



UNIVERSITY OF
BATH



Families and Community

A Consorted Effort

Xiao Lan Curdt-Christiansen
Department of Education
University of Bath

x.curdt-christiansen@bath.ac.uk

Multilingual Childhoods SIG/REYLL webinar
Language Education Policy and its application at the micro classroom level

9 September 2020

Outline

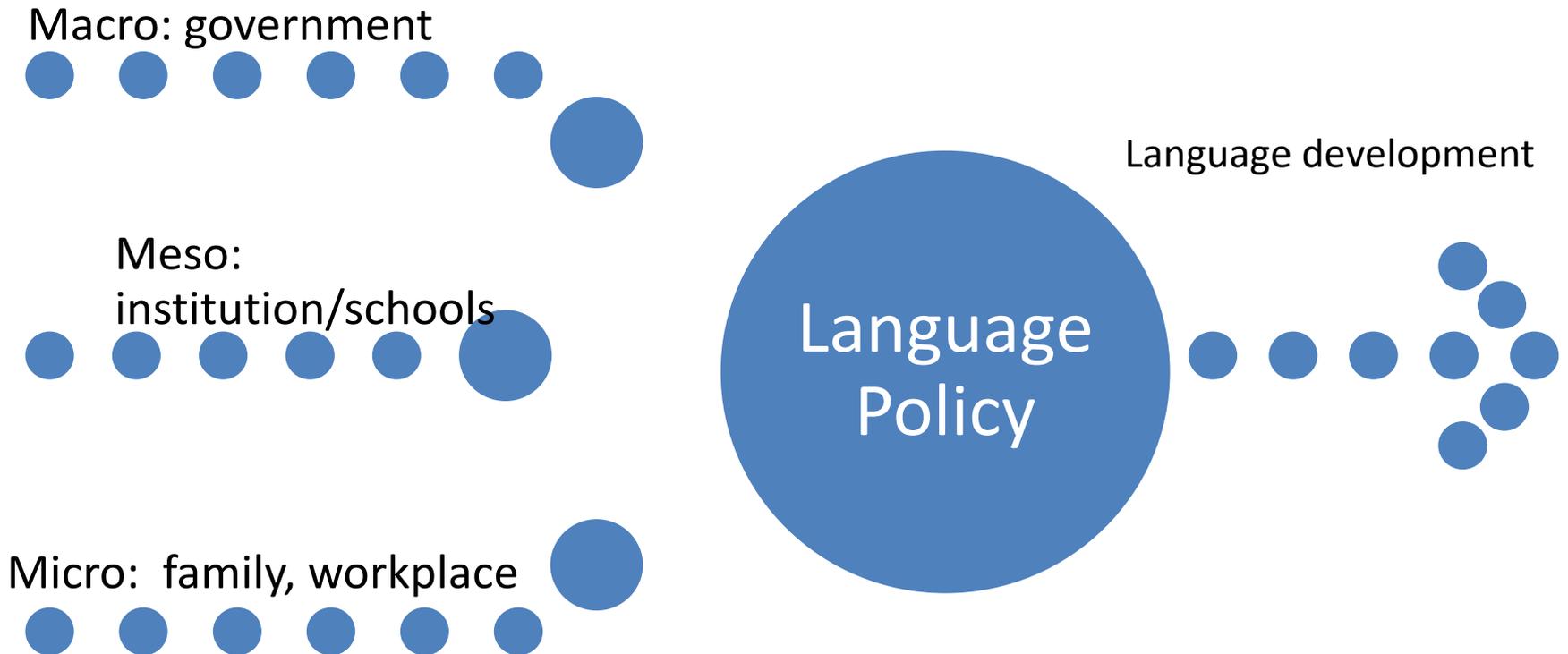
FLP and LPP at Meso-level

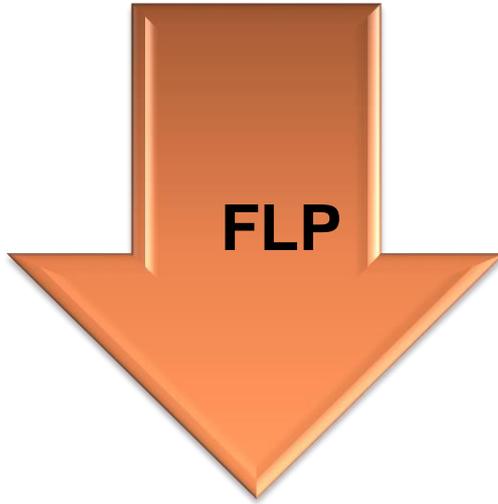
What Factors: internal and external?

Pillars: **community**, media and **school**

How Can FLP enhance our understanding of multilingual Children's language development?

