Family Language Policy and Multilingualism

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Part One:
Family Language Practices in Multilingual Transcultural Families

Outline

- Family Language Practices in Multilingual Transcultural Families
- Family Language Policy and Planning
- OPOL: one parent one language, Mixed language strategies, translanguaging
- Parental ideologies, decision-making and strategies
- Multilingual families: Language identities
- Theoretical perspectives in studying the multilingual language
- Integration of discourse and ethnographic methods
- Digital language practices in the home and multilingual families
- Family—community of practice, FLP: methodology
- Family Interactions—digitally mediated language practices
- Agency in family language practices
- Literacy development in heritage language maintenance
- Family language practices and affective dimensions

Family Language Practices in Multilingual Transcultural Families

- *Intensified transnational migration in recent years*

- **Multilingual families** (Curdt-Christiansen and lanza, 2018; Lanza and Li, 2016)

- *People cross borders*

- **Integrate into new cultural and linguistic landscapes**

- *Intermarriage and partnerships*

- **New in a European and North American context:** *multilinguals, mobility and diversity* (Comaroff and Comaroff, 2012; Montanari and Quay, 2019)

- ***How children are socialized in and through language*** (Ochs and Schieffelin, 2011)

- **Family language policy (FLP)** (Dopke, 1992; Lanza, 1997, 2004): *research during the past 10 years*

- Investigate **language planning** in relation to **language use** and **literacy practices** within *home domains* and among *family members* (King et al., 2008)

- **Family language policy**—**term** (Luykx, 2003)—*research on interactional practices and conscious language planning in multilingual transcultural families*

- **Anchored in the field of language policy:** _explicit and overt planning and the decision-making processes_

- **Spolsky (2003):** _language policy, language ideology, language practices_

- **Spolsky (2012): family** is the **''critical domain''** of **language policy**

- _Affordances and constraints for multilingual development_

- **Deliberate language planning strategies in the home:** *motivated by parents' past experiences and future aspirations for the children's language development* (Curdt-Christiansen and Lanza, 2018: 124)

- *Various approaches that parents use to enrich their children's language experiences and their linguistic repertoires*

- **OPOL:** *one parent one language*
- *One language on certain days*
- **Minority language only at home**

- **Mixed language strategies, translanguaging** (Van Meisel, 2018)

- **Contemporary language policy research** (Hult and Johnson, 2015)
- **Current approaches to FLP:** *implicit and covert aspects of language planning*
- **What families say they do and what they actually do can be at odds** (Curdt-Christiansen, 2016; Palviainen and Boyd, 2013)

- **Bilingual parenting** (King and Fogle, 2013: 172): *''FLP examines language policy in relation to **language use** and **language choice** within the home among family members''*

- **Input** (Lanza, 2017): *the **balance** between and **use of languages** within the **family unit***

- *Parental ideologies, decision-making and strategies concerning languages and literacies as well as broader social and cultural context of family life* (King and Fogle, 2013: 172)

Theoretical perspectives in studying the multilingual language

- **How one may define family?**

- **How families construct their identities and define themselves by and through their linguistic practices?** (King and Lanza, 2019)

- ***Computer mediated communication*** (Coetzee, 2018; Ruby, 2012)

- **Multilingual family language use** (King, 2016; Lanza and Li, 2016):

- *a diverse range of family types, languages and contexts/ focus on globally dispersed, transnational, multilingual populations*

- *How multilingual transcultural families construct their identities through language both locally and globally*

- **Martin-Jones and Martin (2017:1)**

- 1) *''broad epistemological shifts in the field of sociolinguistics to ethnographic and critical approaches;*

- 2) *''increasing focus on the study of the social, cultural and linguistic changes ushered in by globalization''*

- **The affordances of new communication technologies** and their impact on family language practices as well as political and economic changes across the globe

- **FLP:** *language policy, language maintenance and shift studies and language socialization*

- **Origin:** *sociology of language and anthropology* (Ochs and Schieffelin, 2011):
- *how children apprehend and enact the context of situation in relation to the context of culture*

- **Integration of discourse and ethnographic methods**

- **Language socialization**—an interactional process

- **Ethnographic methods:** *the impact of cultural beliefs and child-rearing on language development and use* (Lanza, 1994, 2007; Fogle and King, 2017)

- **Family—community of practice** (Wenger, 1998, 2007)

- _**Family**-space is constantly negotiated between a variety of social actors with different discursive power, material constraints and spatial practices_ (Cresswell, 2014; Lefebvre, 1991; Massey, 2005)

- **In Western scholarship**, _family—social institution, private space, domain_ (Fishman, 1965)

- Dagenais (2009): **public-private duality**

- **Family-space for language learning and use** (Canagarajah, 2013)

- Purkarthofer (2019)—**family—safe space**

- **Digital language practices in the home and multilingual families:** on-line platforms

Spoken language practices in multilingual transcultural families

- **FLP:** *publications*

- Fogle (2012): **language learning and identity construction in everyday interactions, speaker agency**

- Schwartz and Verschik (2013): *the link between family language policy, practice and management in light of state and community language policy*

- Smith-Christmas (2016): **maintaining an endangered language in the home**

- Macalister and Mirvahedi (2017): **case studies:** *opportunities, challenges and consequences of FLP*

- **FLP:** methodology:

- *Large scale language use surveys*
- *Online questionnaires*
- *Interviews*
- *Focus group conversations*
- *Ethnography*
- *Diaries*
- *Interactional analysis of video recordings*
- *Quantitative and qualitative methods*

- **Special issues of international journals:**
- *International Journal of Bilingualism*
- *International Journal of Multilingualism*
- *Journal of Multilingual and Multicultural Development*
- *Multilingua*

- **Family language practices** (Curdt-Christiansen and Lanza, 2018; Kind and Lanza, 2019; Lanza and Curdt-Christiansen, 2018; Lanza and Li, 2016, Li, 2012)

Agency in family language practices

- **Language socialization research: *the agency of children***
- Fogle (2012)
- *Conversation analysis* (Lanza, 1997, 2004)
- Gafaranga (2010): *interactional analysis—language shift*

- Kheirkhah (2016): *FLP and a language socialization approach, analysis of video recordings of the families' everyday interactions—interviews and observations, parents' heritage language maintenance practices and children*
- Kheirkhan and Cekaite (2017): *siblings' contributions to family language choices and practices*

- Purkarthofer (2019): *young parents' projected view of child agency— imagined family language policy and social space, the language expectations, varied experiences in migration*

- **Speaker-centred qualitative method**, *language portraits, biographic narratives and Lego blocks to construct a home –analysis of real and imagined constructed spaces of interaction*

- **The child as a multilingual self with agency, influenced by the parents**

- **Future parents' negotiation of language policy**

- Obojska and Purkarthofer (2018): ***agency in transnational families in Norway***—_language portraits and semi-structured interviews_—*perception and construction of agency in learning, maintenance and management*

- Nandi (2018): **individual agency in the management of minority languages**

Literacy development in heritage language maintenance

- Stavans (2012): **spoken family language practices**—**Ethiopian families living in Israel:** *internal and external forces in parent-child interactions*—school literacy development

- Song (2016): Korean bilingual children in home literacy events in the USA—**home and school environments**

- Garcia (2009): **translanguaging practices in classrooms:** *participant observations, video recordings, field notes—support of heritage language development in literacy events*

MY FAMILY

- Curdt-Christiansen and la Morgia (2018): **heritage literacy and family language practices:** *questionnaires, overviews of literacy resources and activities*

- **Language practices and attitudes to home language literacy**

- Curdt-Christiansen (2016) and De Houwer (2007)

Family language practices and affective dimensions

- **Language and emotion in multilingualism** (Dewaele, 2013; Pavlenko, 2004): *emotions and language choice, quantitative and qualitative analyses, web questionnaire*

- **Perceived language emotionality and cross-linguistic differences, affective repertoires**—*parental language choice in multilingual families*

- Tannenbaum (2012): *emotional issues and psychological dimensions: FLP*

- FLP-**''a form of coping or defence mechanism''**

- Smith-Christmas (2018): *affective dimensions of FLP, the reflective nature of FLP in terms of emotional affect, linguistic input and language shift*

- Zhu and Li (2016): ***experience of multilingualism, strategies to deal with the challenges of multilingualism, language maintenance and shift***

- *a sociolinguistic ethnography, perceptions of social relations and social structures, identity constructions and aspirations* (Kirsch and Gogonas, 2018)

- Da Costa Cabral (2018): **the parents' beliefs and values regarding the languages in their communicative repertoire**

Family Interactions—digitally mediated language practices

- **New information and communication technologies are crucial for transnational families or stretched families** (Porter et al., 2018)

- *To stay in touch across borders*

- *To exchange information*

- **For practices of mobile intimacy** (Hjorth, 2011)

- *Virtual intimacies* (Wilding, 2006)

- *Lower cost and availability of user-friendly means of communication*

- *Language use and media use*

- **How families are constructed through multilingual language practices** (King and Lanza, 2019)

- **Interpersonal mediated communication**—*affect family language policy and practices in transcultural families*

- *Digital interaction, identity, heritage language use, language modality and language use*

Digital interaction, identity and heritage language use

- **FLP and digital aspect of communication** (Haque, 2012)

- **Migrant's media, educational research** (Marrapodi, 2016; Rydin and Sjoberg, 2008; Szecsi and Szilagyi, 2012)

- Cuban (2014): **transnational families:** *new vocabularies and interactional styles, non-verbal means, for their emotions, changing sense of selves*

- Rydin and Sjoberg (2008): **internet**—*space for identity construction for diaspora families in Sweden*

- **How media use shapes the migration experience**

- Miller and Slater (2000): *a transition from what they call diaspora family to internet family*

- **Internet:** *opportunities to stay closer, more intimate and more frequent contact*

- **Mediated communication:** *internet family*

- Madianou and Miller (2012): **the concept of polymedia:** *how the availability of various communication tools affects FLP, media choices affect language use*

- Yoon (2018): *language choice and choice of background of potential interlocutors*

- Lam (2014), Lee (2006): *how digital communication is important for identity construction ad performance among young immigrants*

- Dyers (2014), Ivan and Hebblethwaite (2016): **the use of communicational tools**

- Lasekan (2018): *language choice on Facebook/ digitally mediated interaction with family members—migrant's linguistic identity*

- Lexander (2011)
- **FLP in migrant families, use of languages:**
- *1) trips back home*
- *2) phone calls*
- *3) internet-based contact*

- *Diverse languages on-line and text-messages*
- *Mediated communication*
- *Multilingual practices*
- *Auto-ethnographic study, immigrant families*

