of their everyday lives, and part of how they construct their identities as second-and third-generation citizens of their host countries.

The arguments in the paper are grounded in findings from longitudinal, ethnographic research, which has been ongoing since 2002, using funds of knowledge theoretical frameworks (Gonzalez et al. 2005). The participants in the research are primary-aged children from Pakistani- and Bangladeshi-heritage communities and their families in a multilingual city in the north of England. The children all attend a complementary, multilingual Saturday class, which forms the nexus of the research. A particularly interesting feature of the research is the involvement of the children’s teachers, themselves members of the same communities, as co-researchers. Data include photographs, video and audio recordings of classroom interaction and children’s work from classroom contexts. These are contextualised in interviews with their teachers, observations in their classrooms and visits to their homes to interview their parents and observe family learning settings. The findings reveal the importance of the family histories, and their mediations with the different education settings that the children inhabit. They show how the roles of the home languages and the families’ attitudes to their maintenance have changed over time, strongly influenced by their situation within local social policy contexts as well as more global factors which, in their turn, influence policy and the views and attitudes of the families themselves.

Department for Education and Employment (DfEE) (1999) *The National Curriculum for England*. <http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/english/keystage1/index.aspx>

Gonzalez, N., Moll, L. and Amanti, C. (eds.) (2005). *Funds of knowledge: theorizing practices in households, communities and classrooms*. New York: Routledge.

Language strategies in multilingual families: Focus on an open communication between parents and their children.

HILDE DE SMEDT

(Speech therapist, Coordinator Multilingualism Foyer, Belgium)

Foyer is a non-profit organization in Brussels focusing on the integration of minority groups. The background of the families Foyer is working with is very diverse. Mostly they have an African, Asian or East European origin. This paper is a practitioners' report on two initiatives for multilingual families.

The projects aim at empowering parents to develop language strategies of their own through open communication with their children. Empowerment can be achieved by providing information, discussion forums and by exploring the individual situation of each family. Language attitudes and emotions are central issues in these realizations.

1. 'Talen, ons gedacht!' - An interactive exhibition for children and parents on their emotions regarding their home language(s) and language(s) of integration.

The topics developed include:

- Attitudes / emotions concerning the mother tongue
- Attitudes / emotions concerning Dutch (school language of the children)
- Language learning and identity
- Language use in different situations

About 8000 multilingual children and adults already visited this exhibition. Feedback from professionals and 'users' (parents, children) demonstrates its value on the level of sensitization. The visit encourages reflection upon language choices and attitudes. Professionals use the manual to deepen this reflection. For some items we had to rethink and simplify the language used in the tasks.

In 2008 this exhibition received a European award and label for innovative education and was taken up by UNESCO in the framework of the project 'Languages Matter'.

2. 'TaalGEZIND' - A program containing group/individual sessions for parents and families

About 15 sessions inspire professionals to:

- Provide information about multilingual education
- Exchange experiences and ideas
- Empower parents to take up issues with their partner, children and extended family

About 50 organizations integrated this program into their educational support.

Professionals emphasize the practical approach and balance between information and exchange of experiences. Parents appreciate the positive approach to the home language. They experience the weight given to their part in the language education of the children as a challenge but sometimes with some doubts (“Will I be able...”).

Both initiatives were developed based on existing research (see references below) and workshops we organized with the target group in Brussels (about 100 children and 80 adults).

- Baker, C. (1992). *Attitudes and language*. Clevedon: Multilingual Matters.
- Braun A. & Cline T. (2014). *Language strategies for trilingual families. Parents' perspectives*. Multilingual Matters.
- De Houwer A. (2009). *An introduction to bilingual development*. Multilingual Matters/MM textbooks, Bristol.
- Gibbons J. & Ramirez E. (2004). *Maintaining a minority language. A Case study of Hispanic teenagers*. Clevedon: Multilingual Matters.
- Pavlenko A. (2007). *Emotions and Multilingualism*. Cambridge University Press, 304 p.
- Raguenaud V. (2009). *Bilingual by choice. Raising kids in two (or more) languages*. London: Nicholas Brealey.
- Van der Linden, E. & Kuiken F. (2012). *Het succes van tweetalig opvoeden. Gids voor ouders en opvoeders*. Leuven: Acco.

Feelings of belonging and language maintenance in two Italian communities abroad

MARGHERITA DI SALVO

(Università della Tuscia/Federico II, Napoli, Italy)

In the studies on language contact and interference, it is well known that interference is conditioned by social factors. On this premise, the instance for comparative studies both on different sociolinguistic communities and among different groups in the same community results interesting (Mc Lure and McLure 1998, Poplack 1985) in order to identify the external factors capable of having an impact on linguistic variation. This research in fact confirmed again the centrality of some external variables such as linguistic attitudes through bilingualism, the integration of migrants into the host society, the kind of bilingualism and the stability of the contact situation, the role of speakers' identities in conversation. In this perspective, the necessity of also considering the interactional functions code-switching (henceforth CS) can have as strategies speakers use to express their identities was confirmed in previous studies (Gumperz 1964, Auer 1995). According to this paradigm, the ways in which CS is used can be considered as the result of a precise strategy a speaker uses to express his/her identity and the listener understands because the social and interactional value of CS is shared through all the participants' interaction and it is locally defined.

Starting from this theoretical framework, The present research deals with the investigation of language maintenance and language shift processes in two Italian communities in the UK, Bedford and Cambridge, starting from the analysis of codein the speech of first and second generation of Italian descendants.

The main aim of this paper is to discuss the patterns of CS in order to analyze CS taking into account:

- 1) the different distribution in the two communities;
- 2) the symbolic and interactional functions paying particular attention to the mechanism of affiliation/disaffiliation of speakers according their own perceived identity.

As far as 2, starting from Rubino (2014) who applied the frame of affiliation/disaffiliation to the relationship among family members, here the same framework is applied to the identity construction at the level of community in order to verify how two Italian communities abroad can differ in language maintenance.

Our methodology is based on a combination of participant observation and ethnographic data collection by means of a questionnaire, and also on a set of sociolinguistic audio recordings of spontaneous conversations and qualitative interviews, gathered by the Author in Italian (with 1st generation) and Italian/English (with 2nd generation).

Auer, P. (1995). The pragmatics of codeswitching: a sequential approach. In L. Milroy and P. Muysken (Eds.), *One speaker, two languages*. Cambridge: Cambridge University Press. pp. 114-136.

Gumperz, J. (1964). Linguistic and social interaction in two communities. *American Anthropologist* 66(6), part 2, pp. 137-153.

McClure, E. & McClure, M. (1988). Macro- and micro-sociolinguistic dimensions of codeswitching in Vingard (Romania). In M. Heller (Ed.), *Codeswitching. Anthropological and sociolinguistic perspectives*. Berlin: Mouton de Gruyter. pp. 25-52.

Poplack, S. (1985). Contrasting patterns of codeswitching in two communities. In H. J. Warkentyne (Ed.), *Methods V: Papers from the V International Conference on Methods in Dialectology*. Victoria, B.C.: University of Victoria. pp. 363-385.

Rubino A. (2014). *Trilingual talk in Sicilian-Australian migrant families*. Palgrave MacMillan.

Intercomprehension in transnational adoptive families: From two monolingual modes to one plurilingual repertoire

ALICE FIORENTINO, MACHTELD MEULLEMAN & ERIC CASTAGNE

(Université de Reims Champagne-Ardenne, France)

The process of linguistic family inclusion in families of transnational adopted children, as well as representing “an understudied but increasingly important and common context” (Fogle, 2012), allows to reflect, on the one hand, on the definition of transnational adoptive children as covert bilinguals, and on the other, on second language socialization and family bilingualism. Previous studies have shown that transnational adoptive children, unlike other sequential bilinguals, tend to show a L1 replacement (Hyltenstam et al., 2009) and attrition (Ventureyra and Pallier, 2004). From a sociolinguistic and sociocultural point of view, it is possible to consider language shift among adoptive children in relation with their family’s well-being and bonding and within the general framework of code choice.

According to an ethnographical approach, we collected 12 hours of semi-structured interviews with the parents and children of 10 Italian families with adoptive children coming from South America, Russia and Ukraine. These data, transcribed verbatim and coded by means of conventional content analysis (Miles and Huberman, 1994), provide a useful starting point for discussing patterns of language use in inter-country adoption.

In this contribution, we will first discuss the role of three language strategies, i.e. L1 speaking, foreign language speaking and intercomprehension (parents and children respectively speaking their native language and exhibiting comprehension of the interlocutor’s use of the other language), during the first months after the arrival to Italy and the reasons for adopting them as main or secondary communication strategies. Secondly, we will focus on intercomprehension as a transitional multilingual strategy which is shown to play a big part in the family’s maintaining of a sense “of connection to past world” (Fogle, 2012). Starting from some examples of the use of this communication strategy for affective and identity purposes, we will discuss to what extent intercomprehension, in the case of second language socialization in inter-country adoption, can be compared to other multilingual parental strategies (Ochs, 1988, Lanza, 1997). Finally, we will point out which multilingual communication strategies emerged in the long-run in those families who succeeded, at least to some extent, in L1 maintenance.

Fogle L.W. (2012). *Second language socialization and learner agency: adoptive family talk*. Buffalo: Multilingual Matters.

Lanza E. (1997). *Language mixing in infant bilingualism: a sociolinguistic perspective*. Oxford Studies in Language Contact, New York: Oxford University Press.

Miles M.B. & Huberman A.M. (1994). *Qualitative data analysis: an expanded source book*. Thousand Oaks, CA: Sage.

- Hyltenstam K., Bylund E., Abrahamsson N. & Hyeon-Sook P. (2009). Dominant-language replacement: The case of international adoptees. *Bilingualism: Language and Cognition*, pp. 121-140.
- Ochs E. & Schiefflin B. (1984). Language acquisition and socialization: Three developmental stories and their implication. In: R. Schweder & R. Le Vine (Eds.), *Culture theory: Essays on mind, self and emotion*. Cambridge: Cambridge University Press.
- Ventureyra V., Pallier C. & Yoo H.Y. (2004). The loss of first language phonetic perception in adopted Koreans. *Journal of Neurolinguistics*, pp.79-91.