Language policy and planning

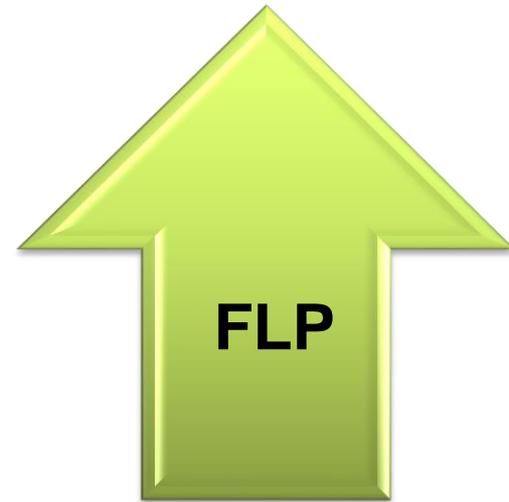




Macro level

Community - meso level

**Micro level
Practices**



Family Language Policy and Meso –level LPP

Conscious involvement

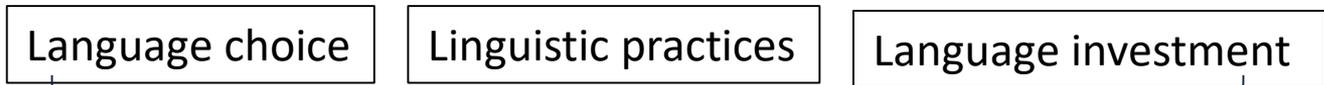
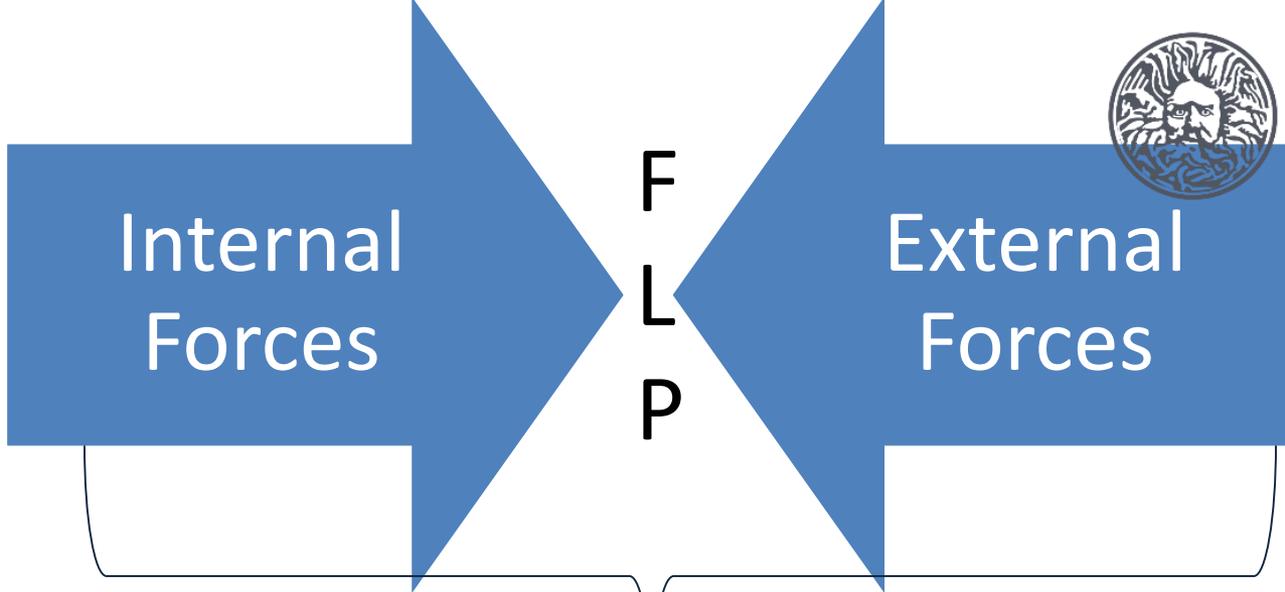
FLP