- Szecsi and Szillagyi (2012): **digital interaction in Hungary:** *children's and adolescents' development and maintenance of the heritage langua*ge

- Haque (2012): *the trips back home and the mediated communication mutually reinforce the effect of one another*

- King-O'Riain (2015): **skype sessions in transnational families in Ireland**—*''streaming their emotions into each other's lives''* (2015: 268)

- **Digital interaction in the heritage language(s)** is an arena for identity construction and expression in the family context

Modalities and linguistic repertoires

- **Some heritage languages are mostly used in spoken communication**

- **Digitally mediated interaction:**

- 1) _the polymedia environment_ (Madianou and Miller, 2012): _allows for both spoken and written communication_

- 2) _languages that are mostly used in spoken communication also enter the written domain through the digital_ (Deumert, 2014; Kouassi and Hurst-Hjrosh, 2018), _especially in interpersonal and informal communication_

- **The mobile and Web 2.0 media practices create new spectres of mobile intimacy** (Hjorth, 2011)

- **The choice of a medium may imply a choice of modality: spoken or written or both**

- *Mode-and-language boundaries are blurred in informal digital communication* (Lexander, 2018)

- **Multilingual digital interaction** (Androutsopoulos and Lexander, 2018): *ethnographic interviews, interactional data collection* (spoken and written), **media diaries, observations**

- **Linguistic diversity**

- ***The digitally mediated interaction offers a space for multilingual communication in which heritage languages may be used and cultivated***

- ***"to practice language for authentic purposes"*** (Lee, 2006; Szecsi and Szilagyi, 2012)—counteracting language shift

Informal language learning

- **The transnational family can be considered a mobile learning community, "caring and language sharing"** (Cuban, 2014: 748)

- *Language learning in digital communication in the family*

- **Via Information and Communication Technology (ICT)**

- **Phone calls:** *''socio-cognitive exchanges that included teaching and sharing new languages and how to code-switch''*

- **Multilingual family language practices**

- ***The fear of texting as destructive for literacy skills*** (Wilding, 2006)—*lose their language skills over time*

- Lee (2006)

- Al-Salmi and Smith (2015): _Arabic-speaking mothers in the USA—use of digital devices, Google translate_

- Lasekan (2018): _learning in digital family communication, in interpersonal digital interaction and around the computer or mobile phone_

- Parven (2016), Kenner et al. (2008): **intergenerational communication between grandparent and grandchild**

- Palviainen (2018): _interaction and meta-interaction go hand in hand: interaction via computer-mediated video calls_

- Aarset (2015): *indirect facilitation of language learning—use of Skype*

- A rich and varied use of digital space as an arena for language learning—multilingual transcultural families

- **Multilingualism and language mixing**

- **Digital literacy and speech**

- *Technology is more user-friendly and often demands less sophisticated digital literacy, there are still challenges to transnational communication*

- Kang (2012): *women of the older generation found themselves gradually silenced from the communication –lack of digital literacy* (Kaur and Shruti, 2016)

- *These challenges may be overcome as technology continues to develop and gradually becomes more accessible*

- **The role of extended family** (Coetzee, 2018)

Discussion

- 1. Please describe the family language practices in multilingual transcultural families.

- 2. Which issues should be considered?

- 3. What are the major theoretical frameworks?

- 4. What are the findings of the previous research?

Quiz

- https://create.kahoot.it/share/eng543-session-22/aa944258-659c-4738-b415-ac1c231b5037

Useful links

- S14: Elizabeth Lanza - Family language policies and practices
- https://www.youtube.com/watch?v=BA9jdl2WkIM
- Language policy in multilingual families
- https://www.youtube.com/watch?v=gdk2_YQ525w
- Findings in family language policy
- https://www.youtube.com/watch?v=PQ1R7wnrMRs

Part Two:
Family Language Policy in the Minority and Migration Contexts

Sociolinguistic Studies

eQuinox

- Sviatlana Karpava (2024). **Family Language Policy in the Minority and Migration Contexts of Cyprus: The Issues of Heritage Language (Incomplete) Acquisition, Use, Attrition, Maintenance and Transmission.** *Journal of Sociolinguistic Studies. Special Issue on Family as a language policy regime: Agency, practices and negotiation,* SOLS VOL 18.1–2 2024 27–58. https://doi.org/10.1558/sols.24779

- https://journal.equinoxpub.com/SS/index

Aim of the study

- Add to the existing research on **Family Language Policy (FLP)**, **multilingualism** and **transnational families**
  - (e.g., King and Lanza, 2019; Selleck, 2022)

- **Enhance** the dynamicity and the scope of **FLP as a field of study**

Aim of the study

- It investigates **diverse language constellations** with the _focus on minority and immigrant families in the context of Cyprus_ and

- the lived experience of **second-generation immigrants** regarding _HL (incomplete) acquisition_, _development_, _use_, _attrition_, _maintenance_ and _transmission_

- by implementing **mixed-method approach** to **data collection** and **analysis** and taking **internal and external factors** into consideration.

Heritage Language and Family Language Policy

- The **development**, **use**, **maintenance** and **transmission** of the **heritage language (HL)** depend on

- the **family language policy (FLP)**,

- *parental and child agency*,

- and the *language choices*,

- use and *management practices at home*,

- as well as regarding *social networks and education* (Bohnacker, 2022).

Heritage Language and Family Language Policy

- **Immigrant** or **minority families** live
- in the **majority language (ML) environment**;

- thus, children have _more input in the ML via schooling_
- and _communication with their friends and peers_ (Hoff et al., 2014).

- Without deliberate parental efforts to support the HL,
- **language shift and loss** may occur (Kheirkhah and Cekaite, 2018; Paradis et al., 2020).

FLP Practices

- According to King et al. (2008: 907), **FLP** is '<u>*explicit and overt planning in relation to language use within the home*</u>'.

- **FLP practices** can be **implicit and covert** (Fogle, 2013), and can be affected by <u>*emotions*</u>, <u>*identity*</u>,

- the <u>*impact of parental beliefs*</u>,

- <u>*strategies*</u> and <u>*practices*</u>

- in <u>*home language maintenance and development*</u>,

- <u>*child agency*</u>,

- and <u>*socioeconomic and sociopolitical factors*</u> (Schwartz, 2020; Smith-Christmas, 2020).

FLP: Language Policy Model

- As suggested by Spolsky's (2012) **language policy model**,

- the three components of **language policy** are

- (1) _language ideologies_,

- (2) _language practices_ and

- (3) _language management_,

- which are related to **intra-family and societal factors**

- (Bezcioglu-Goktolga and Yagmur, 2022).

FLP: Language Policy Model

- The **field of FLP** deals with _the ecology of the family_ and
- examines **top-down and bottom-up factors**,

- which affect _language planning in family homes_,
- being shaped by the experiences of different generations
- (Curdt-Christiansen, 2018),

- and in particular in **multilingual, heritage/immigrant families**
- (King and Lanza, 2019).

FLP: Previous research

- **FLP** is closely related to the _larger sociocultural environment_, _nexus of micro and macro levels_, _private and public spheres_ (Spolsky, 2012; Curdt-Christiansen, 2018).

- According to Smith-Christmas (2016, 2017), **research on FLP in multilingual families** has been conducted so far **in three prototypical contexts** such as

- **(1) OPOL** (one person, one language),

- **(2) immigrant** and

- **(3) autochthonous communities**

FLP: Previous research

- **A critical or decolonial approach to family multilingualism** emphasizes the role of *social class*, *race*, *ethnicity*, *gender* and

- *migratory trajectories* as well as

- *affective dimensions*, *sense of belonging* to and

- *construction of multilingual families in FLP research* (Lomeu Gomes, 2018).

HL Transmission: Macro and Micro Factors

- The **success of the HL transmission** depends on both **macro factors**, such as the _sociolinguistic_,

- _sociocultural_,

- _economic_ and

- _political environment of the families_,

- and **micro factors** such as

- _intra-family dynamics_, _FLP_, _parental efforts_ and

- _expectations_, _attitudes_, _perceptions_, _affective domains_, _metalinguistic awareness and language experience_,

- as well as _cultural and linguistic identities_ (Liu and Lin, 2019).

HL Transmission: Macro and Micro Factors

- The role of **community or heritage language schools** cannot be denied, as they can *provide an opportunity*

- for **minority and/or immigrant children**

- *to develop knowledge and literacy skills in their heritage/home language* (Nordstrom, 2020).

N	L1	G	Age	CoB	LoR	AoO	LI	CI	SOC	LR	DLC
1	Romanian	F	20	R	14	6	R+G	R+G	FM	R+G+E	R+G+E
2	Bulgarian	F	20	B	10	10	B	B+CG	H	B+G+E+S+Rus	B+G+E
3	Lebanese	F	26	C	26	0	L+G	L+CG	H	L+G+E+F	L+G+E
4	Arabic	F	23	C	23	0	G	CG	FM	G+E+A	G+E
5	Russian	F	20	C	20	0	G+Rus	G+CG+Rus	FM	G+Rus+E+S	G+R+E
6	Ukrainian	F	21	Ukr	9	12	Rus+Ukr+G+E	Rus+CG	H	Rus+Ukr+G+E	Rus+G+E
7	Georgian	M	20	G	18	2	G+Rus+E	Ge+CG+Rus	H	G+Rus+E	G+Rus+E
8	Armenian	F	23	F	23	0	Ar+CG	Ar+CG	FM	Ar+E+G+F+Ger	Ar+E+G
9	Russian	F	19	C	19	0	G	G+Rus+CG	H	G+Rus+E	G+Rus+E
10	Arabic	F	22	C	22	0	G+A	G+A	FM	G+A+F+E	G+A+E

N=number; **L1**=native language; **G**=Gender; **CoB**=Country of birth; **LoR**=Length of residence in Cyprus; **AoO**=Age of onset to Greek; **LI**=Language identity; **CI**=Cultural identity; **SOC**=society; **LR**=linguistic repertoire; **DLC**=Dominant Language Constellation; **F**=female, **M**=male; **FM**=full member, I'm a full member of the society with equal rights; **H**=Hybrid: I belong to both this society and my home country society; **R**=Romania; **I**=Iraq; **P**=Polish; **B**=Bulgaria; **C**=Cyprus; **Eng**=England; **Ukr**=the Ukraine; **G**=Greece; **Ge**=Georgian; **Ar**=Armenian; **E**=English; **G**=Greek; **CG**=Cypriot Greek; **Ukr**=Ukranian; **Ger**=German; **T**=Turkish; **It**=Italian; **Alb**=Albanian; **B**=Bulgarian; **S**=Spanish; **Rus**=Russian; **A**=Arabic; **L**=Lebanese; **F**=French.