Background factors and language skills of Russian-/Turkish-German bilinguals

NATALIA GAGARINA

(Centre for General Linguistics/ZAS & Humboldt University of Berlin, Germany)

This talk aims at providing a brief overview of the research on Russian and Turkish as home languages in different countries (with focus on Germany) and at presenting the results of the ZAS research. In particular, the ZAS part of this talk concentrates on early dual language development of preschool and ground school bilingual children (Russian and Turkish as heritage languages and German as a societal language). An overview of various background factors, including external (e.g., parent education and occupation) and internal factors (age of onset and length of exposure to the second language) will be given. The linguistic analyses target lexicon and narrative skills. ZAS data come from projects including BIVEM (Berliner Interdisciplinary Association for Multilingualism), DRUSLI (Cues for early identification of language impairment in preschool Russian-German bilinguals) and ZAS-FBII (the ZAS research area II *Language development and Multilingualism*). Highly debated and politically relevant topics will be highlighted at the end of the talk.

Multilingualism, maintenance or shift among migrant Arabic-Turkish speaking families

SUAT ISTANBULLU & ISABELLE LÉGLISE

(CNRS, INALCO, France)

Previous literature on language transmission among migrant families in Europe focuses mainly on the transmission of home languages vs. the official language of the host country (Akinici et al., 2004; de Ruiter 2008; Haque 2010). Quantitative studies often show that, due to an aggressive linguistic policy towards integration, a language shift phenomenon towards the official language of the host country is generally completed within three generations (Héran et al., 2002). The families we are working with are already bilingual (home language – national language) when they migrate,

adding then a third language (the host country language) to their bilingual repertoire. This paper raises the issue of home languages maintenance in a migration context when two languages (ancestral language and previous national language) are already competing for transmission.

As a case in point, we will look at Arabic-Turkish speaking families from Antioch (South Turkey) and living in Paris and Berlin. Data come from a multi-sited ethnographic approach (Marcus 1995) in Paris, Berlin and Antioch. 80 members belonging to 11 families were individually interviewed (open questions, recordings of narratives and language biographies). Immersion within 2 families led to the recordings of multilingual language practices in the family context. To date our results are based on the analysis of the language ideologies from the interviews and on qualitative and quantitative analysis of 4 family interactions.

Before migrating, these families were already in a situation of language shift between Arabic, their home language, and Turkish, the national language (Smith 2003). Considering the numeric importance of Arabic language in France (4 million of speakers), we would like to rethink the language shift situation towards Turkish and show how it may turn towards French and Arabic. Whereas, considering the importance of Turkish language in Germany, acting also as a lingua franca (Dirim & Auer 2012), we will show that the home language of these families tends to be Turkish.

In this paper, after presenting some context and methodology, we will focus on the multilingual linguistic practices, language ideology and identity construction of second and third generations (the first generations being born in Paris or Berlin). We will show how home languages are maintained due to affective factors but also how various conflicts are actually at stage among the third generation, finally, we will illustrate the development of new speakers (O'Rourke & Ramallo 2011) of two home languages, Arabic and Turkish.

- Dirim I. & Auer P. (2004). *Türkisch sprechen nicht nur die Türken: über die Unschärfebeziehung zwischen Sprache und Ethnie in Deutschland*. Berlin: de Gruyter.
- Héran F., Filhon A. & Deprez C. (2002). La dynamique des langues en France au fil du XX^e Siècle. *Population et Sociétés* 376: 1–4.
- Smith J. (2003). *Language choice, code-switching and language shift in Antakya, Turkey*. University of Canterbury.
- O'Rourke B. & Fernando R. (2011). The native-non-native dichotomy in minority language. Comparisons between Irish and Galician. *Language Problems & Language Planning* 35(2): 139-159.

Transforming mother tongue instruction to subject support in L1 for newly arrived students?

PÄIVI JUVONEN

(Stockholm University, Sweden)

An important aspect of globalization is the increased mobility of people, resulting in linguistic and cultural diversity. During the 2000's, Sweden received between 10 000 and 20 000 newly arrived school aged children and adolescents annually. The Swedish Education Act guarantees the right to education to all children (citizens, immigrants, asylum seekers, refugees) residing in Sweden. It also regulates the child's right to (non-mandatory) instruction in their mother tongue under certain conditions, the right to subject support in mother tongue as well as the child's right to education in Swedish as a second language. On the whole, both the legal support and the descriptions of a multicultural and multilingual society in curricula and other language and educational policy documents clearly aim at a pluralistic education, with strong support for the children to maintain and develop their mother tongue.

The education of newly arrived students in Sweden is today mainly organized in two ways: as newly arrived you are either placed in an introductory class or, you are directly placed in mainstream education. In the introductory class, the students (all more or less newly arrived) mainly learn Swedish as a second language for a period of 6-12 months, after which they are enrolled in an ordinary mainstream class. The rationale behind this organizational model is that in order to be able to follow education in Swedish in a mainstream class, the students need to know basic Swedish, but they also need time to get acquainted with and adjust to an environment that is new to them. The other organizational model is direct placement in mainstream education.

The rationale behind this educational model is that language (i.e. Swedish as a second language) is learned at a higher rate in an environment where the target language is used in an authentic setting that allows for opportunities to interact with native speaking peers. Also, this model is often thought to offer the newly arrived students quick opportunities to be included in the school activities, i.e. to lead to inclusion – a pre-requisite for integration – without lacking behind in other school subjects.

The present paper suggests that the good intentions of the legislator and the policy makers may, however, get restrained in practice. Drawing on survey results and interviews, this paper suggests that one of the backside of direct placement in mainstream education of newly arrived students may be that the mother tongue teacher role is transformed to that of a subject-specific assistant. If so, this has implications both for the newly arrived student's possibilities to maintain and develop their literacy in their mother tongue and the recently revived mother tongue teacher education in Sweden.

Young bilinguals in Christchurch, New Zealand

JEANETTE KING & UNA CUNNINGHAM

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The *Intergenerational Transmission of Minority Languages in New Zealand* project aims to provide data and resources to support parents who are speakers of minority languages to raise their children bilingually in New Zealand. New Zealand has been described as one of the most monolingual English-speaking countries on Earth. Even so, increasing numbers of migrants mean that the number of other languages being spoken in New Zealand has increased to approximately 168.

Data commissioned from the 2013 New Zealand census data show there to be wide differences between migrant communities in regarding the degree to which New Zealand-born 13-18 year olds speak the language of their parents, ranging from 10% for teens in Dutch families through to 77% for Korean teens. The sub-project *Teenage bilinguals in Christchurch* examines the factors behind this difference between languages.

We have collected interview data from 5-7 parent and child (at least 16 years of age) pairs from New Zealand-born young people and their parents who are speakers of Dutch, German, French, Spanish, Chinese or Korean, a total of 30 parents and 32 young adults (16-25 years old). Emerging results indicate that some children (now young adults) were at an early age given a lot of power in the decision whether or not to persist with the minority language at home. Nonetheless, the teenagers we are interviewing, all of whom are able to use their minority language to some extent, are unanimous in advising new parents to raise their children as speakers of the minority language.

We interpret our results in an open thematic analysis, overlaid with Bronfenbrenner's socioecological framework for human development. This allows us to account for the interrelatedness of children's language skills and the attitudes, beliefs and practices of people in their immediate external environment through processes of progressively more complex reciprocal interaction. Also, the second proposition in Bronfenbrenner's framework associates systematic variation of the proximal processes affecting the children's language skills with the children's development and the immediate and more remote environment. As children grow and develop, the expectations of their performance changes. Thirdly, this framework conceptualises the ecological environment as a set of nested systems ranging from the micro (the individual) to the macro (society at large). This allows an analysis to take into account a meso level where the extended family (in New Zealand and overseas), school and the particular migrant community (e.g. church) jostle for space and influence in the language development of the migrant children's languages.

While our analysis is still not complete, we have observed complex influences on the family's beliefs attitudes and practices from the immediate and extended family (both in New Zealand and in the country of origin) and the local same-language migrant community in Christchurch.

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The relevance of the parents' language strategies to the maintenance of the native language

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What emigrants need when they come back to their native country is to know what is expected from them. In order to forego the emergence of uninformed and hence underprivileged groups, governments would therefore be well advised to keep the language needs of immigrants in mind (Coulmas: 2010). Eventually, emigrants need to be taught various communication strategies they should use to keep the flow of conversation going, or to implement any disruption when conversing in Morocco and to avoid any language loss which is likely to create “communication problems between individuals and the community of which they consider themselves a member” (Jaspaert and Kroon, 1989: 8)

The data of the study was collected for my PhD research between 2000 and 2004 through interviews carried out in four families. Questions to members of the first generation were directed in Moroccan Arabic and they were very limited in number. Parents were asked whether they planned to come back to Morocco definitely, and how their native language and Islam were introduced to their children. They were asked to evaluate how well their children understood and spoke their native language. Answers to these questions would help uncover the relevance of the parents' willingness to maintain the native culture and language to the proficiency of their children in Moroccan Arabic or/and Berber.

Observation of the daily life of the emigrants was (between 2000 and 2004) and will be carried out (in 2015) in Morocco to crosscheck the findings of the interviews. In this study, much of the observation took place mainly after the interviews because informants often aimed at polishing their speech with their native language to show their loyalty to the home language.

The data gathered showed that the choice of the language to be used within the Moroccan emigrants in France while conversing in Morocco is constrained. Different variables have strong impact on the informants' native language proficiency, and therefore, on their linguistic and attitudinal behaviour. The age of the informants, their sex, their origin (i.e. Berber or Moroccan Arabic speakers), their linguistic ability, the types of work of their fathers and the level of education of their mothers, all play a significant role in their behaviour. Other factors of setting, interlocutor, topic and attitudes have proved relevant to their language choice.

The parents' discourse seems to have a great effect on their children's code-mixing; the more the strategy used by the parents encourages the limited use of code-mixing, the more children react positively and use their native language.