Resources

community

Raising
multilingual
children



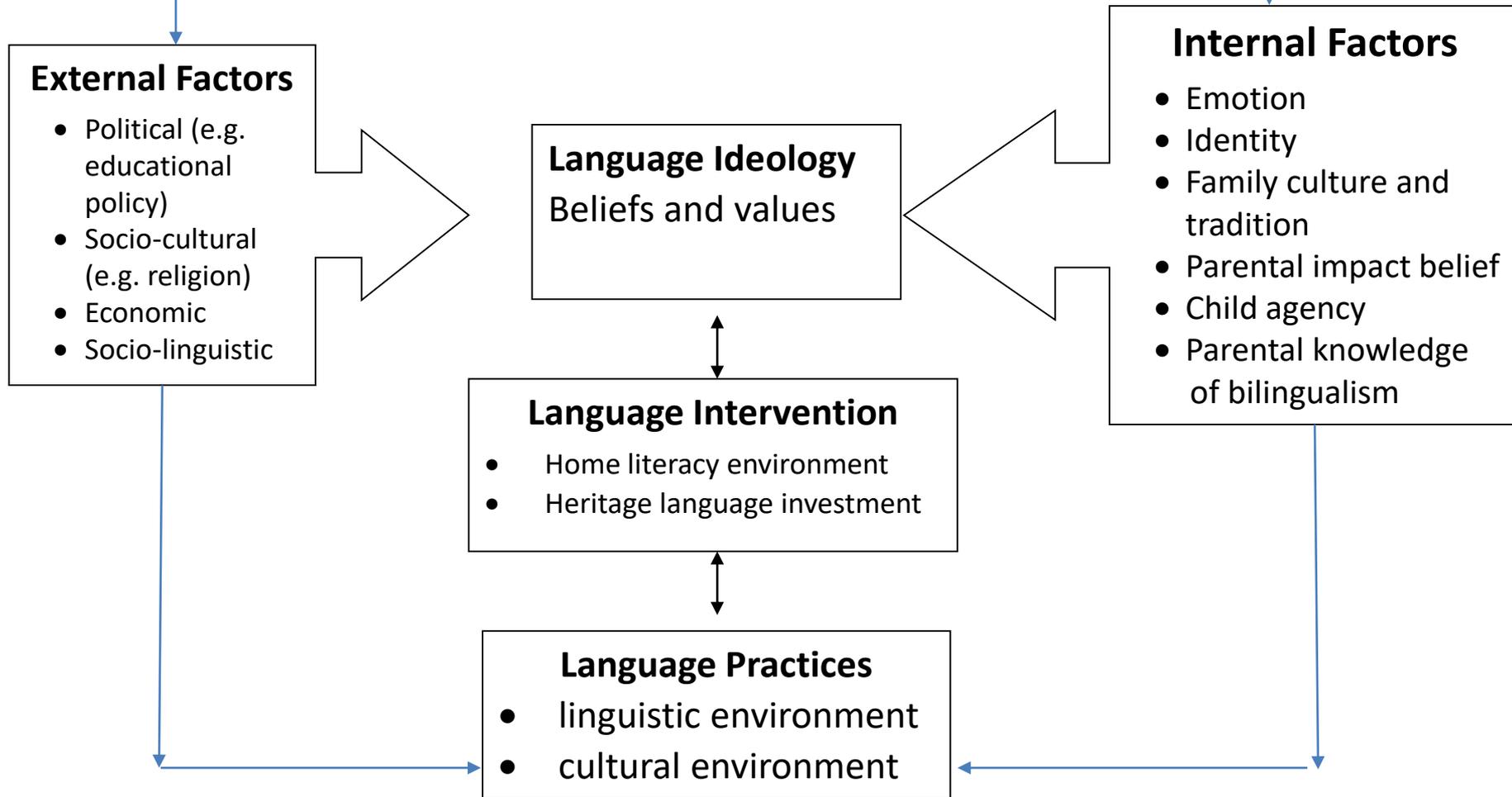
Domain
(Spolsky, 2009)



aspect



Dynamic Model of Family Language Policy

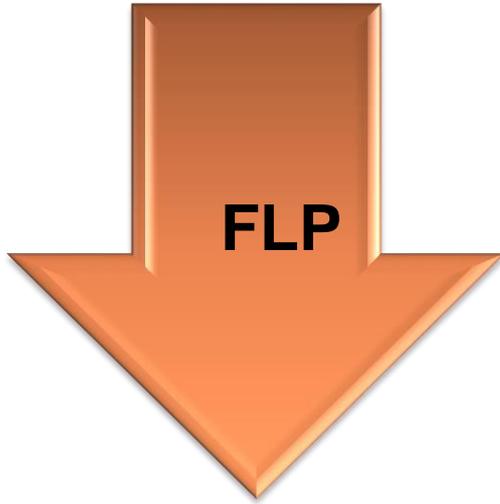


Internal Factors

- Internal factors refer broadly to language-related variables that can maintain or break a close family bond and intimate relationship between family members (Curdt-Christiansen, 2020)
- Emotion, identity, impact beliefs, child agency, parental knowledge of bilingualism

External Factors

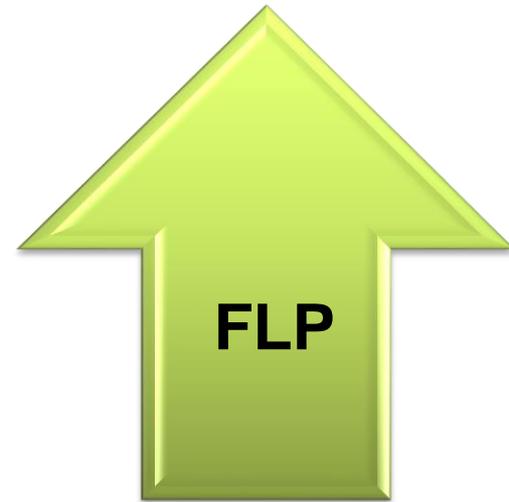
- competing forces are most visible in
 - language status
 - political allegiance
 - educational goals
 - economic benefits