N	L1	G	Age	CoB	LoR	AoO	LI	CI	SOC	LR	DLC
11	Russian	M	25	G	20	5	G+Rus	Rus	FM	Rus+G+E	Rus+G+E
12	Arabic	F	27	I	11	16	A	A	FM	A+E+G	A+E+G
13	Polish	M	25	C	25	0	P+CG	P+CG	H	P+CG+E	P+CG+E
14	Ukrainian	F	26	Ukr	16	10	Ukr+Rus+CG	Ukr+Rus+CG	H	Ukr+Rus+CG+E	Ukr+Rus+CG+E
15	Albanian	F	18	G	19	0	G+Alb	G+Alb	H	Alb+G+E+It	Alb+G+E
16	English	M	25	Eng	20	5	E+G+F+It	G+CG+It	H	E+G+F+It	E+G+F+It
17	English	F	23	C	23	0	E+G+A	E+CG+A+T+Rus	H	E+G+A+Rus	E+G+A+Rus
18	Greek	F	19	G	10	9	G+T+Rus+E	G	H	G+T+Rus+E+It	G+E+Rus
19	Romanian	F	18	R	10	8	R+E+G	R	H	R+E+G+S	R+E+G
20	Greek	F	25	G	21	4	G+E	G+E	H	G+E+S+It	G+E

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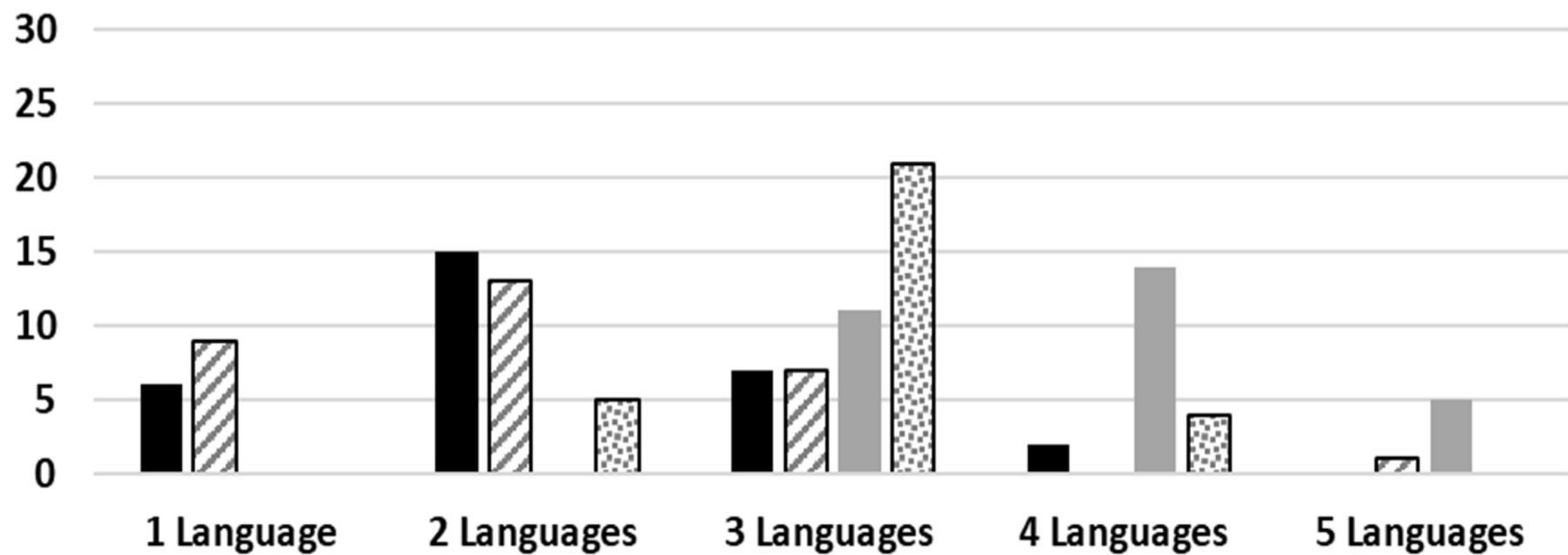| N	L1	G	Age	CoB	LoR	AoO	LI	CI	SOC	LR	DMC
21	Greek	F	22	G	19	3	G+E	G	FM	G+E+It	G+E
22	Greek	F	22	G	18	4	G	G	H	G+E+Ger+F	G+E
23	English	F	18	C	18	0	CG+E	CG+E	H	CG+E+T	CG+G+E
24	Russian	M	25	G	19	6	G	G+ Rus	FM	G+Rus+E	G+Rus+E
25	Armenian	F	25	C	25	0	Ar+G	Ar+CG	FM	Ar+G+E+F	Ar+G+E
26	Russian	F	22	G	19	3	G+Rus+E	G	FM	Rus+G+E+S+It	G+Rus+E
27	Greek	F	27	G	23	4	G+E	G+CG	H	G+E+Ger	G+E
28	Russian	M	24	C	24	0	G+Rus+E	G+Rus+E	H	G+Rus+E+F	G+Rus+E
29	Georgian	M	23	G	18	5	Ge+Rus	Ge+Rus+G		Ge+Rus+G+E	Ge+Rus+G+E
30	Georgian	M	26	C	26	0	G+Rus	Rus		G+Rus+E+Ge+F	G+Rus+E

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Legend:
- ■ Linguistic identity
- ▨ Cultural identity
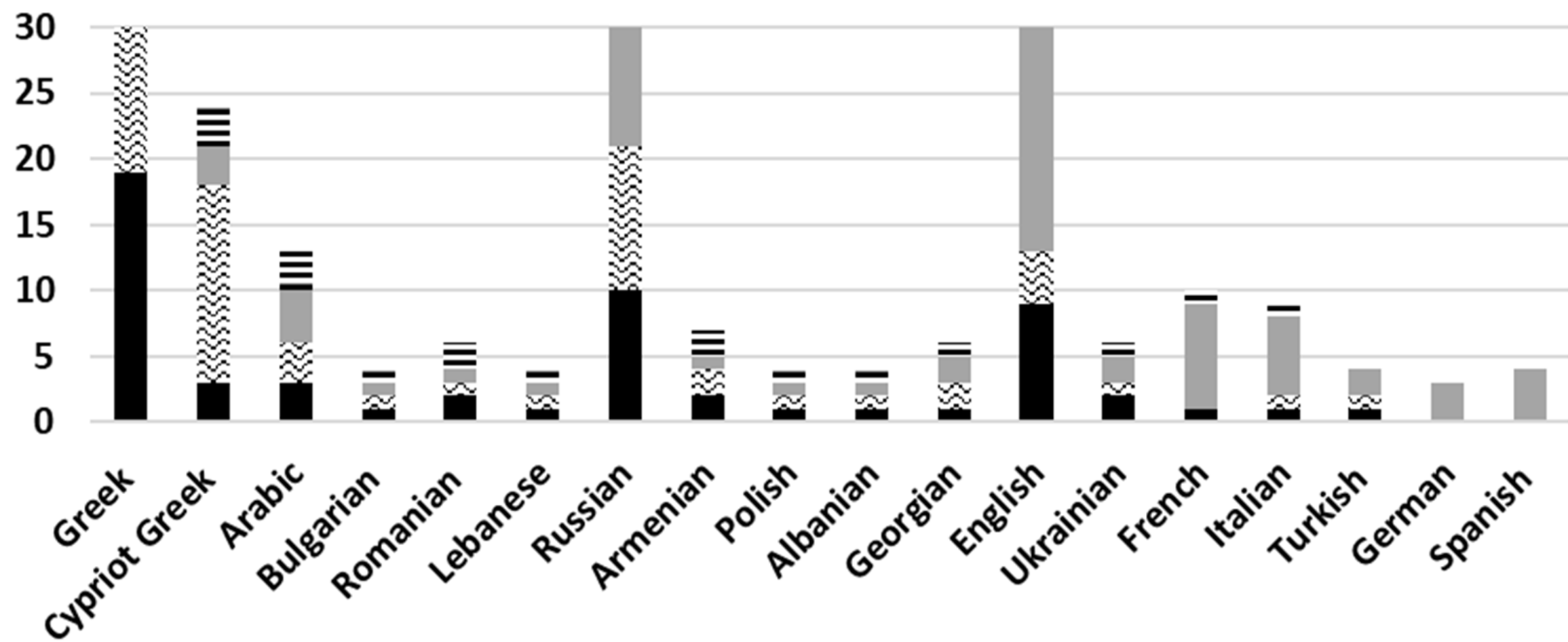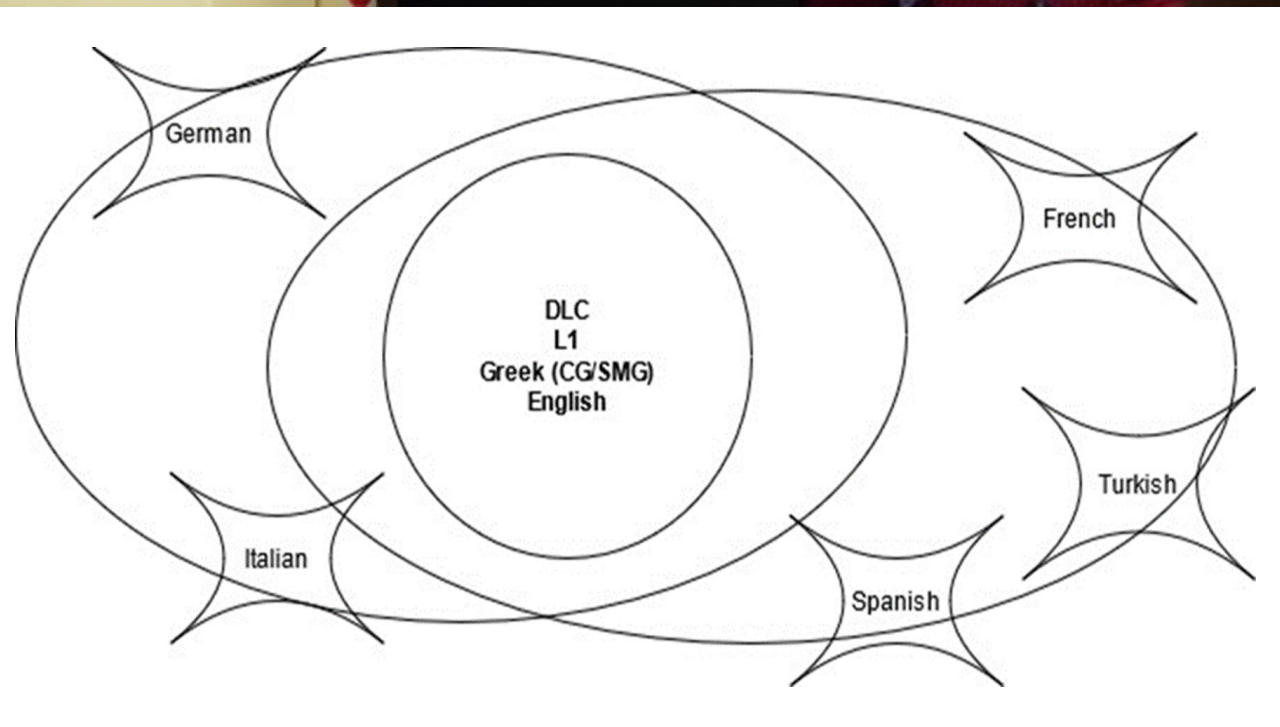- ▨ Linguistic repertoire
- = Dominant Language Constellation

Categories (x-axis): Greek, Cypriot Greek, Arabic, Bulgarian, Romanian, Lebanese, Russian, Armenian, Polish, Albanian, Georgian, English, Ukrainian, French, Italian, Turkish, German, Spanish

German

French

DLC
L1
Greek (CG/SMG)
English

Italian

Turkish

Spanish

FLP, and HL use, maintenance and transmission

- The analysis of the data revealed that **families** differed in terms of their **FLPs** and the **parental efforts** to support their _children's HL and literacy development_.