Within the same study, the exploration of situations where problems in communication arose while they are conversing in Morocco resulted in a categorization of the use of three important communication strategies, namely translation, code switching and topic abandonment. It also tackled and illustrated the relevance of the parents' strategies to their children's linguistic behavior and the maintenance of their native language, be it Moroccan Arabic or Berber.

The aim of this paper is to investigate the different strategies used by parents to foster the maintenance of the native language so as to contribute to a better understanding of the communication process taking place when the Moroccan immigrants speak to their parents and its impact on their linguistic behaviour elsewhere, mainly on the native language maintenance.

Reclaiming a minority language: Becoming a new speaker

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Many minority language speakers acquire their heritage languages in a formal setting and do not socialise regularly with traditional speakers because their communities often are in advanced stages of language shift and/or because of urbanisation or migration. These speakers do not fit neatly into more traditional categories such as 'native speakers' or 'second language learners' because they have not grown up with the minority language as their main language of communication, nor are they similar to second language learners because they learn a language perceived as intimately connected to their family. Originating from research on indigenous minorities in Europe, the term 'new speakers' has been introduced as an analytical category for this group of speakers. O'Rourke, Pujolar and Ramallo (2015:1) define new speakers as: "individuals with little or no home or community exposure to a minority language but who instead acquire it through immersion or bilingual educational programs, revitalisation projects or as adult language learners".

In minority language contexts, a standardised version of the minority language may be perceived as the target variety by those who learn the language through education; hence, the varieties spoken by such new speakers may come to be seen as 'bookish', formal and less authentic by traditional speakers and sometimes even by the new speakers themselves (Lane 2015; O'Rourke, Pujolar and Ramallo 2015). Therefore, for many new speakers the goal of becoming an authentic and legitimate speaker may seem difficult to attain and even beyond their reach.

In this paper, I will present a case study of the reclamation of Kven, a Finno-Ugric minority language spoken in Norway. The Kven went through a 100-year period of cultural and linguistic oppression from around 1860, and language shift has occurred

in all Kven communities. Today, children do not grow up speaking Kven, though some have grandparents who are Kven-speakers. Ten years ago Kven was recognised as a minority language in Norway, and courses in Kven have been organised at the University of Tromsø and through grassroots efforts in many Kven communities and also in some urban centres. These courses have been very popular, and younger people of Kven descent have signed up to study Kven or Finnish as the languages are closely related.

A particularly interesting category of new speakers are those who grew up as passive bilinguals, but for various reasons decided to reclaim the minority languages. Sometimes such a decision is connected to or occurs in conjunction with important life events, described by Pujolar and González (2012) as specific biographical junctures where individuals enact significant changes in their linguistic repertoire. In order to address this, I will present an analysis of how a new speaker of Kven positions himself in relation to Kven, his stated motivations for reclaiming the language and also discuss his experiences of acquiring a minority language, addressing issues of authenticity, legitimacy and belonging.

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Challenges for home language maintenance: A case study of a Hubei family in Malaysia

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Mass Chinese migration to Southeast Asia took place between 1850 to 1910. To maintain their dialect group identity, the different Chinese communities preserved their heritage language which the migrants brought into Malaya (now Malaysia). Among the different Chinese dialect groups in the country, there is a small community of three thousand Hubei Chinese who are descendants of Hubei migrants to Malaya in the 1900s. The first and second generation (G1 and G2) of Hubei migrants spoke the Hubei dialect (also known as Hubei) in the home, family and community domains. Accordingly, there was intergenerational transmission of Hubei and the third generation (G3) could speak Hubei. However, by the 21st century, with long term exposure to the dynamic multicultural and multilingual environments in Malaysia

alongside enhanced educational opportunities, the third generation Hubei descendants did not maintain the use of their heritage language.

This paper reports on the challenges of maintaining the use of Hubei among members of a Hubei family across three generations. Data from interviews with six remaining second (G2) and ten remaining third (G3) generations indicate that affective factors such as attitudes towards the maintenance of the mother tongue and (Chinese as opposed to dialect group) identity and social factors such as exogamy and social circles are micro-level factors that affect home language maintenance of the ethnic language. At the macro-level, the bilingual education policy of Malaysia provides a rich context for bilingualism to thrive: all schools teach at least two languages, namely the national language (Bahasa Melayu/Malay) and a second language (English) while vernacular schools such as the Chinese independent schools which most Chinese attend, teach a third language (standard Mandarin). Thus grass root level affective and social factors complement macro level educational policies to pose threats to the maintenance and development of Hubei as a home language in Malaysia.

Responses to a language loss assessment task adapted from O'Grady (2009) confirmed lexis loss among the fourth and fifth generations (G4 and G5) while interview data is used to assess the vitality of Hubei on the EGIDS (Simons & Lewis, 2013) and the UNESCO LVE (Brenzinger et al., 2003) and also to construct a profile of semi and terminal speakers in the community (Grinevald, 2003; Anderson, 2014) according to the generation of the speakers. The case study highlights the challenges of maintaining a minority language at home and the significant roles of bilingualism in the shift of minority languages in Malaysia.

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Language maintenance in the New Zealand Mandarin speaking community: Initial findings

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In New Zealand, the ethnic Chinese are one of the largest and fastest growing immigrant groups with a 40% increase from the 2001 to the 2006 Census, and with the largest portion being speakers of Mandarin (Statistics New Zealand, 2011). The ethnic Chinese is heterogeneous with the population originating from a wide variety of places such as China, Hong Kong, Taiwan, Malaysia and Singapore, so most Mandarin speakers in New Zealand communities speak Mandarin as well as one or several other Chinese ‘dialects’.

In this presentation we report on the attitudes this population holds on Mandarin language maintenance in New Zealand. Data was collected as a part of a wider project investigating the phonological development of Mandarin-English bilingual children (n=326). Parents were asked, within a structured interview, about the family’s use of Mandarin, attitudes to maintaining Mandarin and the strategies employed in maintaining their first language. The data were analysed qualitatively and a broad range of factors that support language maintenance were identified through thematic analysis (Braun and Clarke, 2006). While there was a general consensus amongst participants in relation to the importance of maintaining Mandarin there were a broad range of views regarding the strategies that help support maintenance. As in the previous literature factors such as community size, continuing immigration and the use of the home language in cultural and religious events played an important role in language maintenance (Bradley, 2002; Garcia, 2003; Conklin and Lourie, 1983).

However there were a number of factors specific to the Mandarin speaking community that were found to play a role. Of particular note were participant attitudes towards Mandarin and other Chinese ‘dialects’. Families from Mandarin speaking countries where bi/multilingualism is prevalent, such as Hong Kong, Singapore and Malaysia generally considered Mandarin and any other Chinese ‘dialects’ equally important and supported maintenance of all languages. By contrast there was a lack of consensus across families from China. Participant views were further influenced by other factors such as family structure, parental age and education.

We conclude with a discussion of how these variables provide a rich and complex picture on the current situation of language maintenance within the Mandarin speaking community in New Zealand.

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Parents supporting parents: The role of parent-and-child groups in supporting minority language maintenance and revitalization

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In this paper, I will examine the role of parents in supporting fellow parents in language learning and language maintenance of an autochthonous minority language, Scottish Gaelic. I will demonstrate how parents support each other in language learning, language use and considerations regarding Gaelic-medium education, a form of early total immersion education available in two contrasting locations. Furthermore, I will outline how the Cròileagan, Gaelic parent-and-child groups, can facilitate parents in supporting each other and why this support is beneficial not only to parents and families but also to the wider Gaelic language development goals.

My paper is based on 12-months of ethnographic research conducted among parents with young children (0-5 years) as part of my doctoral fieldwork. I was based in Edinburgh for the first six months of my fieldwork before continuing fieldwork in the traditionally Gaelic-speaking island of Barra in the Western Isles. This fieldwork included participant observation in each location at these Gaelic parent-and-child groups and also with families of preschool children. Additionally, I conducted semi-structured interviews with parents, preschool education staff, and representatives from Gaelic resource development and support for parents.

Cròileagan are Gaelic parent-and-child groups, open to children 0-5 years whether their parents are Gaelic-speakers or not. Parents or caregivers remain with all their children throughout the two hour sessions and help in the running of the groups. Over 150 children attend the Cròileagan in Edinburgh each week across three locations. The city's Gaelic parent-and-child groups have a strong emphasis on parents and children learning and using Gaelic together. Groups are predominantly attended by parents who are not Gaelic-speakers however Gaelic-speaking parents do attend. Focusing on the needs of parents in addition to that of children, Edinburgh's Cròileagan positions parents as key to the development of Gaelic in families. The Gaelic parent-and-child group run on the Isle of Barra differs significantly in content and structure; the focus

is solely on child language acquisition through play and song. Attendance at this group is generally low and sporadic.

Parents are key succeeding in meeting the national language planning goals, set forward Bòrd na Gàidhlig – the national language planning board. Their main targets for children include increasing the numbers of children attending Gaelic-medium education at primary level and increasing intergenerational transmission of Gaelic. I will consider the impact of parents supporting each other for language maintenance and the involvement of families in minority language preschool education. I will argue that the whole family learning focus of the Edinburgh groups in contrast to the predominantly child-centred nature of the Barra groups encourages parents not only to learn and use Gaelic but also to support each other in that endeavour. This support is especially vital in the current Gaelic context where the majority of parents are not Gaelic-speakers and where those that are Gaelic-speakers encounter a number of challenges in maintaining Gaelic use within the family.

Challenges of language learning and language maintenance- lessons from Polish-Irish experience

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The research described in this paper investigates issues related to second language socialization of four adolescent Polish immigrant children attending different post-primary schools in Ireland. The focus is on how heritage language socialisation (Polish) goals affect these children's identity negotiation as they grow up in multilingual environment, and try to find their place in a new country and society. In particular, this paper examines the ways in which the children construct themselves as authoritative or unauthoritative heritage language speakers.