external

Community - meso level

Practices





Family Language Policy

A Multi-Level Investigation of Multilingual Practices in Transnational Families



Research Team



Prof. Xiao Lan Curdt-Christiansen(PI)
University of Bath



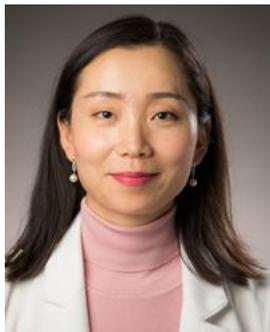
Prof. Li Wei (CI)
IOE, UCL



Prof. Zhu Hua (CI)
BBK, College of London



Dr Jing Huang
University of Bath



Sahra Abdullahi
IOE, UCL



Dr Kinga Kozminska
BBK, College of London

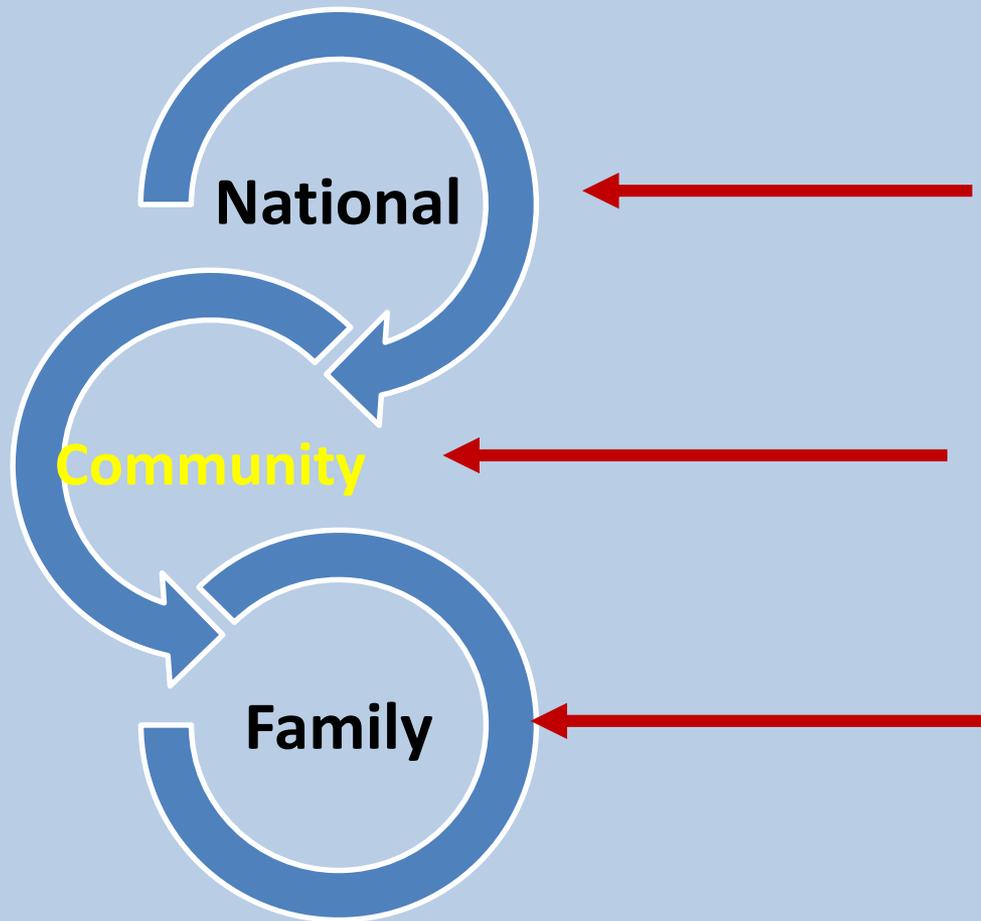




Objectives

- How do mobility and on-going changes in sociocultural contexts impact on FLP?
- How do similarities and differences between communities with regard to migration history, linguistic environment, cultural condition, and socio-political system affect the decision making processes in families?
- How do families of different types in different communities with (dis)similar access to knowledge and resources deal with the rhythms and realities of everyday life in their different languages?
-

Multi-level Design



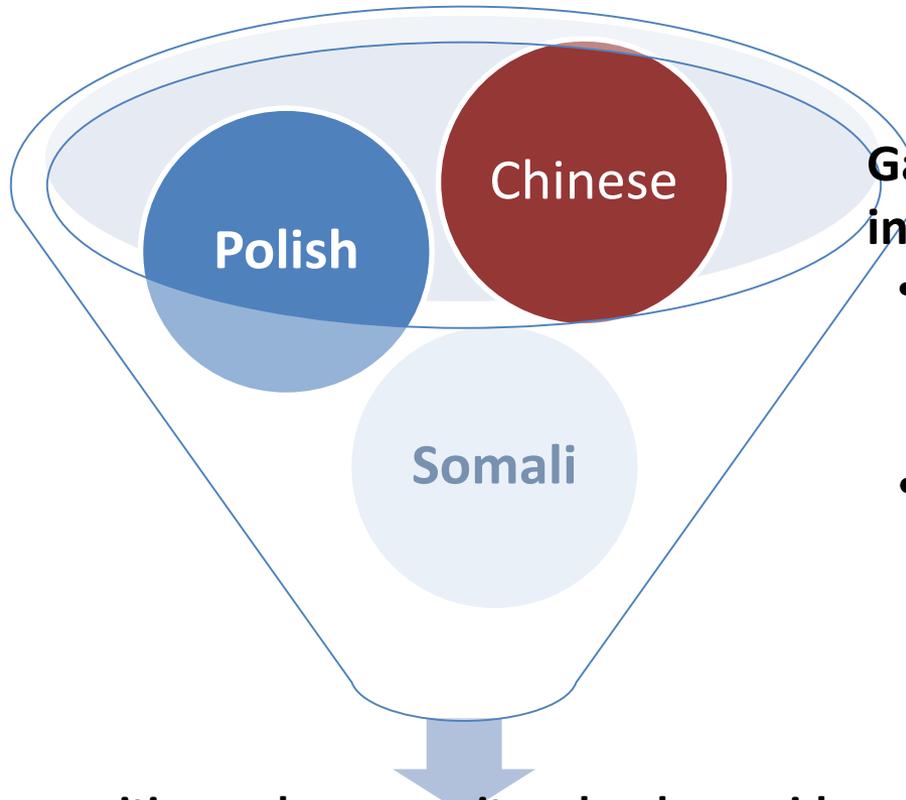
- Changes of perspective
- Public attitude
- Existing FLP types