- The **socioeconomic status (SES) of the family**, the _language proficiency_ in and command of both the **minority language and the MLs**, as well as the **social networks**, affected the **patterns of language use**.

- The **material culture**, namely the presence of different items relevant to the _HL culture_, can boost the _HL linguistic and cultural identity_ and promote _a positive attitude towards the HL culture and language_.

FLP: HL and ML

- It was not always the case that **both parents** had the same _views regarding the FLP_, as one partner may have been **in favour of the ML** while the other might have attempted **to support the HL**.

- This can be explained by the **pressure**, **frustration** and **anxiety** of some of the _immigrants_, as well as _a strong desire to integrate into the mainstream society_ even if this means _sacrificing their L1_.

FLP: pro-HL FLPs

- Many parents expended a significant amount of effort on supporting the HL, on creating **a home literacy environment (HLE)** and **on having pro-HL FLPs.**

- It was important for them that their **children** knew _how to read and write in the HL_, but it was sometimes quite difficult for their children to cope with the high **cognitive load** as they needed to study at the **Greek public schools** in addition to attending **community or heritage schools or extra classes.**

HL: Community schools

- Not all of the **participants** had the opportunity to attend *extra-curricular activities and classes in their HL*, **community or heritage schools**, which could have allowed them to develop their **HL literacy skills**; thus, many of them had *learnt the HL by themselves at home assisted only by their parents*.

- The **role of the extended family** cannot be denied, as frequent visits to the *L1 country*, *communication with relatives* and *access to educational materials and books* are *essential for the support of the minority language*.

HL Maintenance and Transmission

- Most of the participants were **in favour of maintaining the HL** and **transmitting** it to their own children in the future, _the third-generation of immigrants or minority speakers in Cyprus_.

- They appeared to be _positive about multilingualism_ and its _integrative, cultural, symbolic and instrumental values_.

- Not all of them were ready to **return to their L1 country** and considered **Cyprus to be their home country**.

Attrition: Vulnerable domains

- **Code-switching 48%**
- **Pronunciation 46%**
- **Writing   44%**
- **Reading   41%**
- **Syntax   40%**
- **Morphology 38%**
- **Grammar   35%**
- **Lexicon   33%**
- **Speaking   25%**
- **Fluency   25%**
- **Comprehension 18%**
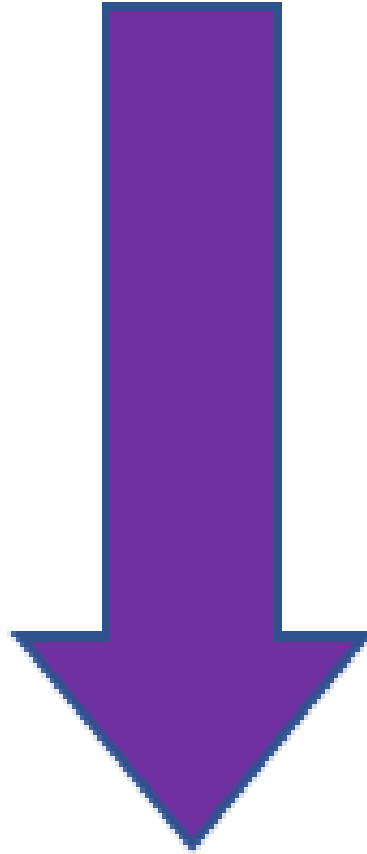
N	L1	Lexicon	Grammar	Pronunciation	Morphology	Syntax	Reading	Writing	Speaking	Comprehension	Fluency	CS
1.	Romanian	25%	25%	25%	25%	25%	50%	50%	0%	0%	25%	50%
2.	Bulgarian	0%	25%	0%	25%	25%	25%	25%	0%	0%	0%	50%
3.	Lebanese	50%	75%	75%	75%	75%	75%	75%	25%	25%	50%	50%
4.	Arabic	75%	75%	75%	75%	75%	100%	100%	50%	50%	50%	75%
5.	Russian	25%	50%	50%	50%	25%	50%	50%	25%	0%	25%	50%
6.	Ukrainian	25%	0%	25%	0%	0%	25%	25%	0%	0%	0%	50%
7.	Georgian	50%	50%	75%	75%	75%	75%	100%	25%	25%	50%	75%
8.	Armenian	25%	50%	75%	50%	50%	25%	25%	25%	25%	25%	50%
9.	Russian	50%	75%	75%	75%	75%	50%	50%	25%	25%	50%	50%
10.	Arabic	50%	75%	75%	75%	75%	75%	75%	50%	50%	50%	75%
11.	Russian	25%	50%	50%	50%	50%	50%	75%	25%	25%	25%	25%
12.	Arabic	25%	25%	50%	25%	25%	0%	0%	0%	0%	0%	25%
13.	Polish	50%	75%	75%	75%	75%	75%	75%	25%	25%	25%	75%
14.	Ukrainian	25%	25%	25%	25%	25%	0%	0%	0%	0%	0%	50%
15.	Albanian	25%	25%	75%	50%	50%	75%	75%	25%	0%	25%	50%
16.	English	25%	0%	25%	0%	0%	0%	25%	0%	0%	25%	50%
17.	English	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%
18.	Greek	25%	0%	25%	0%	25%	0%	0%	25%	25%	25%	50%
19.	Romanian	25%	25%	50%	25%	50%	50%	50%	25%	0%	25%	75%
20.	Greek	25%	0%	25%	0%	0%	0%	0%	0%	25%	25%	25%
21.	Greek	0%	0%	25%	0%	0%	0%	0%	0%	25%	25%	25%
22.	Greek	25%	0%	25%	0%	25%	0%	0%	25%	25%	25%	25%
23.	English	25%	0%	25%	0%	0%	25%	25%	25%	0%	0%	25%
24.	Russian	25%	50%	50%	50%	50%	50%	50%	50%	25%	25%	50%
25.	Armenian	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
26.	Russian	50%	25%	25%	50%	50%	50%	50%	50%	25%	25%	25%
27.	Greek	25%	0%	25%	0%	0%	0%	0%	0%	0%		25%
28.	Russian	50%	50%	50%	75%	75%	75%	75%	100%	25%	25%	50%
29.	Georgian	50%	50%	50%	50%	50%	75%	75%	50%	25%	25%	75%
30.	Georgian	25%	75%	75%	75%	75%	75%	100%	25%	25%	25%	50%

Attitude and motivational questionnaire

- The results of the **attitude** and **motivational questionnaire** (Schmid and Dusseldorp, 2010) indicated that, overall, the participants moderately or strongly agreed that it was _important to support minority/HL and culture_, and that the presence of **heritage speakers in Cyprus** increased **its cultural and linguistic diversity**.

- With regard to their **attitudes towards foreign languages**, _immigrant and minority speakers_ moderately or strongly agreed that the **knowledge of foreign languages** was _essential for communication, education, travelling and entertainment_.

Part 1: Your attitude towards L1 people in Cyprus	Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
L1 people in Cyprus are a very sociable, warm-hearted and creative people.	0%	0%	31%	**54%**	15%
I would like to know more L1 people in Cyprus.	8%	0%	**54%**	23%	15%
L1 people in Cyprus add a distinctive flavour to the Cypriot culture.	0%	8%	**62%**	**30%**	0%
The more I get to know the L1 people in Cyprus, the more important it is to me	8%	23%	31%	15%	23%
Some of our best citizens are of L1 descent.	15%	0%	**54%**	**31%**	0%
The L1 heritage is an important part of our Cypriot identity.	0%	7%	**31%**	**31%**	**31%**
Most L1 people in Cyprus are so friendly and easy to get along with that Cyprus	8%	8%	**62%**	15%	7%
Part 2: Your attitude towards foreign languages	Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
If I were visiting a foreign country, I would like to be able to speak the language	0%	8%	0%	**54%**	**38%**
It is important to learn foreign languages.	0%	0%	0%	8%	92%
I wish I could speak another language perfectly.	0%	8%	0%	23%	**69%**
I want to read the literature of a foreign language in the original language rathe	8%	0%	**31%**	**38%**	23%
I often wish I could read newspapers and magazines in another language.	8%	8%	**46%**	15%	23%
I would really like to learn a lot of foreign languages.	0%	0%	24%	**38%**	**38%**
If I planned to stay in another country, I would make a great effort to learn the	0%	0%	15%	**46%**	**39%**
I enjoy meeting and listening to people who speak other languages.	0%	0%	24%	**38%**	**38%**
Studying a foreign language is an enjoyable experience.	0%	0%	8%	**46%**	**46%**

Attitudes towards Cypriots and CG

- In general, **minority and heritage speakers in Cyprus** had _a positive attitude towards the Cypriots_ and found them to be _friendly, hospitable, cheerful, agreeable, kind and generous_, and stated that the **(Cypriot) Greek language played an important role in their lives**.

- The participants moderately agreed that **L1 speakers** were, in general, _sociable, warm-hearted and creative people_ who were _trustworthy, cheerful, agreeable, kind and generous_, and said that they would like to meet more L1 people.