We set out the theoretical background, methodology, final results from the longitudinal study (5 years) involving such students and their families, two of whom also attend weekend Polish schools in addition to mainstream secondary schools. The theoretical and analytical approach combines Ethnography of Communication approach to data collection and field work such as participant home and school observations, audio-recordings of children's interactions with their peers, their teachers and parents, open-ended interviews, children's samples of school work) with Discourse Analysis approaches (Duff, 1995; Davis & Harre, 1990; Harre & Langenhove, 1999; Ochs & Capps, 2001).

A particular focus is placed on epistemic, moral and affective stances taken by the children in question. We illustrate aspects of agency such as variable participation, allegiances with heritage language peer groups, affective and epistemic stances taken with respect to sociohistorical norms and values of the Polish language and culture. The results of the analysis are interpreted in terms of heritage language socialisation (Ochs, Schieffelin & Duranti, 2011), describing how different educational contexts

may influence children's identity negotiation. This micro-analysis of heritage children language socialisation is contextualized within a more holistic account of the Polish community in Ireland (Singleton, 2007) - a community culturally shaped by, and in turn shaping, wider societal and educational ideologies, values and power relations.

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Bi/multilingualism in the pre-primary classroom, from threat to opportunity

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Despite the growing amount of scientific evidence on the benefits of bilingualism and the importance of supporting the development of children's home languages as well as the language of the school (Cummins, 2014), many educators in France continue to view multilingualism as a threat to national identity and an obstacle to the rapid acquisition of the national language, French (Mary & Young, 2010; Young, 2014). However, given that children perceive and internalize the value attributed to their languages, it is important that teachers communicate positive attitudes towards children's home languages and allow them 'safe spaces' (Conteh & Brock, 2011) in which they are able to develop not only their language skills but also their sense of selves.

This paper presents examples of such safe spaces observed through a longitudinal case study of one pre-primary classroom in France. The study analyzes the practices of one teacher with 3-year-old emergent bilingual children in their first year of formal schooling, focusing specifically on the ways in which the teacher facilitates the children's transition from home to school, how she mediates the different languages in the classroom, the ways in which she acknowledges children's home languages and

the effect these practices have on the children's learning and on their socio-emotional well-being.

Data (primarily video recordings and in addition, field notes and recorded interviews with the various members of the community of learning) were collected at regular intervals, in situ, throughout the school year (2014-15) and social practices for the viewing of key video segments were developed between researchers and practitioners, facilitating the identification of significant events and the inclusion of multiple perspectives for data interpretation and analysis using a narrative approach.

The data reveal how the teacher harnesses the children's language repertoires as resources, and creates 'safe spaces' where they are free to express themselves in the language of their choice. Her inclusive linguistic approach appears to facilitate the children's learning and adjustment to the school context as they move from the family circle to the institutional setting while at the same time communicating to the children's families the value of maintaining their home languages.

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Dynamics of the preservation and loss of a minority language in the Arbëresh speaking families of Greci in Southern Italy

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This ongoing research concerns the dynamics of home language maintenance in the linguistic minority context of the Arbëresh speaking community of Greci in southern Italy.

Within Arbëria, the widespread archipelago of Albanian-speaking communities which occupies a vast territory in southern Italy, Greci holds a geographically isolated position. Across Arbëria conservation of Arbëresh has been unequal, but in Greci it was flourishing up to the 1960's.

Today the Arbëresh community in Greci is transitioning through a difficult period from socio-economic, cultural, and linguistic points of view. The crisis in the traditional rural economy, the rapid aging of the population, and massive emigration, are all threatening a centuries-old sociolinguistic structure.

The research, aimed at measuring the vitality of Arbëresh in Greci, is based on data obtained from questionnaires given to 54 speakers characterized by sex, age and education level. The questionnaire, perceptual in nature, was designed to investigate the repertoire of the community, in particular the level of competence and the domains of use, as well as the opinions and attitudes towards the varieties of the repertoire.

The study has shown that Arbëresh has a good hold with adults and elderly speakers, although decline was detected among some younger speakers. In particular, as often happens in minority communities, multilingualism is not evenly distributed within the community, but it is weighted to varying degrees in the families and individuals.

If we assume that a primary reason that many endangered languages become dying languages is because parents are unable or unwilling to transmit their languages to their children, we need to investigate what is happening and why, who are the familial promoters of transmittal processes, why and in what community life-stage process failure occurs.

Along these lines, investigating Arbëresh intergenerational dynamics in some families where transmission is, and is not, successful has been, not surprisingly, very useful.

The objective was to reconstruct if, and to what extent, the linguistic heritage of a generation is lost, changed, or preserved and how parents' attitudes, beliefs, opinions, and loyalty towards language and identity, along with the choices they make in relation to transmission, affect their children's relationship with the language and the community.

We have analyzed three generations in 6 family groups to determine the weight and correlations of the different factors in play. Initial findings show that among the more relevant factors are the presence, or lack thereof, of an Arbëresh-speaking parent, the role of the grandparents in child-rearing, extra-community travel for work and school, the density of the individual's relationships internal and external to the community, the perceived absolute value of being bilingual, and the cost-benefit of raising Arbëresh speaking children. Not to be overlooked is the centripetal or centrifugal orientation of the family unit/individual with regard to the community.

The role of community organized activities in the maintenance of Croatian as a heritage language

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(University of Zagreb, Croatia)

The Republic of Croatia is a rather small country, with 4.5 million inhabitants, and with an estimated diaspora population of similar size (approx. 3 million people). Since 1880, when the first major group of emigrants left the country, the Croatian community abroad has been well connected, organised and actively engaged in maintaining language and cultural identity. In many countries with large numbers of Croatian immigrants, Croatian language classes organised by the community are primarily and often the only way of teaching Croatian. Classes are commonly held in community centres, local schools or Catholic churches after regular school classes, or on weekends. Teachers are predominantly volunteers, who are members of the community with good knowledge of the Croatian language (Cvikic, Novak Milic & Aladrovic Slovacek, in press).

Aware of the importance of language in maintaining identity (see Park 2011, Cvikic, Jelaska & Kanajet Simic 2010) the Croatian community has made significant efforts in the advancement of Croatian language classes - from publishing necessary textbooks to organising workshops for volunteer teachers (Turza-Bogdan & Kanajet Simic, 2015). Despite this long tradition in language and traditions maintenance, so far there has been no research exploring the results of these efforts among Croats abroad.

In this paper the authors discuss the role of various cultural and language activities among the Croatian diaspora aimed at the maintenance of national, cultural and linguistic identity among individual members of the community, and Croatian communities as a whole. Based on Carreira's model (2001) and the results on online questionnaire, conducted among Croatian emigrants and their ancestors in various countries, the authors discuss several issues: the influence of organised cultural activities and Croatian language classes on language proficiency and its use, and attitudes towards formal Croatian classes and the relationship between individual involvement in community organised activities and one's own identity. It is expected that both involvement in community cultural activities and attendance of language classes will be proven as equally important factors to the maintenance of Croatian identity.

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The role of Agency in the development of multilingual literacies – examples from Sweden and Australia

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The development of multilingual literacies (Martin-Jones & Jones, 2001) takes place under a wide range of contexts and conditions which ultimately affect the degree to which they are achieved. In this presentation, I suggest that an understanding and analysis of Agency, understood broadly here as “the socioculturally mediated capacity to act” (Ahearn, 2001, p. 112), brings insights into the potential for the development of multilingual literacies in three different forms of multilingual education in two different countries; mother tongue instruction in Swedish suburban lower-secondary school, subject support in L1 and L2 in the same and community language schools in suburban Australia.

The data drawn on in this presentation comes from fieldwork, conducted over two and half years of linguistic ethnographic fieldwork, and analysed within the framework of the Continua of Biliteracy (Hornberger & Skilton-Sylvester, 2000; Hornberger, 1989). The research sites visited are viewed as language ecologies, where the interaction between the layers of context in which they are embedded are considered as important as the activities within each individual layer. The Continua of Biliteracy is an ecological model which arranges these layers of context into a series of nested dimensions, each of which consists of a three intersecting continua along which anyone in the process of developing multilingual literacies can be located. The model is designed, in part, to understand how power, often unevenly distributed within all of the dimensions, can be shifted, in order to grant “...agency and voice to actors and practices at what have traditionally been the less powerful ends of the continua” (Hornberger & Skilton-Sylvester, 2000, p. 99).

I propose that Agency can be identified as action or rejection of action and, as a concept which is “discursively, historically, and socially mediated” (Miller, 2012, p. 441) can be mapped onto any or all of the dimensions of the Continua, and analysed

thereafter as institutional/structural (existing at the national language policy and language education level); pedagogical (school leadership or teacher level) or student-based. I would also like to suggest that the ways in which Agency is enacted or not, and the ways that it is followed through all levels of the context or not, can be understood as either empowering or disempowering those involved and thus facilitative of or a hindrance to the development of multilingual literacies in the setting.

This presentation aims to open up a theoretical and analytical discussion focusing on this model for understanding how Agency can be traced through the systems and contexts embedding students in the schools and classrooms visited. It does not present a complete analysis, but instead, using illustrative examples of data from both settings, suggests a model or approach for understanding how Agency impacts on the potential for the development of multilingual literacies in these contexts.

Ahearn, L. (2001). Language and agency. *Annual Review of Anthropology* 30: 109-137.

Hornberger, N. (1989). Continua of biliteracy. *Review of Educational Research* 59(3): 271-296. doi:10.3102/00346543059003271.

Hornberger, N., & Skilton-Sylvester, E. (2000). Revisiting the continua of biliteracy: International and critical perspectives. *Language and Education* 14(2): 96-122. doi:10.1080/09500780008666781.

Martin-Jones, M. & Jones, K. (Eds.). (2001). *Multilingual literacies: Reading and writing different worlds*. Philadelphia, PA: John Benjamins. Retrieved from <http://site.ebrary.com.ezp.sub.su.se/lib/sthlmub/reader.action?docID=5000140&ppg=379>

Miller, E. R. (2012). Agency, language learning, and multilingual spaces. *Multilingua* 31(4): 441-468. doi:10.1515/multi-2012-0020.