- **Chinese**
- **Polish**
- **Somali**

- *Different ESE backgrounds*
- Different structures

Community Level

- migration,
- demographic characters
- **Multilingual histories**



Gain further insights

- different migration experiences,
- **linguistic and educational backgrounds**

how communities and community schools provide affordances and constraints influencing parental decisions and involvement in their children's multiple language development

What role does Community Play in FLP?



- Why do parents need to have community support?
- What role does community play in supporting minority language development?
- What's the relationship between FLP and community?

Pillars (Li Wei, 2018)

**Community
association**



**Heritage
language
schools**



Community
language
media

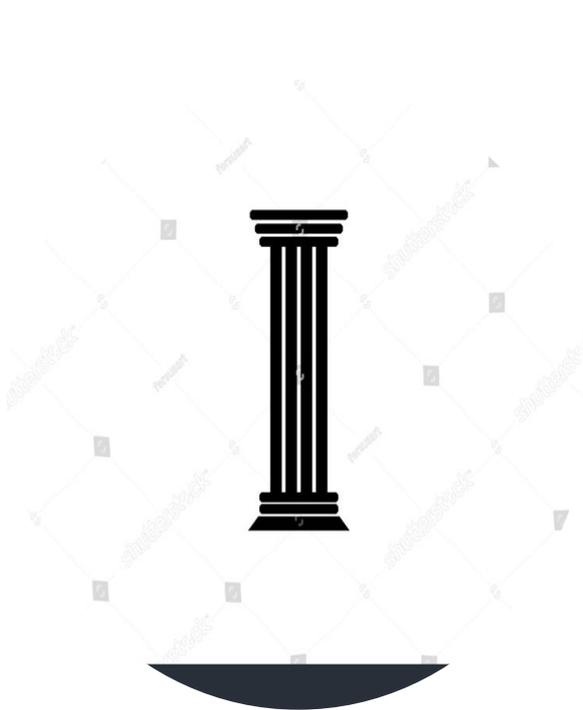


Bath, Bristol, London, Birmingham, Reading, South Hampton

Data collection

- Community events
- Participant observation
- Focus-group interviews
- Individual interviews
- Document collection

Pillar 1: Organisation



Chinese

Polish

Somali

- Townsman associations
 - Community Centres
 - WeChat groups
 - Grassroots organisations
 - post-war organisations
 - post-EU-accession
-
- International org
 - Local org
 - Religious org

- **Mission**
- preserve and promote Chinese culture, arts and identity,
- help the community to better integrate into mainstream UK community. -
- Multilingual community practices
- Digitalized community communication (groups on social media)
- Grassroots groups (unofficial)

The Chinese case

Community level



The Polish Community – General Findings

- While often seen as a fairly homogenous ethnic group in British society (Garapich 2008), there is **significant internal diversity/heterogeneity**
- Grassroots organizations: **offline** and online ‘Polish’ activities are **mediated and largely experienced through the MONOGLOT IDEOLOGY of Standard Polish**, with Polish and English resources often **in separate domains** despite emerging language mixing practices.
- At community level, bilingualism is seen as **positive**, usually defined as the ability to use **DISCRETE** linguistic codes from two **SEPARATE** cultures.
- Fairly low participation levels in community organizations in offline sites.

Somali Community – General Findings

- English is prioritised
- Organisational working language is English
- Much effort is put into maintaining the Somali culture and heritage, as well as defining **Somaliness** for the diaspora community.
- However a lot of this work is done in English particularly Somali youths are involved
- Most Somalis are from **transitional families with multiple languages** in their repertoires
- Little literacy skills in Somali

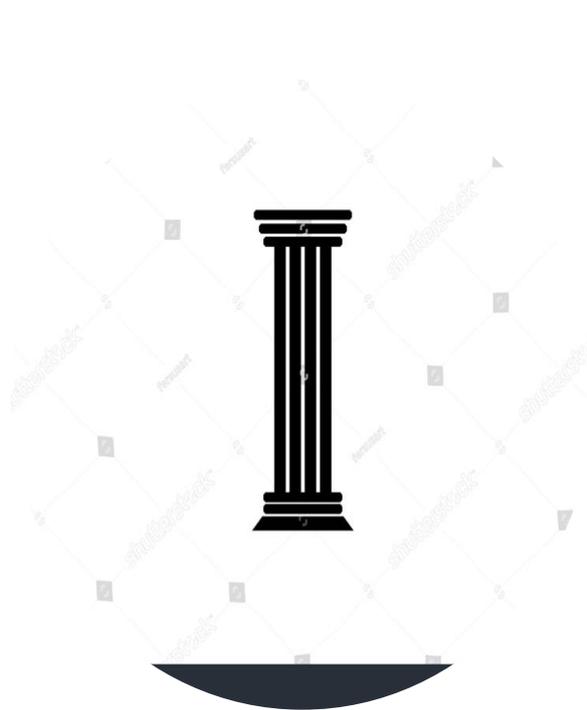
Cultural events:
photo exhibition;
dragon festival
(public)