Part 3: Your attitude towards Cypriots	Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
Cypriots are considerate of the feelings of others.	0%	8%	62%	**30%**	0%
I have a favourable attitude towards Cypriots.	0%	8%	54%	**31%**	8%
Cypriots are trustworthy and dependable.	0%	15%	38%	**47%**	0%
Cypriots are very friendly and hospitable.	0%	0%	15%	**77%**	8%
Cypriots are cheerful, agreeable and good humoured.	0%	0%	38%	**62%**	0%
Cypriots are a very kind and generous people.	0%	8%	46%	**31%**	15%
Learning (Cypriot) Greek is really great.	0%	0%	8%	**54%**	**38%**
Part 4: Your attitude towards L1 people	Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
L1 people are a very sociable, warm-hearted and creative people.	0%	8%	38%	**38%**	16%
I would like to meet more L1 people.	0%	0%	46%	**38%**	16%
L1 people are considerate of the feelings of others	0%	0%	70%	15%	15%
I have a favourable attitude towards L1 people.	0%	15%	54%	23%	8%
L1 people are trustworthy and dependable.	0%	0%	62%	**31%**	7%
L1 people are very friendly and hospitable.	0%	0%	54%	23%	23%
L1 people are cheerful, agreeable and good humoured.	0%	0%	39%	**39%**	22%
L1 people are a very kind and generous people.	0%	0%	54%	**31%**	15%
L1 people are trustworthy and dependable.	0%	0%	62%	15%	23%

The role of L1 and L2

- The **respondents** acknowledged *the equal role of the L1 and the L2* in their lives, particularly with regard to their **(meta)linguistic awareness, comprehension and production**, **affective domains and culture**.

- Many of the participants agreed that **(Cypriot) Greek** was their *dominant language*, which they used more often than their L1 and to which they had the *strongest emotional ties*.

Part 5: Which language(s) play(s) which role for you?	only Greek	mostly Greek	both	mostly L1	only L1
Language in which you think most often	15%	**38%**	15%	23%	8%
Language in which you dream most often	23%	**31%**	**31%**	8%	8%
Language in which you pray	23%	23%	24%	15%	15%
Dominant language (i.e. language you are "best" at)	24%	**38%**	15%	15%	8%
Language in which you have the largest vocabulary	15%	**46%**	8%	23%	8%
Language in which you have no pronunciation problems	15%	15%	**54%**	8%	8%
Language which you are able to understand / use intuitively	15%	15%	**54%**	8%	8%
Language in which you are familiar with various dialects, slang	15%	54%	23%	0%	8%
Language in which you have an intuitive feeling what is "correct" and "incorrec	15%	30%	**47%**	0%	8%
Language into which you are able to translate	8%	22%	**54%**	8%	8%
Language in which you can understand and make jokes	8%	8%	**68%**	8%	8%
Language in which you swear most often	15%	15%	**39%**	23%	8%
Language to which you have the strongest emotional ties	15%	**30%**	25%	15%	15%
Language / country / culture with which you identity most	15%	23%	**46%**	8%	8%
Language spoken by / with most friends	23%	**62%**	15%	0%	0%
Language used most on a daily basis	8%	23%	**62%**	7%	0%
Language which is your native language.	**30%**	0%	**31%**	0%	39%
Language of which other speakers consider you a native speaker.	15%	15%	**38%**	0%	32%

Task 1: DLC:
Your own Dominant Language Constellation

Spanish

Greek

english

Italian

French

~~French~~
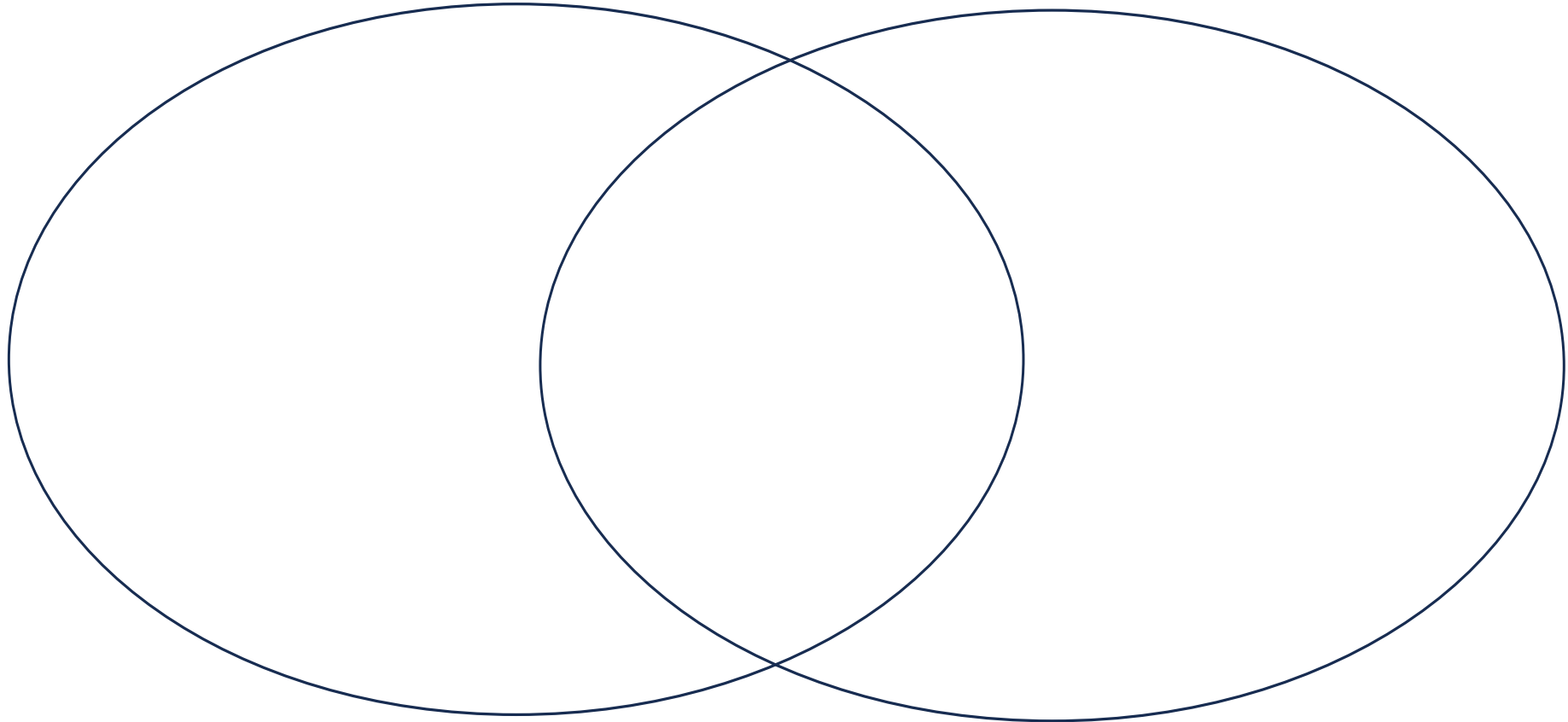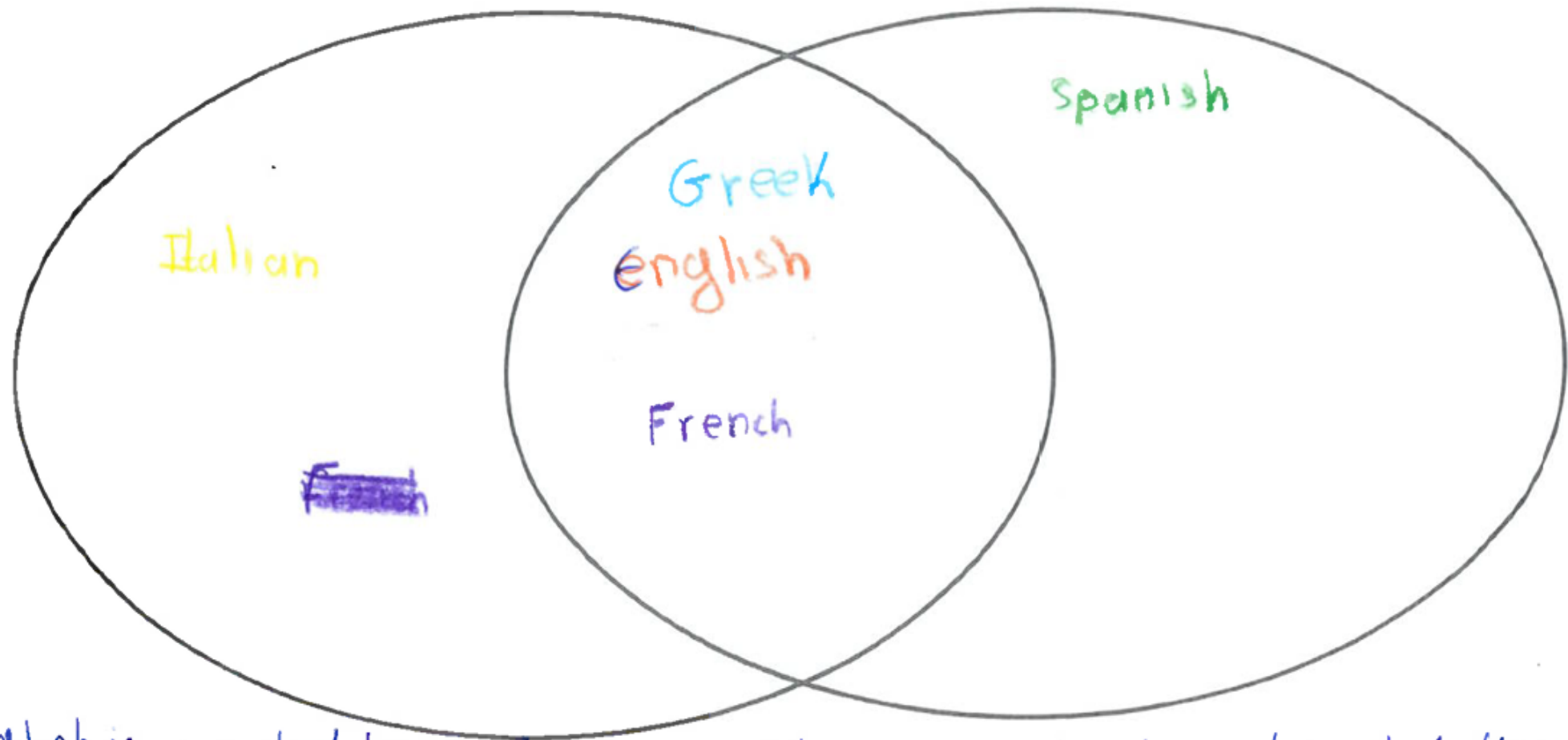
For me english is important because its a universal language and the most people talk up english from young age to communicate. Also Greek is special for me because it is my mother tongue and it's important to use it. Italian and spanish have such a beautiful pronunation. but they're not very important for me.