Discussing complexity: Presenting a useful FLP model

MELANIE REVIS

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The home has been identified as the most important domain for language maintenance, and in many cases a shift from the minority to the majority language occurs within three generations if no explicit steps are taken to ensure intergenerational transmission (Fishman, 1991). Family language policy, as a highly influential research paradigm in this field, concerns beliefs, practices and management of language use in the home (Spolsky, 2004). This paper presents a useful model to categorise complex FLP scenarios by focusing on the interplay between family language management and practices.

The idea for the model stems from ethnographic research with Ethiopian and Colombian refugee-background communities in New Zealand. Ethiopian families started arriving in New Zealand in the early 1990s; Colombians came more recently beginning in 2007. Both communities form part of the quota refugee programme

through which the New Zealand government settles 750 new refugees annually in the country. Refugees are generally encouraged to maintain their cultures and languages, but little tangible support is offered for them to do so. As a result, language use in migrant families varies and a general shift towards English is documented, sometimes even within only two generations (Holmes, Roberts, Verivaki & Aipolo, 1993).

Methods comprised participant observation, semi-structured interviews and recordings of naturally-occurring parent-child interactions. I negotiated access to both communities and moved on an insider-outsider continuum during the time of data collection. Observations were conducted in family homes and at cultural, social, athletic and religious events. Ethnographic observations and recordings in the home domain, in particular, yielded very insightful data of the ways language management and practices were intertwined and evolved over time. Data from my fieldwork illustrates possible outworking of each scenario in the FLP model presented here.

Explicit family language policies seem more common in the Ethiopian families than in the Colombian families. However, probably due to the different stages in their migration process, the Colombian families seem to speak their community language with a higher frequency than the Ethiopian families. At the same time, children assume active roles in the socialisation process, as they may at times follow the teaching efforts of the parents, but at other times contest their language preferences and their cultural instruction. This may ensue a language negotiation process between parents and children (Gafaranga, 2010), in which practices and management may vary dynamically over time. With the help of the model, I will discuss the most common FLP trajectory in my data and offer thoughts on possible intervention stages for families.

Fishman, J. A. (1991). *Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages*. Clevedon: Multilingual Matters.

Gafaranga, J. (2010). Medium request: Talking language shift into being. *Language in Society* 39(2): 241-270.

Holmes, J., Roberts, M., Verivaki, M. & Aipolo, A. (1993). Language maintenance and shift in three New Zealand speech communities. *Applied Linguistics* 14(1): 1-24.

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

Valorization of heritage language skills on the ‘linguistic market’ in transmigration and the impact on heritage language maintenance in the Portuguese community in Hamburg

SARAH ROMANO

(University of Münster, Germany)

Regarding linguistic competence as a resource that improves educational attainment and professional opportunities we notice an elusive gap between the evaluation of

skills in prestigious foreign languages and heritage languages. Hence, within the field of language policy and pedagogy, claims for a shift towards the promotion of minority languages and towards an approach that takes into account the socio-political, economic, and cultural interests of language minority communities gain importance (e.g. Ricento 2005). Referring to communicative contexts as national linguistic markets, Bourdieu (1990) emphasizes the socio-economic and symbolic dimension of linguistic exchanges. According to his concept of the linguistic market and linguistic capital, national ideologies strengthen legitimate majority languages while ‘illegitimate’ heritage languages are endangered. Nevertheless, heritage languages show a great vitality especially in urban areas (e.g. Extra/Yagmur 2004). Furthermore, current immigration studies investigate the increasing interconnections between nation-states and focus on transmigration and transnational social spaces (e.g. Faist et al. 2013). Among Portuguese migrants in Hamburg patterns of transmigration have a long tradition. Previous research focusing on adolescents at the transition from school to vocational training indicates that within this community efforts are made to transfer their language skills into ‘legitimate capital’ (Fürstenau 2004). Thus, applying the concept of linguistic markets taking a transnational perspective, it is worth to explore if transnational linguistic markets are emerging or even already existing. Under this assumption it will be necessary to re-examine and negotiate the value of heritage language-skills within professional contexts under changed conditions.

In my ongoing study I examine the value of Portuguese as a heritage language in the Hanseatic City of Hamburg in the workplace addressing two main questions: In which professional contexts does the heritage language represent a resource that is used by transmigrants that are part of the Portuguese community in Hamburg? Does the value of Portuguese in professional contexts have an impact on parental strategies affecting language maintenance in the families of the survey participants? To answer these questions I present the design of a qualitative approach on the basis of semi-structured interviews. The research questions build up the heuristic and analytic frame of the study. The descriptive aim is the reconstruction of subjective perspectives in the context of special social structures. The analytic aim is to interpret the participants’ assessment taking into account the social conditions of their emergence, i.e. to identify strategies as reactions to the rules on the linguistic market.

Bourdieu P. (1990). *Was heißt sprechen? Die Ökonomie des sprachlichen Tausches*. Wien: Braumüller.

Extra G. & Yagmur K. (2004). *Urban multilingualism in Europe. Immigrant minority languages at home and school*. Clevedon: Multilingual Matters.

Faist T., Fauser M. & Reisenauer E. (2013). *Transnational migration*. Cambridge: Polity.

Fürstenau S. (2004). *Mehrsprachigkeit als Kapital im transnationalen Raum. Perspektiven portugiesischsprachiger Jugendlicher beim Übergang von der Schule in die Arbeitswelt*. Münster: Waxmann.

An ethnographic case study of multilingual migrant children's learning of home languages and English in England

BILJANA SAVIKJ

(University of Cambridge, United Kingdom)

Set within the context of global mobility and linguistically super-diverse societies, this ethnographic case study aims to explore the dialectal relationship between multilingual migrant children's agency to learn their home languages, their social networks and the social structures in England. Specifically, the study adopts Pierre Bourdieu's theory of social practice and its concepts including habitus, field and capital to examine the opportunities and constraints of multilingual migrant children (aged 6-15, in mixed-marriage families) to learn their home languages and their families' approaches to mediating between English and home language practices; the children's mainstream schools' language practices and the national language policies in England.

Ethnographic qualitative methods are employed including interviews with 5 focal children, their families, and social network members including friends, mainstream/heritage language school teachers; classroom observations in a heritage language school and the children's audio-diaries. Based on the preliminary data analysis, I would hypothesize the need for reconceptualization of earlier models of home language maintenance based on intergenerational language transmission in the family, and instead argue for the importance of creating opportunities for emerging multilingual migrant children to maintain close social relations with people in the home language countries. The presentation will offer insights into the children's and their families' different patterns of mediation between English and home language practices. Overall, the findings of the project are envisaged to make significant contribution to the scholarship in the areas of family language policy, home language education, migration and integration.

Authority, solidarity, and language: Affective factors in attempting to reverse language shift

CASSIE SMITH-CHRISTMAS

(University of the Highlands and Islands, United Kingdom)

This paper examines language maintenance in the context of three generations of an extended bilingual Scottish Gaelic-English-speaking family on the Isle of Skye, Scotland. Specifically, this paper looks at how certain realities in the family and wider community mean that although the first and second generation speakers are *trying* to maintain the use of Gaelic with the third generation (David, Maggie, and Jacob, born 2002, 2006, and 2010 respectively), the family's efforts are largely unsuccessful due in part to linguistic practices that establish Gaelic as the language of

authority and English as the language of solidarity. It is argued that this authority/solidarity dichotomy further creates a negative emotional valence for Gaelic and a positive emotional valence for English, which plays an important role in the third generation's preference for English despite the family's maintenance efforts as well as the fact that the children attend a Gaelic immersion school.

This study is situated in an eight-year ethnography of the family as well as two corpora totalling approximately 20 hours of their natural, everyday interactions with each other, recorded in 2009 and 2014. The paper takes a micro-interactional approach to looking at how the authority/solidarity dichotomy is constructed in the family and how this relates to observable realities in the community of Skye as a whole. The paper begins by looking at the father's use of Gaelic in disciplining the third generation as a 'last resort' strategy when they have not heeded his admonishments in English, then analyses a conversation which evidences the third generation's strong association of Gaelic with the oldest, most authoritative members of the family. The paper further looks at how the third generation also associates Gaelic with the most authoritative context in their sociocultural landscape - the school - and with a highly authoritative interaction type within this environment: answering the teacher. The paper then turns to looking at how in contrast to Gaelic as the authoritative code, English is set up as the solidarity code by the fact that the younger, 'cool' speakers both within the family and wider community speak English in nearly all spheres of their daily lives. It also discusses the fact that English is the third generation's peer group language in their Gaelic immersion school, highlighted by the fact that in one conversation, Maggie (8;9 at the time) characterises English as the language of her 'free breaks.' In addition to the peer group dynamic, English is also the language of mainstream media, thus compounding its 'coolness' and association with solidarity. The paper concludes by considering the authority/solidarity dichotomy and the resultant emotional valence dichotomy in terms of their implications for wider language planning efforts.

Between the rational and the emotional: Russian language ideologies in migration contexts in Portugal

OLGA SOLOVOVA

(University of Coimbra, Portugal)

As a result of a "sudden" and "unforeseen" wave of migration from the Eastern Europe to Portugal (Baganha et al. 2004), Russian speakers have come to represent a sizeable group of immigrants and new citizens in this country. A generation of children, adolescents and young adults has been educated through participation in parent-run initiatives across Portugal that ranged from home schooling to complementary schools subsidized by the Russian state.

The present paper will focus on the data that emerged from a longitudinal linguistic ethnography (2004-2012) around a complementary school for children of Russian-speaking immigrants in a city in central Portugal. The school had been organised by immigrant families from different post-Soviet countries (Belarus, Russia, Ukraine, Lithuania, and Kazakhstan) of diverse socio-economic background and distinct migration status and history. The resulting heterogeneous “community of learners” (Rogoff et al. 2002), i.e. a relatively stable group of parents, children and educators who share common endeavours in learning as a central purpose, included Russian-Portuguese bilinguals (5-19 years old) who had lived in Portugal for 5-15 years.

The analytic description will be guided by the following research questions:

- What are the driving forces that led to the creation of an educational space for children of Eastern European immigrants outside the mainstream education in Portugal?
- What are the language ideologies and practices that triggered its discursive construction as the “Russian school”, despite the strong presence of other local languages?

Drawing on interview, artefacts and interaction data from the ethnography, the paper will point to ideological tensions that evolved within the setting. On the one hand, the immigrant parents from the former USSR posited the Russian language and literacy as a valuable cultural heritage capital for their children with a potential for social mobility, which brings success in intercultural communication and represents a commodity at times of globalization. On the other hand, practices involving Russian literacy and multimedia artefacts seemed to unlock the affective values created over the years of socialization and schooling in Russian language, placing language choices on the emotional plane. By combining the Bakhtinian notion of ideological becoming (Bakhtin 1981) with Latour's interobjectivity (1996), the paper will make an attempt to argue in favour of a more holistic and historically situated approach to the locally (re)produced ideologies of Russian.

Baganha, M. I., Marques, J. C. & Góis, P. (2004). Novas migrações, novos desafios: A imigração do Leste Europeu. [New migrations, new challenges: The immigration from the East of Europe]. *Revista Crítica de Ciências Sociais* 69: 95-115.

Bakhtin, M. M. (1981). *The dialogic imagination: Four essays*. Austin: University of Texas Press.

Latour, B. (1996). On interobjectivity. *Mind, Culture and Activity* 3(4): 228-245.

Rogoff, B., Turkonis, C. & Bartlett, L. (2002). *Learning together: Children and adults in a school community*. Oxford: Oxford University Press.

Designing appropriate methodology for language socialisation research in two remote Aboriginal Australian communities

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(¹University of Melbourne, Australia; ²Western Sydney University, Australia)

In this paper we report on the design and implementation of an interview-based study into caregiver attitudes and beliefs about child-language acquisition in two remote Aboriginal Australian communities.

Language socialisation plays a crucial role in children's cognitive, social and cultural development, and the child-caregiver relationship is a fundamental site in this process. As in any study of language socialisation, a key focus is to gain insight into the underlying values and beliefs that govern social interaction within a given community. Identifying these can be difficult for cultural-insiders because they must 'denaturalise' normal behaviour, as well as for cultural outsiders who must do away with their own preconceived, deep-seated assumptions about child development and caregiver/child interactions. Adopting an approach that avoids these twin pitfalls, then, can be challenging.

This paper discusses the development of an appropriate methodology for undertaking a language socialisation study with sensitivity to cultural and individual differences in two communities in Aboriginal Australia. We focus in particular on interviews targeting parents' and caregivers' attitudes and beliefs about child-language acquisition and development; both shared community ideologies, and individuals' beliefs and values guiding language socialisation routines.

The two communities included in our study represent very different language ecologies, but together exemplify the sociolinguistic variation that typifies Aboriginal Australia. The first is Barunga, a small community in Central Northern Australia where Kriol is the predominant language spoken. The second is Maningrida, a community of around 2000 people in Arnhem Land where around fourteen distinct languages are spoken, with most individuals able to speak between two and six (Elwell 1982; Handelsmann 1996). Both communities featured have recently undergone/are currently undergoing distinct configurations of language loss, and they differ significantly in the levels of multilingualism observable.

We argue that the method should include open-ended questions, designed to elicit narrative-like descriptions, as well as questions and prompts to direct the interview along specific themes. To identify the most meaningful themes we considered features found in language socialisation literature from various cultural backgrounds (e.g. Ochs and Schieffelin 1984; Kulick and Schieffelin 2004), themes arising from literature on child development in Aboriginal Australia (e.g. Hamilton 1981; Philpott 2003; Byers et al 2012; Kruske et al 2012) and, crucially, we relied on the outcomes of local community collaboration in designing the study. The resulting interview structure ranges across four main themes: (i) the 'development of learning/milestones'; (ii)

multi-party vs. dyadic input and competence; (iii) accommodation to the infant, (verbal and environmental); and (iv) autonomy of the infant.

As well as discussing the development of our interview methodology, we present initial findings from the interviews themselves. In particular, we discuss the implications of the findings for the ongoing maintenance of creoles and endangered languages as home languages. We explore insights into local family language policies in these multilingual communities, as well as existing ideologies and practices that interact with the maintenance of individual languages and multilingualism more generally. Finally, the findings are contextualised as a starting point for an ongoing broader language socialisation study in both these communities.

It takes two: The complementary roles of OPOL parents in raising bilingual children

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SUSANA A. EISENCHLAS
(Griffith University, Australia)

This paper aims to explore the interactive strategies that parents use when raising their children bilingually, using the pattern of exposure known as One-Parent-One-Language (OPOL). The OPOL method is well documented in family language planning literature and involves each parent speaking their own native language to their child. Previous studies which looked into the language development of children in OPOL families have largely focussed on investigating the role of the minority-language speaking parent in the child's linguistic development, or the role of the majority-language speaking parent in providing majority-language input. These findings overlook the potentially important role of the majority-language speaking parent in fostering the minority-language development of the child.

In this paper, we address this gap through a case study of three families living in Brisbane, Australia, who all reported following the One-Parent-One-Language method with their children. We sought to investigate the potential roles of both parents in bringing up their children with two languages, and in particular, whether each parent uses particular strategies to foster minority-language use and development. Through video and audio documentation, a qualitative methodology was employed to explore the conversational strategies which each parent used while interacting with their children. The recordings were transcribed using Conversation Analysis techniques, and Thematic Analysis was used to examine the patterns of interaction across the three families. An Elicited Recall Task then gathered further data on the families' language practices and motivations when interacting with their children.

Overall, 19 strategies were identified that not only aimed to promote language development, but also facilitate social and affective interaction between family members. In this paper, we present the findings of this case study, which highlight the fact that both parents indeed play a role fostering minority-language development, and

that each parent's role is distinct. The results suggest that the minority-language speaking parent primarily provides the basis for linguistic development in the minority language, while the majority-language speaking parent plays a significant role in enhancing family relations through facilitating interactions and providing affective support. These strategies emphasise the importance and value of the minority language to the child, enhancing their cultural identity and in turn supporting the minority-language speaking parent in their promotion of the minority language development.

Given the paucity of research available that investigates how both parents in family language planning can assist the child in the minority language development, the results of this study highlight the complementary contribution that both parents make when raising their children bilingually. The results of this study also suggest a need for further research into the role of the majority-language speaking parent and how they may influence the outcomes of the OPOL method in promoting bilingualism in the child.

Profiles, phases and priorities in family language management: maintaining English in Barcelona

FRANCESCA WALLS

(University of Barcelona, Spain)

How and why home languages are maintained successfully has been the focus of family language management (FLM) research in diverse multilingual contexts involving different combinations of languages and types of family. The clearest consensus seems to be that FLM (or family language policy) is a complex, dynamic process (Spolsky, 2012), encompassing practices, beliefs and management strategies (Spolsky, 2009). Schwartz & Verschik (2013) have dedicated a recent volume to exploring factors contributing to successful home language maintenance and bi-/multilingual children's development, drawing on data from several contexts.

A French family language survey (Héran, Filhon, & Deprez, 2002) identified English as one of the most successfully transmitted home languages in France with 85% of children from families with an English-speaking parent using English, compared to an overall average of 35% for other languages. Research involving English-speakers resident in the Nordic countries (Boyd, 1998) and Japan (Yamamoto, 2001) indicate similarly high levels of successful transmission.

Identifying potential reasons for this success and the extent to which these findings might be true of other contexts were motivations for the present study, as it may help to unlock keys for the successful maintenance of other home languages.

This study seeks to explore the case of families with English as a home language in Barcelona and draws on a pool of data from 179 families with at least one English-speaking parent of 0-16 year old children living in Barcelona. The paper focuses mainly on quantitative data from an online family language survey which is used to

identify five profiles according to patterns of declared language use, including mixed language and monolingual home environments, and also provides data on the most popular strategies employed to support English maintenance.

These results will then be complemented with an initial exploration of data from phase two of this mixed method approach, as in Okita (2002). Interview and observation data with representatives from each profile will be probed to gain further insight into their FLM processes. The sample is designed to include a number of representatives from each profile, covering different phases of their children's development (pre-school, primary and secondary school), thus allowing for investigation into the similarities and differences between profiles and between and within profiles at different stages.

The dynamic nature of FLM negotiation and enactment will be confirmed by parents' reports of the adjustments according to changes to the children's language environments and the resultant changes in their priorities they make in order to achieve home language maintenance and balanced tri-/multilingualism.

- Boyd, S. (1998). North Americans in the Nordic region: Elite bilinguals? *International Journal of the Sociology of Language* 133: 31-50.
- Héran, F., Filhon, A., & Deprez, C. (2002). La dynamique des langues en France au fil du xxe siècle. *Bulletin Mensuel D'information de L'institut National D'études Démographiques*, 1–4.
- Okita, T. (2002). *Invisible work: Bilingualism, language choice and childrearing in intermarried families*. Amsterdam: John Benjamins.
- Schwartz, M. & Verschik, A. (Eds.) (2013). *Successful family language policy: Parents, children and educators in interaction*. Berlin: Springer.
- Spolsky, B. (2009). *Language management*. Cambridge: CUP.
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- Yamamoto, M. (2001). *Language use in interlingual families: A Japanese-English sociolinguistic study*. Multilingual Matters.

Language policy of interethnic Estonian-Russian and Estonian-x families in contemporary Estonian society

ANASTASSIA ZABRODSKAJA

(Tallinn University & University of Tartu, Estonia)

Estonia's large Russian-speaking population was formed mainly through immigration during the Soviet period (1944–1991). In independent Estonia, Russians found themselves socially in a subordinate position, as speakers of a language that was not the dominant language. During the Soviet era a strong oppositional identity among ethnic Estonians resulted in Estonian language maintenance in all domains of life (including its intergenerational transmission by mixed couples). In the post-Soviet

context, due to rapid foreign and second language learning among the Estonian-speaking and Russian-speaking populations and the lack of oppositional identity to English as a lingua franca, forms of multilingualism have acquired a more diffuse character. Current Estonian laws and policies do not facilitate the maintenance of Russian or other languages. Language, citizenship and education laws regulate only the knowledge and use of the Estonian language.