Linguistic and cultural
resources

Activities: sports;
religious; children's
clubs (within the
community –linguistic)

Political events:
Somali Week
Festival; Anti-
Tribalism
Movement

Pillar 2: Community School



Chinese

Polish

Somali

- 157 schools
- 177 Saturday schools
- Educational tuition centres
- No community school

The distribution of Chinese community schools

Region	Sub-region	Number
London	London	35
England (excl. London)	North East	95
	North West	
	Yorkshire and The Humber	
	East Midlands	
	West Midlands	
	East	
	South East	
	South West	
Wales	Wales	5
Scotland	Scotland	18
North Ireland	North Ireland	4
Total		157

Source: UKAPCE 英国中文教育促进会

What role does Community Play in FLP?

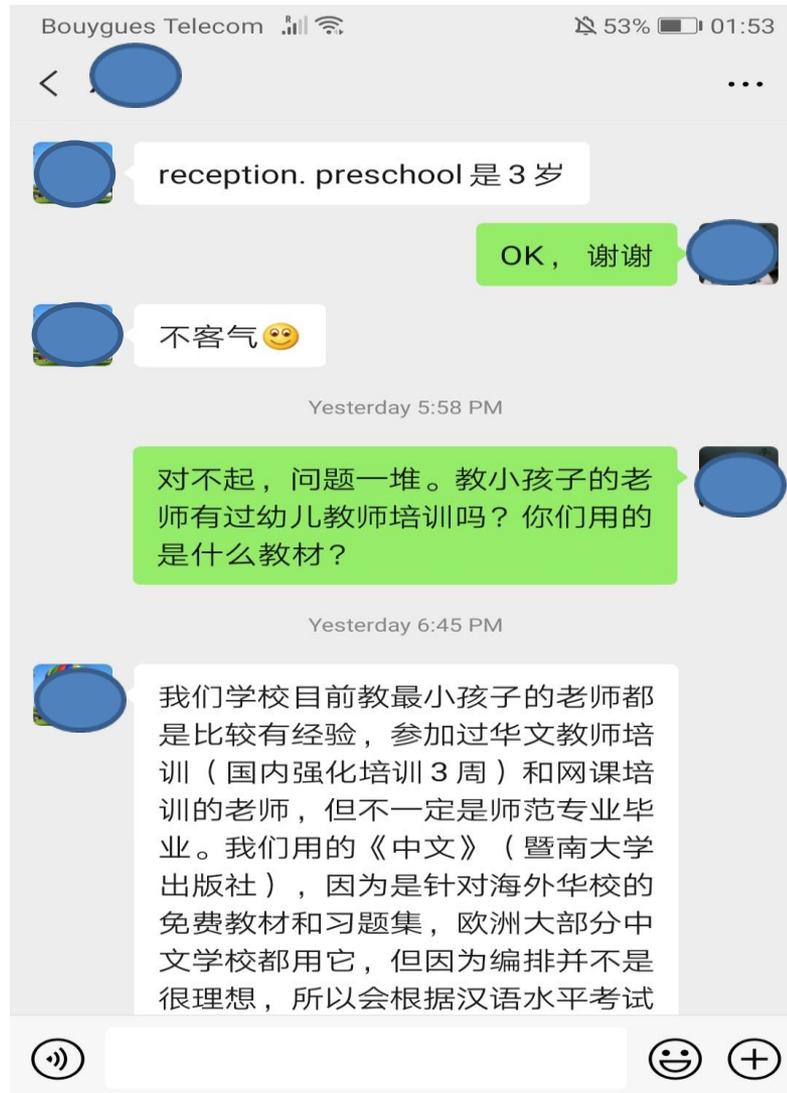


Children play group
Organised by mums
Why do parents organise such groups?
What are the purposes of the group?

- Numbers?
- Why such organisations are not mobilised through community centres/associations?
- No official visibility

Preliminary data sharing

Interviews



Early childhood education in Community schools

- Age 4
- Teachers experienced in teaching
- Have teaching certificate in China
- Not teaching certificate in the UK
- Materials are from China
- No local based teaching resources

School and Parents

- Volunteer parent teachers are required
 - identify any individual child's abilities and characters; (parent/teacher interview);
 - adopt different teaching methodologies to teach the children to the best of their abilities (teachers meeting);
 - listen to the parents and the children, to improve the teaching and learning (contact and feedbacks – the class teacher or headteacher or the chair of the committee) (parent/teacher review);
 - work closely with the parents to improve your child(ren)'s progression (parent/teacher review annually to discuss individual child's progress and targets).

School and Parents

- schools ask the parents to
 - encourage and help the children (if possible) at home to exercise and do the homework: cannot expect improvement with only two hours lesson a week
 - discuss with teachers of your child(ren)'s progress, set realistic goals/targets, and work with the teacher
 - share the responsibilities to safe guard the children, especially for the duty parents;
 - contribute to the school development in all forms: time, effort and financially: school committee; parent rota; class co-ordinator; school activities helpers, etc. (volunteers to set up school forum as a constructive medium to discuss school development issues).