French

Greek
Romanian
English
Cypriot

Spanish
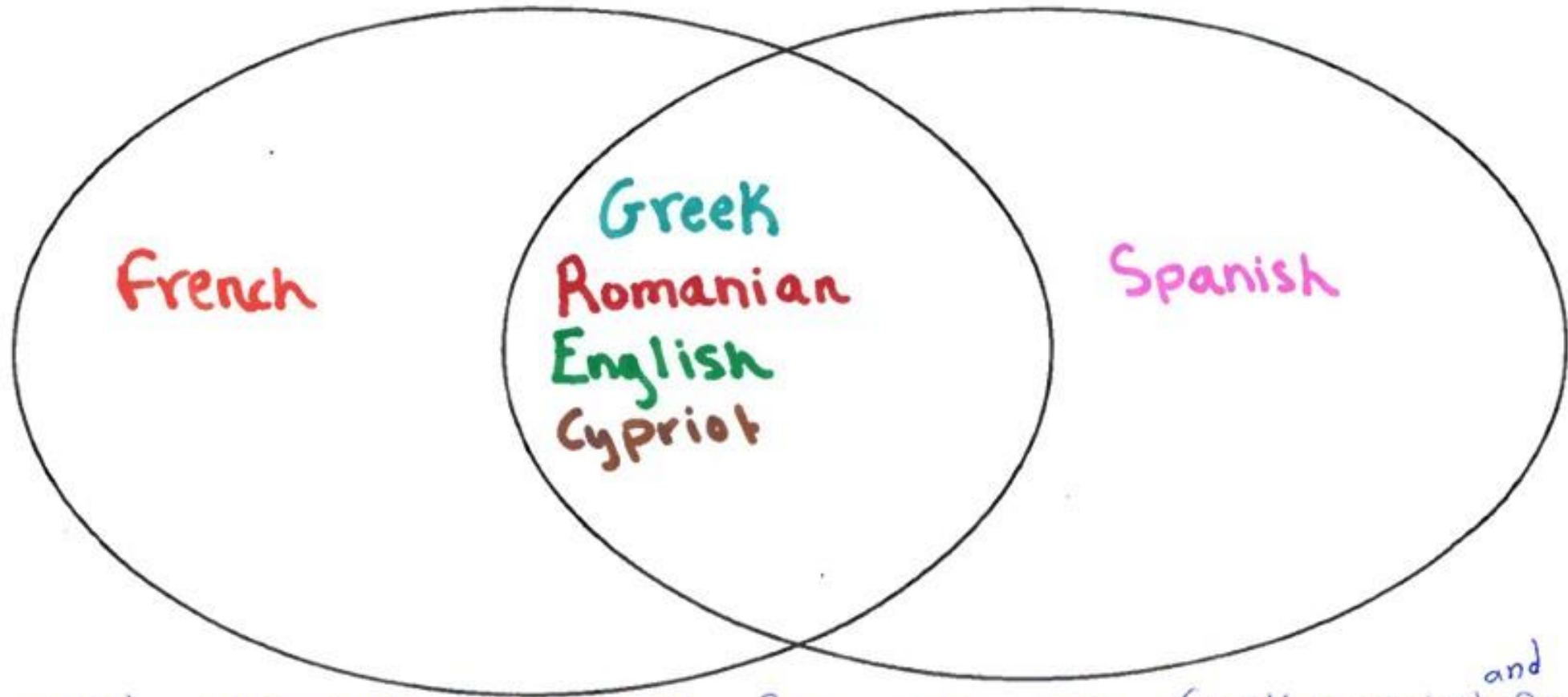
The most important Languages for me are Greek, Cypriot and Romanian
because I use them to speak at home and English because it's so
important, I love this language and because I want to study English in
the future!

Task 2: Material Culture

- Please think about the concept of the material culture.

- Please provide examples of material culture objects in your environment (e.g. home) relevant to different languages and cultures.

Difference

Material Culture	Non material culture
Material **culture consists of concrete and tangible** objects like tools, implements, furniture, automobiles, books, buildings, dams etc. These concrete and tangible objects are man-made.	**Non-material culture consists of intangible** and **abstract** objects. In includes customs, tradition, habits, manners, attitude, beliefs, language, literature, art, law, religion etc.

Part Three:
FLP: Affective Domain and Socialisation

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Research

The Interrelationship of Family Language Policies, Emotions, Socialisation Practices and Language Management Strategies

Author: Sviatlana Karpava

Abstract

Multilingual families in immigrant/minority language contact settings face various challenges that are related to their affective and emotional domains, as well as to their well-being. This study investigated the interrelationship of the family language policies (FLPs), emotions, socialisation practices and language management strategies of immigrant Russian and mixed-marriage families in Cyprus. The participants were eighty multilingual families from low-middle-high socio-economic backgrounds, including two- and one-parent families who resided in rural or in urban areas. Forty were mixed-

JUMP TO   **DISCUSSIONS**

Abstract

Introduction

Family language policy

Socio-emotional well-being: Positive and negative emotions of parents and their children

Methodology

Results

Discussion and conclusion

Competing interests

References

The Aim of The Study

- **Bilingual** and **multilingual families** in _immigrant, minority, language contact settings_ face various challenges that are related to their affective, emotional domain and well-being (De Houwer, 2006, 2015; Little, 2017; Wang, 2013).

- This **study** investigated **the interrelationship** between _family language policy, emotions, socialization practices and language management strategies of Russian immigrant families in Cyprus_.

Socio-emotional and Cognitive Domains of FLP

- The **socio-emotional and cognitive domains of FLP**, as well as the *interaction of the various components of the FLP*, such as *interplay, reciprocity, dynamics and directionality,* have been within the scope of interest in recent studies (Hollebeke et al., 2020).

- **The parents' and children's positive beliefs and attitudes** *trigger the development of a facilitative environment for language development and support* (Makarova et al., 2019; Schwartz, 2012).

- In addition, **parental efforts** to *use, maintain and transmit the heritage language* in collaboration with **heritage and community schools** have **a scaffolding effect** (Mattheoudakis et al., 2017) on the **children's language proficiency.**

Participants

- **This study** investigated the **interrelationship** of _FLP, emotions, socialisation practices_ and _the language management strategies_ of **Russian immigrant families in Cyprus**.

- The **participants** were **80 multilingual families** with _low-middle-high socio-economic backgrounds_, including _two- and one-parent families who resided in rural or urban areas_:

- **40 mixed-marriage** (_Russian wife and Greek Cypriot husband_) families and
- **40 Russian-speaking** (_both spouses Russian_) **immigrant families** residing in Cyprus were investigated.

Participants: Age, LoR and AoO
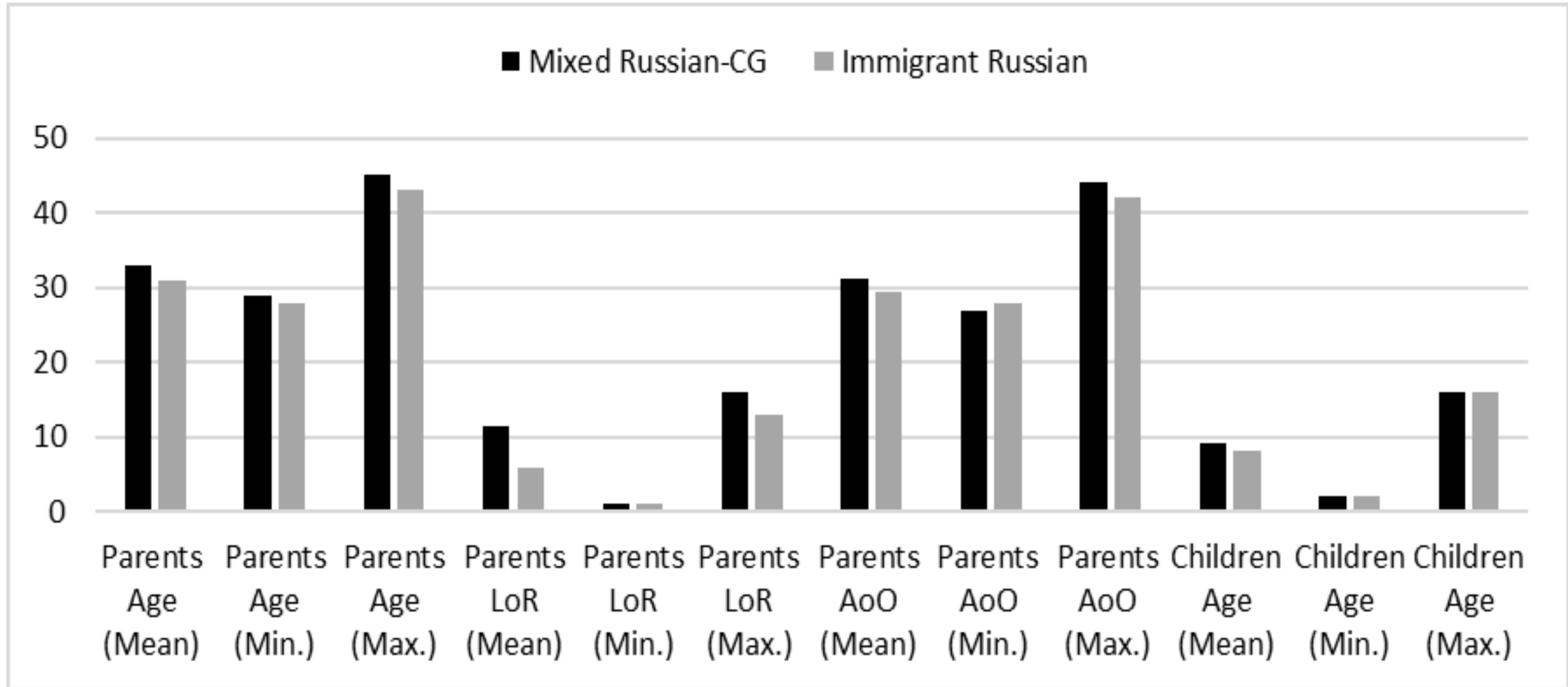
Materials And Procedure

- We used **questionnaires** (Karpava, 2021; Otwinowska & Karpava, 2015) and **semi-structured qualitative interviews** (Foley et al., 2021) to *take affiliative, empathic and emotional aspects into account* (Catalano, 2016; Costa & Briggs, 2014; Prior, 2016, 2017), **in line with ethical considerations** (Dewaele, 2013; Gibson & Zhu, 2016).