I concentrate on the intergenerational transmission of heritage languages in interethnic Estonian-Russian and Estonian-x families. During Soviet time Russian became the dominant language of ethnic Ukrainians, Belarusians, Tatars and members of a number of other ethnicities in the territory of the Soviet Union who settled in Estonia during the Soviet period. Thus, under Estonian-x families I mean families where one of the partners is not an ethnical Estonian or Russian (often being representatives of the “third” ethnicities such people are still Russian-speakers).

The paper analyses how family language policy choices and parents’ linguistic experiences affect the language of the child’s education. I conducted individual semi-structured in-depth interviews on family language choice patterns with 30 couples from Estonian-Russian and Estonian-x families. The couples were chosen to reflect the sociolinguistic diversity of Estonian regions – a bilingual capital Tallinn, dominantly Russian-speaking Ida-Viru county (north-eastern part of Estonia) and dominantly Estonian-speaking Southern Estonia; and three different age groups (25-39, 40-59 and over 60 years old). The couples represent the traditional family model.

The goal was to specify the patterns of intergenerational language transmission in families using Estonian and Russian as one of their home languages, and to contribute to a theory explaining intergenerational language transmission processes in a changed sociolinguistic situation. The interview was framed on the already used questionnaire in “Languages on the coach. Family plurilingualism in the Catalan-speaking territories” ([original in Catalan *Les llengües al sofà. El plurilingüisme familiar als països de llengua catalana*] edited by Boix-Fuster and Torrens 2011). The interview consisted of three parts: (1) the socialization of each individual; (2) the socialization of the couple; and (3) the socialization of the children.

The results show that the external linguistic environment has a strong influence on home language: in Russian-speaking towns, it is more likely Russian in Estonian-Russian families; in Estonian-speaking towns, it is more likely Estonian in Estonian-Russian and Estonian-x families. In an Estonian-dominant language environment, children in Estonian-Russian families do not retain the heritage language, preferring to speak Estonian, as often this is the language of their education. It is noteworthy that Russian, even though a minority language in Estonia, is well transmitted even in Estonian-Russian mixed families living in a Russian linguistic environment.

The role of the home language in the secondary school with a Georgian ethno-cultural component in Moscow

DIONYSIOS ZOUMPALIDIS

(Higher School of Economics, Russian Federation)

Moscow is one of the most culturally diverse cities in the world. Apart from millions of visitors that arrive in Moscow from all over the world, the city welcomes massive flows of immigrants mostly from the former Soviet. The main influx of migrant labour in Moscow started shortly after the collapse of the Soviet Union in 1991 and continuous till present. In Moscow children of different ethnic background are provided with the opportunity to attend schools where they are not only offered the opportunity to preserve their home language but also to learn (and participate in national) celebrations, dances, songs and, in this way, preserve their ethno-linguistic and cultural capital outside their homeland.

In this paper, I am going to examine the linguistic profile as well as the socio-cultural transition of immigrant students (attending 7th–11th grades) in the Moscow secondary school with a Georgian ethno-cultural component. The present study aims to investigate what measures are taken by the school's administration and teachers to better integrate students of Georgian origin into the Russian educational system on the one hand and preserve/develop the Georgian language and culture on the other. Furthermore, in light of the current language policy research (Shohamy, 2006; Spolsky, 2009) I am going to look at the official school language policy and compare it to the actual language use both inside and outside classroom walls to reveal any potential implicit language planning.

In the present research, participant observation, quantitative (67 questionnaires for students), and qualitative (2 group interviews with students, 1 group and 5 individual interviews with teachers, 2 interviews with administrative staff) methods of data collection are used.

The preliminary results demonstrate that the vast majority of students of Georgian descent in the Moscow school with a Georgian ethno-cultural component appear to be fluent in both Russian and Georgian languages. However, I am also going to talk about those students who have practically 'lost' their home language and what is being done in this situation. Similarly, I am going to discuss how teachers deal with the newly arrived students from Georgia who, facing difficulties in the Russian language, will have to take the unified state exams in Russian.

Shohamy, E. (2006). *Language policy. Hidden agendas and new approaches*. London: Routledge.

Spolsky, B. *Language management*. Cambridge: CUP.

SPEED PRESENTATIONS

How to foster multilingualism of Croatian non-native speakers through education?

KATRINA ALADROVIC SLOVACEK, LIDIJA CVIKIC
(University of Zagreb, Croatia)

The raising number of students who are educated in Croatian - the official and majority language of the Republic of Croatia, but not their mother tongue, have caused changes in the educational policy at macro-level, i.e. the change of legislation and curriculum. Students, non-native speakers of Croatian got possibility to attend Croatian as L2 classes and the L1 maintenance classes, which should foster their multilingualism. However, the aim to develop multilingualism of Croatian L2 speakers is less visible at the educational micro-level (i.e. school subject, class or school). This paper presents an early stage of a project that aims at the development of methodology for assessment and evaluation of Croatian language competence of various types of non-native Croatian speakers (immigrants, speakers of minority languages as L1, etc.). Special emphasis is on the development of instruments and materials that can help teachers to foster students' multilingualism from the early school age.

Social network and age-related factors on the phonological change of the Paiwan language

CHUN-MEI CHEN
(National Chung Hsing University, Taiwan)

In this paper issues of social network and age-related factors in the maintenance of an indigenous language were examined as a case of supporting the argument that linguistic forms used by different age groups with different relationships contrast in speech communities. Paiwan is an Austronesian language spoken in Southern Taiwan.

Two speech indigenous speech communities were investigated. The interaction among social factors, phonological change and language maintenance was dealt with. Thirty Paiwan speakers participated in the elicitation, recording, interview, and peer interaction. ANOVA analyses of variance have revealed that the effect of age was significant. Social network has been an important indicator in the maintenance of field activity-related lexicon of the home language. It has been concluded that social network and age-related factors are relevant to the phonological change and the maintenance of an indigenous language.

ToddleTalk: A research project on Harmonious Bilingual Development

ANNICK DE HOUWER & BIANCA MOHR
(University of Erfurt, Germany)

This longitudinal project on English-German bilingualism aims to find out what factors contribute to Harmonious Bilingual Development. We study families with a two-year-old, and collect further data at the child ages 2;9 and 3;6.

We measure (1) children's developing dual language proficiencies, (2) children's social-emotional well-being, and (3) parental and child care providers' language practices and attitudes.

The study collects data on fifteen children with bilingual input from birth (Bilingual First Language Acquisition, BFLA) and another fifteen children who started hearing their L2 (German) in daycare after first hearing only English (Early Second Language Acquisition, ESLA).

The project aims to examine whether these two basic input settings (BFLA vs. ESLA) are associated with differences in children's social-emotional well-being as additionally mediated through children's developing language proficiencies and environmental language practices and attitudes. It is hoped that the results will help parents and educators in harmoniously raising children with two languages.

De Houwer, A. (2009). *Bilingual first language acquisition*. Bristol: Multilingual Matters.

De Houwer, A. (2013). Early bilingualism. In: C. Chapelle (Ed.), *The encyclopedia of applied linguistics*. Hoboken, NJ: John Wiley, pp. 1822-1830. Online ISBN: 9781405198431; DOI: 10.1002/9781405198431.

De Houwer, A. (2015). Harmonious bilingual development: Young families' well-being in language contact situations. *International Journal of Bilingualism* 19(2): 169–184. (first published online June 11, 2013, doi:10.1177/1367006913489202)

Influence of parenting style on home language development

MAGALIE DESGRIPPES
(University of Fribourg, Switzerland)

As a part of a study on the language competence of Portuguese heritage speakers (aged 8-10) in Switzerland (n=196), we are interested in the influence of different family factors on language skills. The subjects' parents filled in a questionnaire regarding the language profile of the family and socio-educational variables.

In this talk I focus on the relation between parenting style and the competences in narrative versus argumentative writing. To measure interactional styles within families, I used six items from the intimacy (3) and parenting style (3) scales of the Intimacy, Conflict and Parenting Style (ICPS) Family Functioning Scales (Noller 2001). This instrument consists originally of 30 items, with a Likert-type six-point

scale. The scores will be used as indicators of latent variables in structural equation modelling.

Noller, P. (2001). ICPS family functioning scales. In: John Touliatos (Ed.), *Handbook of family measurement techniques*. Thousand Oaks, Calif: SAGE, p. 56.

Language management of linguistic diversity in educational institutions in Graz, Austria

CHRISTINA KORB

(University of Graz, Austria)

Linguistic diversity resulting from migration movements is a highly debated topic in Austria, especially in relation with education policies. In addition, recent research reveals the need for more in-depth research regarding language practices in environments that are influenced by migration and globalization processes (cf. Blommaert 2010).

The aim of this PhD project therefore is to investigate the relationship between language ideology and de facto language policy in linguistic heterogeneous classrooms. The research questions will address the extent of teacher policy making, motives for language management, language practices and the linguistic landscape of school spaces. By following an interdisciplinary approach and using linguistic ethnography this PhD project hopes to shed light on micro-level practices of language management in a linguistic diverse environment. In short, the purpose is to document what actually happens in schools concerning linguistic diversity.

Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge: Cambridge University Press.

Four bilingualism projects in the triangle of mutual safety integration

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Four projects presented here are parts of the educational complex “Children of the World”, designed to diagnose, support and develop balanced bilingualism by children starting with pre-school.

Modern globalization and multilingualism determine the main goal of the projects: integrated education of a creative, multicultural, and multilingual person as person of the World, while preserving his or her ethnic and cultural identity. While creating

these projects, we followed the principle of continuous interaction between family, the general education system and complementary education.

In addition, these projects contribute to the development of ethno-cultural and communicative competence (multicultural, media- and social competence).