Working with parents

What we really want is the consistent support from the parents. We can't produce a perfect child who knows Chinese and loves Chinese. After all, there are only two hours a week that they come to learn Chinese in school. If the parents are not speaking Chinese at home with their children, let alone working with them on Chinese homework, it is of little use for the children to be here.

(Interview with Mrs Ma, Community school headteacher)

Working with teachers

We are aware of the professional teaching background of our teachers. Yes, many are volunteer parents with little teaching experience, but I always encourage them to take teacher training courses from the universities or teaching institutions.

We also have some trained teachers who share with the rest of group their teaching tips. This is really helpful for those who had no prior trainings. So regular teaching sharing sessions are one of the things we do at our school.

(Interview with Mr Zhang, Community school headteacher)

Grassroots playgroups



Adult: give, say give, I give you this
what would you say, say xiexie

Boy1: ???

Adult1: say xiexie, say thank you

Adult2: would you like to say xiexie

Boy 1: give (passing on a puzzle piece to boy2)

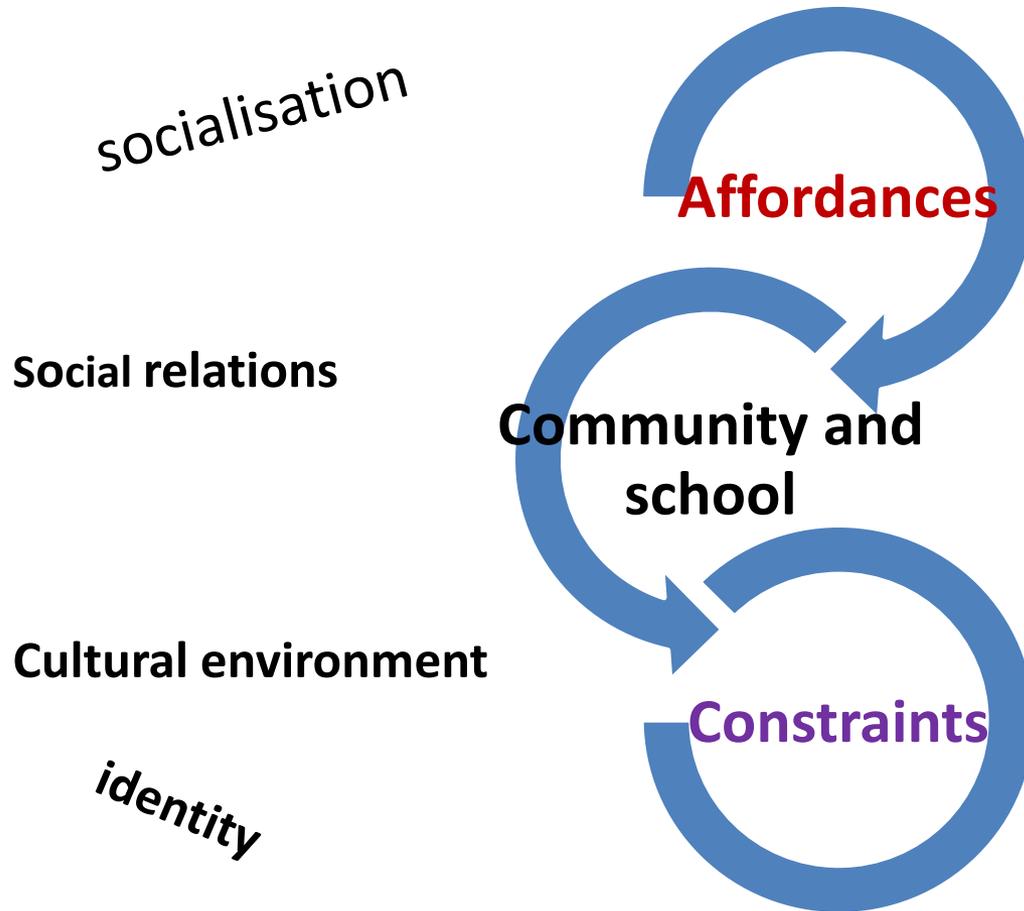
Adult 1: say xiexie

- **Providing socialisation involving**
 - Cultural socialisation
 - Language use
 - Language rules
 - Social norms
 - Vocabulary
 - Social relations
 - Linguistic vitality



- Fewer ethnic bilingual preschools
- Parents are not preschool teachers
- Less language oriented play programmes
- Little advice on how to develop two languages
- Parental concerns about school language

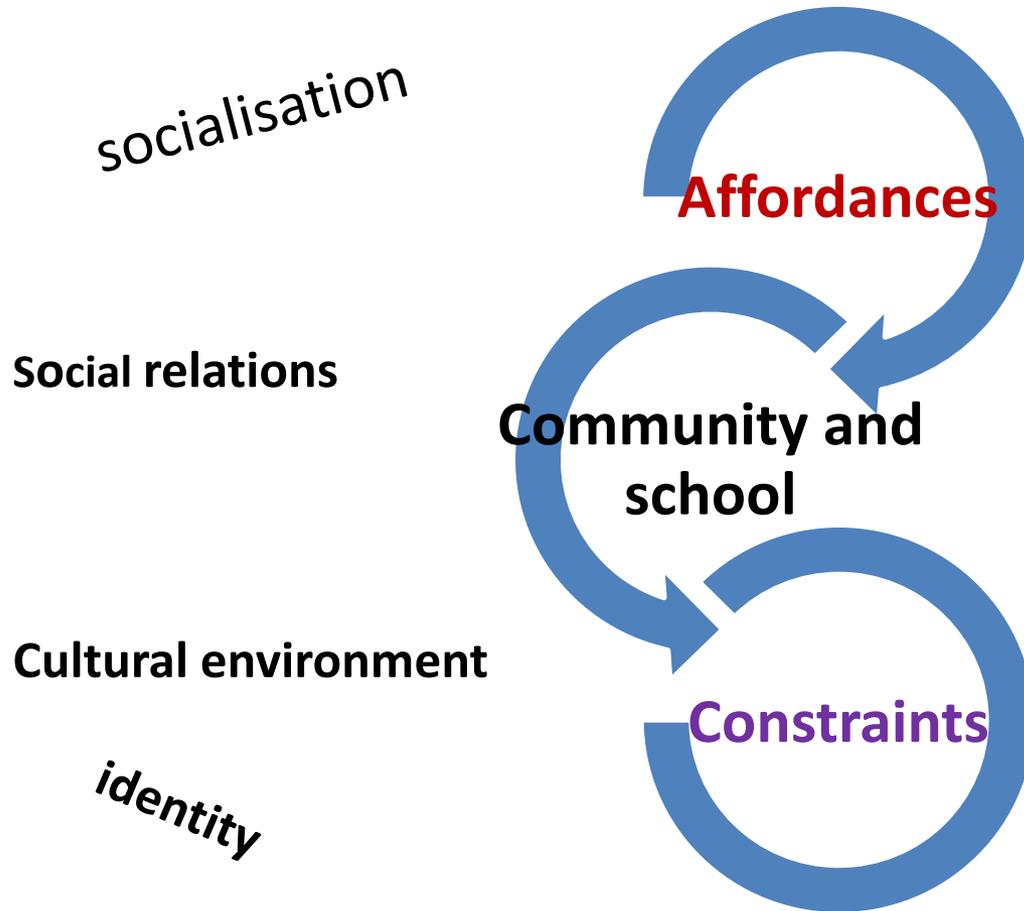
Conclusion



Language support

- Provide resources not available at home
- Expand children's language use in different domains for different purposes (literate language use)
- Provide social environments for language use, identity work
- Set up library and media

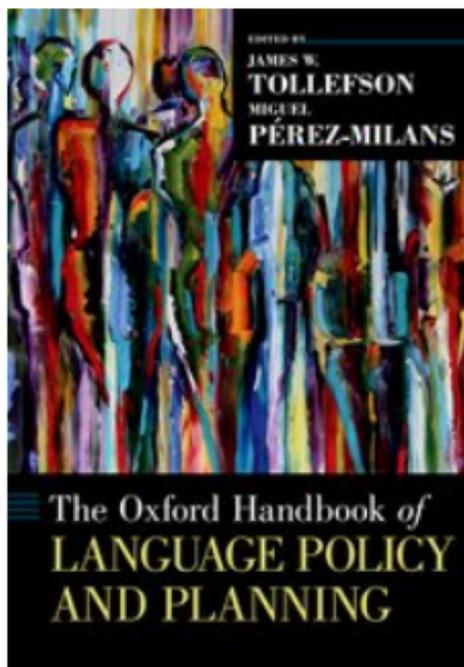
Conclusion



Constraints

- Turn blind eye on the interest and demand for bilingual programme in early years
- Not mobilise the resources from the community
- Minimise the visibility of minority language as a result of 'integration'
- Little use of scientific research to support bilingual early childhood education.

References



Winner of the BAAL Book Prize for 2019

The Oxford Handbook of Language Policy and Planning

Edited by **James W. Tollefson** and **Miguel Pérez-Milans**

Oxford Handbooks

- Offers a history of language policy and planning (LPP) and articulates directions for future research
- Analyzes alternative theoretical and conceptual frameworks in LPP, with an emphasis on recent developments such as ethnography in LPP, historical-discursive approaches, ethics and normative theory, and the renewed focus on socio-economic class
- Overcomes the long-standing division between top-down and bottom-up analysis in LPP research, setting the stage for theoretical and methodological innovation

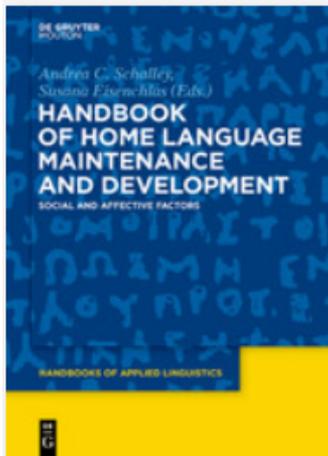
References



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SUBJECTS ▾

PRODUCT TYPES ▾



Handbook of Home Language Maintenance and Development Social and Affective Factors

Ed. by Schalley, Andrea C. / Eisenchlas, Susana

Series: [Handbooks of Applied Linguistics \[HAL\]](#) 18

DE GRUYTER MOUTON



- Thank you!
- 谢谢!
- Dziękuję Ci!
- Mahadsanid!