- **Open-ended questions** allowed the **participants** to express their *views, feelings and experiences* about their *life trajectories, migrant experiences, FLPs, the development of their home language and their emotions* (Iwaniec, 2020; Rolland et al., 2020).

Results: Family Type and Family Language Policy

- A **thorough analysis** of the *different family types* revealed both **differences and similarities** amongst **Russian speakers in Cyprus** and **their FLPs**.

- The **Russian speakers** incorporated *a wide range of language repertoires* into their daily lives.

- **Multilingualism** and the **maintenance of the Russian language and culture** were usually *encouraged*, as was *the childrens' development of literacy in the Russian language*; the **parents** often adopted the **one-parent-one-language (OPOL)** approach at home.

FLP: Translanguaging, Dynamic Multilingualism

- In many instances, the **FLPs** were characterised by **translanguaging** to enhance *dynamic multilingualism* and *emotional well-being in the home*.

- However, **not all of the efforts** resulted in **successful language transmission**, which may have been due *to individual and/or societal differences and family configurations*.

- **The analysis of the data** showed that there was **a close association** of the *family type, the FLP, emotional salience, socio-emotional well-being and the development of the home language*.

Factors that Affected the Development Of the Home Language in Russian Families in Cyprus
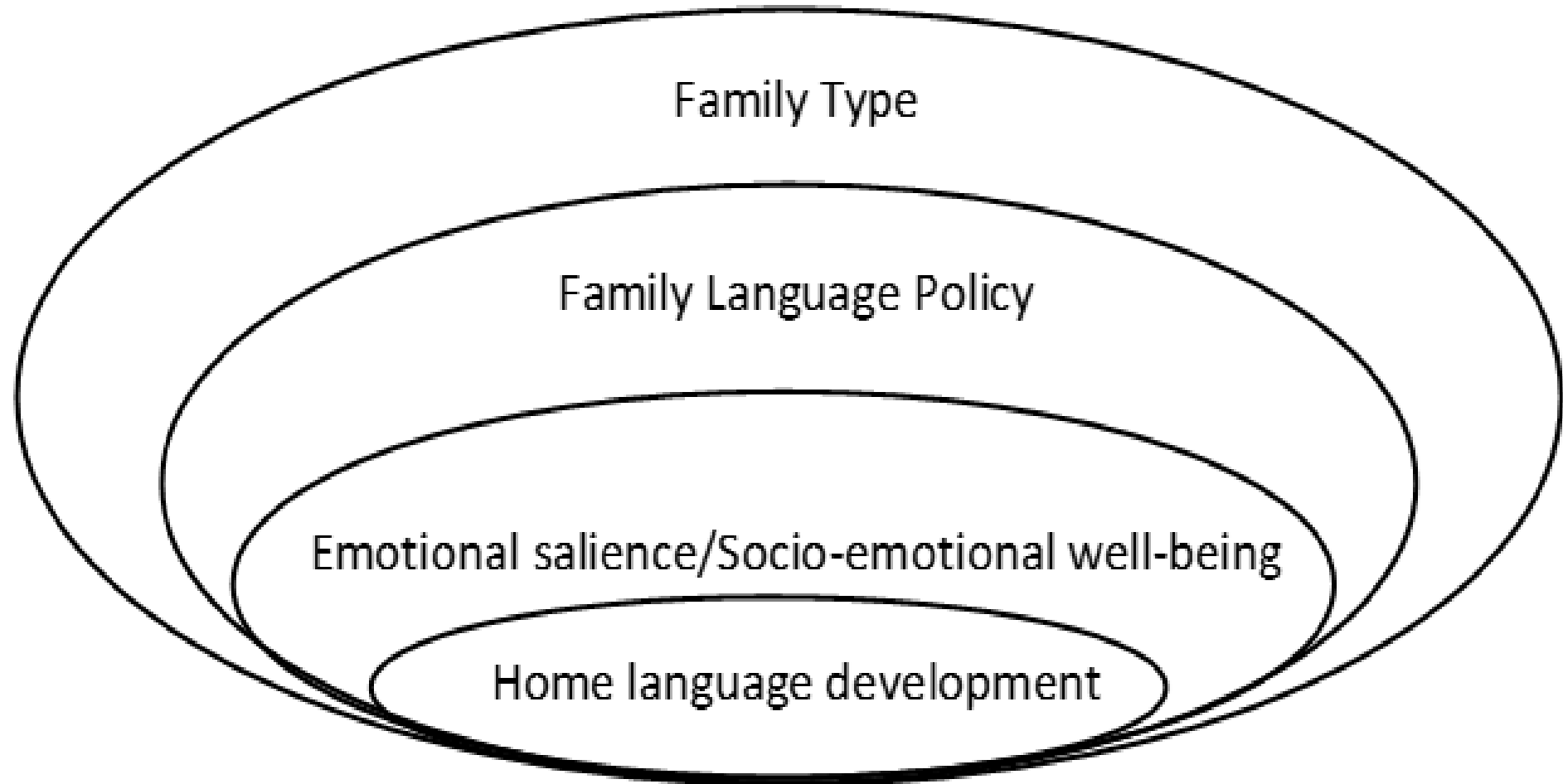
Home Language Development

- It was found that **home language development** depends on the **socio-emotional well being of children** and **their parents**, on the **FLP** and *the family type as endogamous and exogamous families* differ in terms of their **FLP**,

- which lead to *different outcomes regarding their home language use,*
- *maintenance and transmission* and
- *associated with their affective domain and emotional salience*.

HL Use, Maintenance And Transmission, Identity

- **The Russian-speaking spouses** understood the importance of the *use, maintenance and transmission of the heritage language*, but their **efforts** were directed towards both the **majority** and the **minority languages**.

- **Both the parents and the children** in **mixed-marriage families** were characterised by *mixed language and cultural identity* and *translanguaging* in **parent-child interactions**, which is in agreement with the previous research by Müller et al. (2020).

Languages and Cultural Identities of Participants
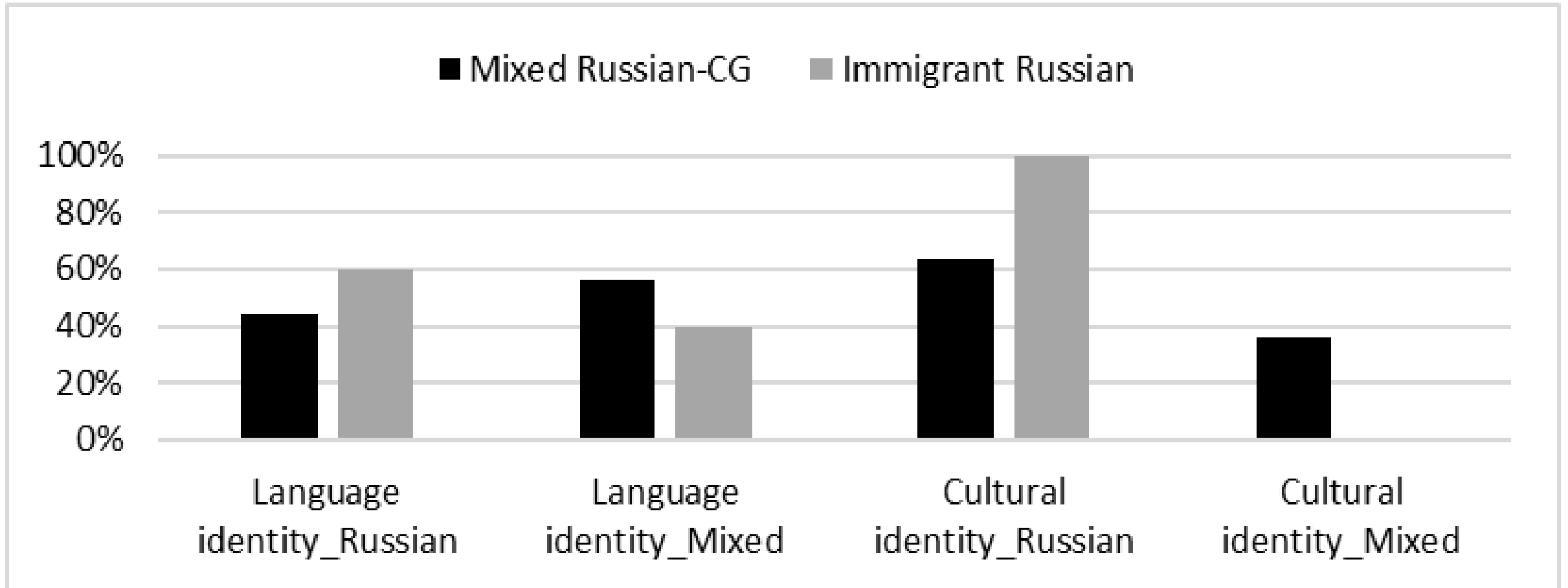
Translanguaging, Socio-emotional Well-being
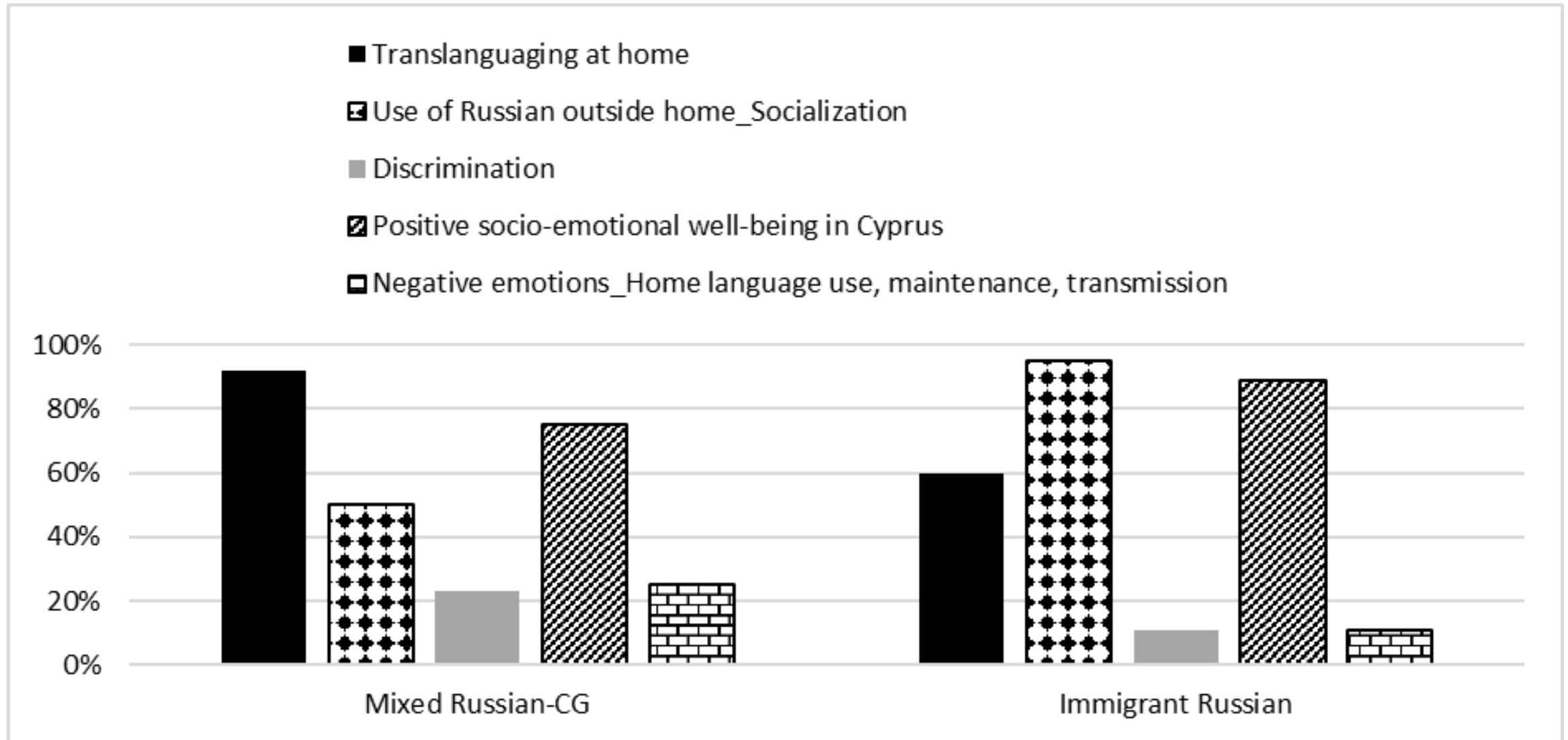
Endogamous vs Exogamous Families