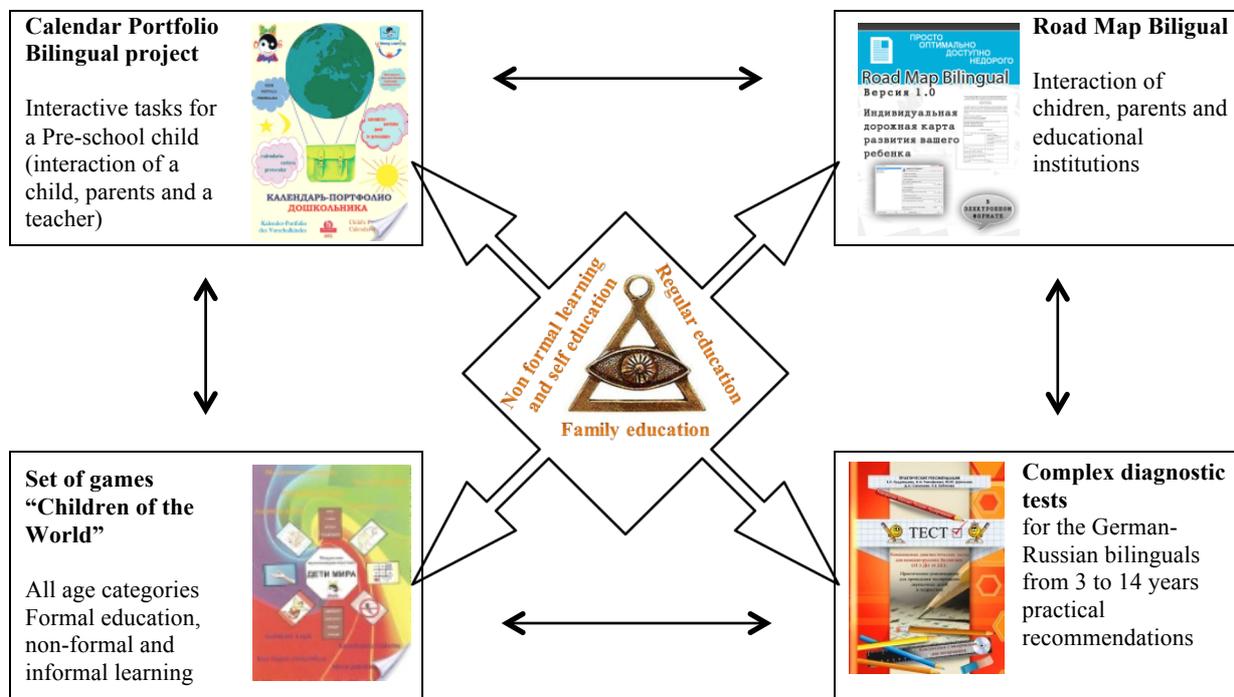


Figure 1: Functioning and interaction of the bilingual projects on the base of the triangle of mutual safety integration.

Peters H., Koudrjajtseva E. et al. (2014) *BILIUM-Bilingualism Upgrade Module (Part I & II)*, Riga: RetorikaA Verlag.

Koudrjajtseva E., Krüger U., Bubekova L., Mambetova A., Martínková A. (2015). *Interaktivnoe uchebno-metodicheskoe posobie "Igroteka Deti mira"*. Riga: RetorikaA Verlag.

Koudrjajtseva E., Timofeeva (Martínková) A., Danilova J., Salimova D., Bubekova L. (2015). *Kompleksnye diagnosticheskie testy dlja nemecko-russkih bilingvov ot 3 do 14 let*. Berlin: Elena Plaksina Verlag.

Does a brochure on multilingualism matter?

SIRKKU LATOMAA

(University of Tampere, Finland)

The aim of this paper is to examine the reception and the impact of a brochure for multilingual families living in Finland. This brochure focuses on the benefits of multilingualism and was written by a researcher in collaboration with a local association of teachers of immigrant languages. It was translated into 25 languages, and since 2012, it has been distributed to multilingual families through a number of

authorities working in day care centers, schools, multicultural centers and various organizations.

The analysis is based on a web-survey that was sent to a selection of key officials in various municipalities, both in regional growth centers and in less densely populated areas of the country. Moreover, a number of local officials, representing both immigrants and non-immigrants, were interviewed on the reception of the brochure among multilingual families. This paper will report on the key findings of the project.

Fostering children's Japanese language development within bilingual Australian families: Exploring the role of parents without Japanese language backgrounds

SUSAN OGURO

(University of Technology Sydney, Australia)

This paper presents preliminary results of a study of Australian families where one parent's first language is Japanese (a societal minority language) and the other parent's is not. While much previous research into bilingual children's minority language development focusses on linguistic inputs provided by the minority language background parent, this study explores the role played by non-Japanese background parents in their child(ren)'s developing proficiency. In particular, the study investigates non-linguistic factors impacting on development.

Questionnaires and interviews with Japanese and non-Japanese background parents (25 families) of children aged 0-16 has yielded qualitative data on attitudes and strategies which support children's Japanese language development. Findings highlight the relevance of non-linguistic factors such as the extent to which both parents do and do not encourage, value and affirm purpose in their children's Japanese language development. This paper encourages discussion on the complexities of children's multilingual development in families of diverse linguistic backgrounds.

Individual factors in home language maintenance: Focus on attitude to multilingualism

HELENA OLFERT

(Osnabrück University & University of Duisburg-Essen, Germany)

Factors affecting HL maintenance on the individual level have always received much attention in multilingualism research: Studies have shown that the language acquisition type or the language policy in the family can influence HL retention (Montrul 2008). The same can be said about HL use in different contexts (Gürel 2007) and the attendance of HL classes (Köpke 2007). Furthermore, the attitude towards the languages involved (Baker 1992) as well as ethnic identity (Tse 1998) can affect HL retention.

Using a multiple regression analysis, this study addresses the following question: Which of these factors has the greatest impact on HL maintenance? A questionnaire was completed by 202 speakers (age 15-17) of different HLs in an urban area in Germany. In this paper, I will present the questionnaire design and discuss the major finding of this study: A positive attitude towards multilingualism is the most powerful factor in promoting HL maintenance.

Intercultural and multilingual education: The link between Swedish national policies and the classroom

BETHANNE PAULSRUD
(Stockholm University, Sweden)

This paper presents an ongoing investigation of Swedish education policy, teacher training programmes, and classroom teaching practices, with a focus on intercultural and multilingual education. The first phase of the study (autumn 2015) includes discourse analyses of selected national policy documents and selected teacher education programmes as well as interviews with a number of teacher trainers and students. The second phase moves from policy into the classroom (Year 6), with observations planned for the spring of 2016. One aim is to acquire a deeper understanding of how intercultural and multilingual education is embodied both explicitly and implicitly in teaching practices in response to national policy. While the focus is on the Swedish context, how macro policies are linked to classroom practices is of interest to other educators as well as to scholars and practitioners involved in creating education policy for compulsory schools in other multilingual contexts.

Maintenance of Polish among teenagers with Polish in family background in Regensburg

HANNA PUŁACZEWSKA
(Uniwersytet Szczeciński, Poland & Universität Regensburg, Germany)

The study analyses the vitality of the Polish language in connection to their self-identification among secondary school students with Polish family background, born and socialized in Regensburg, Bavaria. The object of the study is the impact of sociodemographic, social, technical, and institutional factors upon the development and maintenance of German-Polish bilingualism in these children.

The interview - based survey conducted among 38 teenagers and selected parents offers answers to the following core questions:

- What is the personal value and utilitarian value of the Polish language for youths with a Polish family background?
- Which factors crucially affect the youths' language skills and attitudes to the Polish language?

Among other things, the results indicate little influence of self-identification on language skills, as well as the importance of formal language training and peer friends in Poland who function as bridges to the Polish youth culture.

Learning Spanish as a heritage language in Switzerland: Motivation factors

VERÓNICA SÁNCHEZ ABCHI
(University of Fribourg, Switzerland)

This contribution aims to explore children's motivation to study Spanish as a heritage language (HL), in Switzerland. The HL is mostly the parents' first language, but not necessary the L1 for children who learn it. According to "self-determination approach to motivation", it is possible to identify an intrinsic and an extrinsic interest to learn a language (Deci & Ryan, 1995). In a previous research (Caprez-Krompæk, 2010), motivation to study Turkish and Albanian as a HL was assessed with a scale. The intrinsic motivation emerged as a very important factor. In this contribution, we didn't use a scale, but we asked directly the children about their motivation to study Spanish as HL. 117 Children, attending HL courses, participated in the study. Their answers were reinterpreted and recoded in the frame of the model of self-determination theory (Noels & al. 2000). Results showed a very heterogeneous distribution of type of motivation.

Caprez-Krompæk, E. (2010). *Entwicklung der Erst-und Zweitsprache im interkulturellen Kontext*. Waxmann Verlag.

Deci, E. L., & Ryan, R. M. (1995). Human autonomy. In *Efficacy, agency, and self-esteem*. Springer US. New York, Plenum, pp. 31-49.

Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning* 50(1): 57-85.

Globalization and social family multilingualism in European medium sized linguistic communities: The case of Estonia

ANASTASSIA ZABRODSKAJA
(Tallinn University, University of Tartu, Estonia)

Organized by the University of Barcelona project carried out a research on declared language behaviour among both ethnolinguistic mixed and ethnolinguistic monolingual families in Catalonia, Valencia, Mallorca and Galicia alongside Denmark, Netherlands, Lithuania, Estonia and the Czech Republic, all of them medium-sized linguistic communities (advanced western societies with between 500.000 and 25 million speakers), with the goal of establishing a theory explaining

intergenerational language transmission processes in contact situations (driven by Spolsky's description of *family language policy*).

Because of the small size of the Estonian speech community, migration and increasing economic and political integration could have a relatively stronger and more rapid effect in Estonia than in larger speech communities. I'll show how this project contributed to the emerging field of the reconceptualisation of language minorities and their sustainability by providing an account of the Estonian case. The semi-structured questionnaire was used with mixed Russian-Estonian families, parents were interviewed separately.

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