- Overall, **the majority/society language** was **stronger** in the **mixed-marriage families**, and the **minority/heritage language** was **stronger** in the **immigrant Russian families in Cyprus**.

- The results of the **FLP** _were not always in line with the parents' expectations for their children's language outcomes_ (Curd-Christiansen, 2016), but the **parents** were **generally satisfied with their children's progress.**

Educational Preferences of the Families
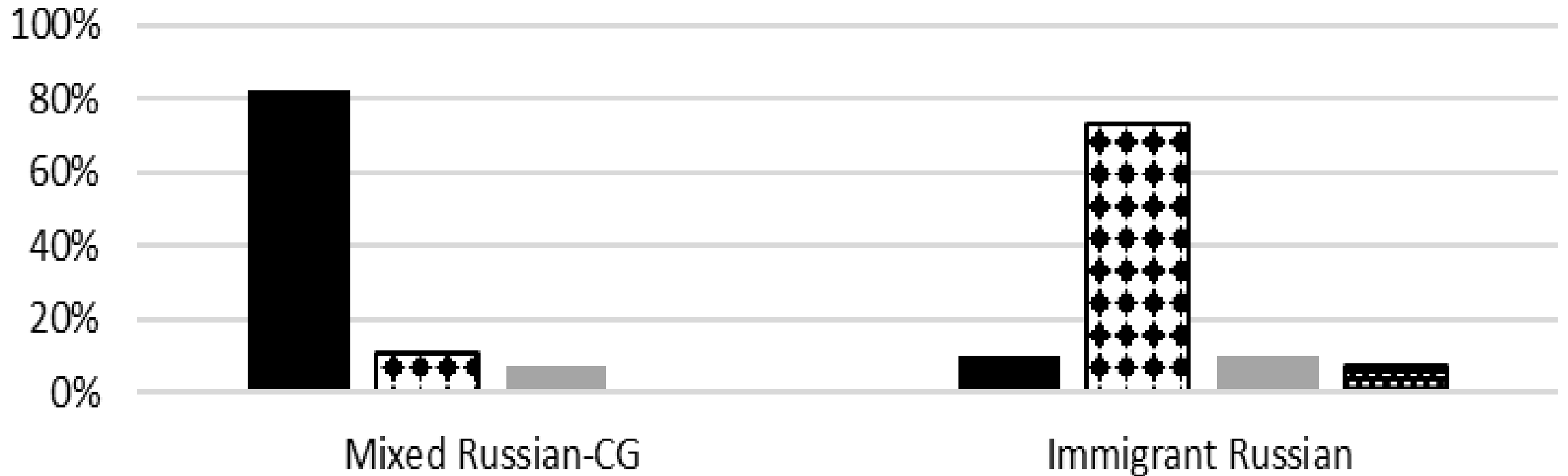
Participants Statuses in the Host Country
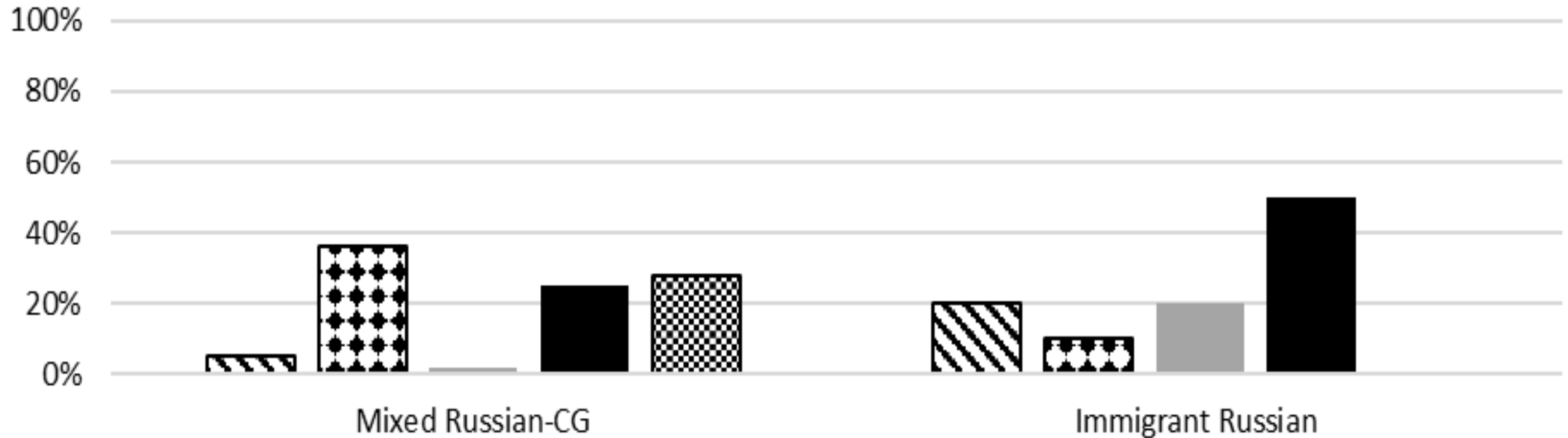
Family Type: Parents' Satisfaction with their Children's Language Use and Literacy Skills in Russian
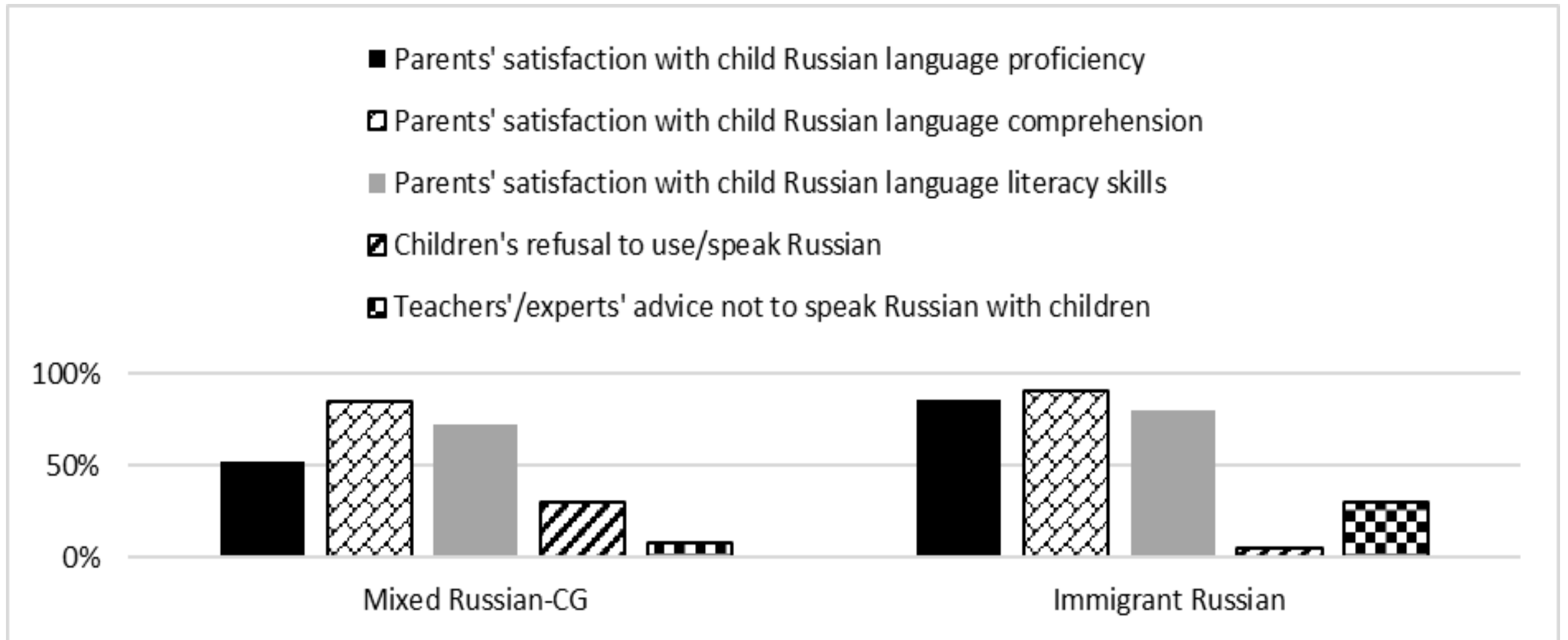
Task 1:

- Please think about the link between FLP and affective domain, socialisation and language management practices.

- Which factors do you think affect FLP in multilingual families?

- Fill in the diagram: