Review

Handbook of Home Language Maintenance and Development: Social and Affective Factors
Andrea C. Schalley and Susana A. Eisenchlas (eds) (2020)

Reviewed by Sviatlana Karpava

This edited volume provides an overview of the current international research in the area of home language maintenance and development. The aim of the book is to present an interdisciplinary perspective on the area of investigation, relying on linguistics, education, psychology and sociology, taking social and affective factors into consideration and looking into the micro, meso and macro levels of home language maintenance and development.

The book includes twenty-three chapters arranged into four parts: 'Terminologies and methodologies'; 'Bilingual speakers and their families', with two sub-sections: 'Self-conceptions and affective reactions and 'Family language policy'; 'Grassroot initiatives'; and 'The roles of society', with two sub-sections: 'Social justice' and 'Inclusiveness and formal education'.

In Chapter 1, 'Social and affective factors in home language maintenance and development: Setting the scene', Andrea C. Schalley and Susana A. Eisenchlas establish the context, define the field of research and describe the structure and content of the handbook.

In Chapter 2, 'Making sense of "home language" and related concepts', Susana A. Eisenchlas and Andrea C. Schalley address the issue of concepts and terminology, in particular 'bilingualism', 'multilingualism', 'minority language', 'first language L1', 'mother tongue', 'heritage language', 'home language' and

Affiliation

University of Cyprus, Cyprus
email: karpava.sviatlana@ucy.ac.cy

equinox
www.equinoxpub.com

equinoxonline

challenges related to their definitions. Home language is considered 'a dynamic term referring to international contexts where social units of speakers – the families – negotiate language use in the here and now'. Moreover, it 'has no ideological underpinning', 'highlights both social and affective dimensions, without taking a strong stance' and 'is well-suited to the micro, meso and macro level discussions' (p. 34).

Chapter 3, 'Researching social and affective factors in home language maintenance and development: A methodology overview', written by Päivi Juvonen, Susana A. Eisenchlas, Tim Roberts and Andrea C. Schalley, explores different methodological approaches regarding the field of home language maintenance and development: qualitative, mixed qualitative, mixed qualitative-quantitative, mixed quantitative and quantitative methods of data collection and micro, meso and macro levels of analysis, as well as challenges regarding ethical considerations, data management and dissemination of findings. The authors have emphasised the importance of interdisciplinary research combining sociology, political science, social psychology and linguistics to reflect the new challenges and realities of this fast-growing field of research.

Chapter 4, 'Harmonious Bilingualism: Well-being for families in bilingual settings', written by Annick De Houwer, explains the relationship between subjective well-being and harmonious bilingualism, providing relevant examples of empirical research, main findings, assessment and outlook, with a focus on home language use between children and parents and children's dual-language proficiency. Convergent language choices, early bilingualism in minority and majority languages and (pre)school support of harmonious bilingualism raise barriers to communication at home and outside the family, promote child socialisation and mitigate negative experiences.

In Chapter 5, 'Anxiety as a negative emotion in home language maintenance and development', Yeşim Sevinç examines the effect of anxiety; positive and negative emotions, such as pressure, intergenerational tension and stress; and mixed emotions on instructed second language acquisition (SLA) and family language policy (FLP) in transnational contexts, and assesses home language maintenance and development. The author looks into the possibility of combining sociolinguistic and psycholinguistic methods to advance SLA and FLP research and discusses some implications for families and practitioners.

The objective of Chapter 6, 'Identity in home-language maintenance' by Amelia Tseng, is to emphasise the importance of identity to home language maintenance and development. The researcher elaborates on the relationship between language and ethnocultural identity, language ideologies and power, family language policy, heritage language maintenance, social roles and

interaction, home language insecurity; home language identity in education, the distinction between dominant and deficit identities in classrooms, minority parental identities at school; and language identities, immigrant and indigenous communities, globalisation and transnationalism. The author highlights that 'identity is complex, dynamic, and socially constructed on multiple levels – individual, family, community, institutional, regional/national, and beyond – all of which impact home language maintenance' (p. 120).

In Chapter 7, 'Intergenerational challenges: Of handing down languages, passing on practices, and bringing multilingual speakers into being', Judith Purkarthofer examines intergenerational challenges in language practices with respect to sociolinguistic problems, language acquisition, family language policy, home language use and maintenance in minority and immigrant settings, bio-graphical research, intergenerational effort and understanding and methodological issues. The author stresses the importance of a 'sense of generations, that is, their understanding of social relationships linked to biological and social generations' (pp. 143–144).

In Chapter 8, 'Family language policy: Foundations, theoretical perspectives and critical approaches', Elizabeth Lanza and Rafael Lomeu Gomes provide detailed information on the foundations of family language policy research as a field of inquiry and its relevance to home language development. They deal with the theoretical perspectives and critical approaches to the field, focusing on the complexity of family across time and space and family multilingualism. An interdisciplinary approach that will include both sociolinguistics and psycholinguistics can help yield deeper insights into the complex issue of family language policy, language practices of transnational and heritage language families, and home language maintenance and development.

Chapter 9, 'Factors influencing family language policy' by Xiao Lan Curdt-Christiansen and Jing Huang, presents family language policy as a dynamic model related to sociocultural, socioeconomic, sociopolitical and sociolinguistic contexts. Three interrelated components form the inner core of this model: language ideology, language practices and language management. These com-ponents consider internal factors, such as emotion, identity and cultural factors, which are associated with changing cultures, evolving identities and conflicting views regarding harmonious family relationships, parental impact beliefs, child agency and home language maintenance, along with external sociocultural and sociolinguistic factors. The authors also view language status and public education as external forces that have an impact on home language development. They propose a focus on digital media, 'networked FLP', 'hybrid urbanism' (p. 188) and 'neoliberal language policy' (p. 189) and its effect on FLP.

Chapter 10, 'Strategies and practices of home language maintenance' by Mila Schwartz deals with the theoretical framework of home language maintenance, family language policy, strategies and practices related to the concepts of funds of knowledge, and child's language-based agency. The author provides examples of the most prominent contributions in the field of home language strategies, focusing on parents as minority language teachers and parental discourse strategies, parental beliefs and home language strategies and practices such as 'one parent – one language (OPOL), diverse discourse strategies, maximal engagement with the minority language, and design of home language environment' (p. 200). The chapter also presents an evaluation of the current research landscape, with an emphasis on linguistic ethnography and future research directions.

Cassie Smith-Christmas, the author of Chapter 11, 'Child agency and home language maintenance', elaborates on the role of child agency in home language maintenance and proposes an intersectional, multidimensional and multi-layered model of child agency in family language policy. The author discusses the role of 'compliance' (p. 222) in child agency, providing relevant examples from research in the field as well as the issues of language competence and choice, the negotiation of linguistic norms in a family, re-negotiation of roles, and child empowerment through linguistic and cultural capital. Overall, the chapter provides a critical view of child agency, the criteria of 'choice and change' (p. 231) and the active role of a child in FLP construction.

The purpose of Chapter 12, 'Future prospects and visions for family language policy research', written by Åsa Palviainen, is to raise questions regarding the role of family language policy across time and space, including child perspectives; the issues of language socialisation, early language acquisition, use and transmission; the relationship between language development and socio-emotional factors; and computer-mediated communication and social and emotional relationships among family members in transnational and multilingual settings. In addition, topics for future enquiry are proposed, including the need for a better definition of FLP, using a bottom-up and/or ecological approach and dynamic perspectives on family rather than fixed and static, new research questions and interdisciplinary methodological approaches, and quantitative, qualitative, interpretative and sociolinguistic ethnography, in order to challenge conceptual and epistemological traditions.

In Chapter 13, 'Social media and the use of technology in home language maintenance', Sabine Little explores the relationship between the use of technology and social media in multilingual families and home language maintenance. Technology and online experiences have become part of multilingual identities. The author views social media and popular culture as fostering belonging, identity

construction and social participation and considers the issue of screen time in terms of access to technological devices by children and the time they spend with them, watching television, films, DVDs, streamed television, YouTube, and playing games and using apps, and how this impacts literacy development; and the distinction between online/social media consumption and participation/ engagement, comprising 'facilitatory, collaborative and family-oriented contexts for parents and children to explore issues together' (p. 263). Parents are seen as gatekeepers, controlling children's access to software and hardware, while families are discussed as creators of communication, FLP, negotiation and personalised solutions.

The author of Chapter 14, 'Transnational grassroots language planning in the era of mobility and the Internet', Anikó Hatoss, defines grassroots language planning 'as bottom-up initiatives to influence the language use of minority language speakers without or with little involvement of official authorities' (p. 274). Language planning is investigated from the bottom up, with the focus on grassroots planning, globalisation, locality and transnational space, and the use of technology and the internet. Theoretical challenges are addressed: nationalism and cosmopolitanism, agency and equity, local initiatives responsive to local needs and equity as 'new social spaces require new concepts and methods' (p. 280). The case study of Cyberspora in Australia is described. The author suggests directions for future research, including 'the analytical shift from the local to the translocal' (p. 288), emphasis on 'equity and social justice for diasporic speech communities' and 'engagement of the local community'.

Chapter 15, 'Community language schools' by Janica Nordstrom, investigates the role of community language schools in home language maintenance and development. Complementary schools are considered a global grassroots initiative that affects language planning at the meso level. The author is interested in parents' and students' perceptions of community language schools, monoglossic language ideologies and contradictory practices. The issues of pedagogy and curricula, as well as the challenges for community language teachers and their marginalised status compared to teachers in mainstream educational contexts, are addressed, along with current and future research trends. In these discussions, the author focuses not only on classroom practices, languages and students' and parents' perceptions but also on 'challenges related to resources, pedagogy, and staffing' (p. 304), on the developing of 'sustainable teaching resources and language policies that meet the needs of their students', and on teachers, their identities, 'self-esteem, efficiency, quality of teaching, ability, and commitment, as well as effort in teaching' (p. 305).

In Chapter 16, 'The drivers of home language maintenance and development in indigenous communities' by Elisabeth Mayer, Liliana Sánchez, José Camacho and Carolina Rodríguez Alzza, the authors' main assumption is that multilingual indigenous communities face many challenges in terms of indigenous languages' maintenance and development. The authors present 'language-as-problem, language-as-resource and language-as-right perspectives on indigenous language policies' (p. 313, 316) in relation to national educational policy, indigenous language education, community-based initiatives, language attitudes and home language maintenance and revitalisation. They provide the example of Peru's indigenous languages in the Andean and Amazonian regions and describe the situation as it relates to educational policies, NGOs and local initiatives regarding intercultural bilingual education.

In Chapter 17, 'Language policy and planning for language maintenance: The macro and meso levels', Anthony J. Liddicoat provides an overview of language policy and planning (LPP) and the field of study related to home language main-tenance and development. The author distinguishes between the macro level and meso level of LPP and elaborates on community organisations, religious organi-sations, and individual schools and media as language maintenance policy actors. It is suggested that language maintenance depends on ideologies and that LPP at meso and macro levels can help to 'resist the pressure of dominant languages' (p. 352). Societal multilingualism, institutional support and minority educational programmes can be promoted by macro-level policies, whereas relevant resources can be provided by schools, while positive, supportive environments for language socialisation and use can be offered by meso-level actors. At the same time, the role of the micro-level in language maintenance should not be ignored.

Chapter 18, 'Language attitudes and ideologies on linguistic diversity', written by Nathan Albury, investigates the issues of language ideology and attitudes in applied linguistics. The author explores language ideology research, a descriptive and critical orientation to language ideology, and a nexus between language ideo-logy and language attitudes. Attitudes are subjective and have their roots in social psychology, compared to language ideology that comes from anthropology. A dialectic relationship between language ideology and language attitudes is pro-posed to show that 'ideologies and attitudes may be incongruent', associated with 'a tension between the Local and the Global', 'globalization and neoliberalism' (p. 372).

The authors of Chapter 19, 'Social justice and inclusiveness through linguistic human rights in education', E. Annamalai and Tove Skutnabb-Kangas, provide an overview of the foundations for social justice and inclusion of the powerless, the legal foundations relevant to general and ITM-specific (Indigenous, Tribal and

Minority groups) international instruments as well as regional instruments. They speculate about the role of ITM languages in education, multilingual education and 'countervailing forces against educational justice' (p. 392). The authors emphasise the importance of social justice and inclusiveness, linguistic human rights for multilingual education, educational success, and home language use and development in relation to political, economic, social and cultural contexts.

Chapter 20, 'Disabilities and home language maintenance: Myths, models of disability, and equity', written by Gregory A. Cheatham and Sumin Lim, reveals the myths about disabilities and home language maintenance that 'home language maintenance, and bilingualism more generally, causes or contributes to disability or significant delay' (p. 402) and that 'bilingual students diagnosed with disabilities should participate in education using only the society's dominant language' (p. 403). The authors investigate the issues of home language maintenance, disability and social context related to medical and social models of disability. They write about 'inclusive classrooms' (p. 415) for bilingual children with disabilities, equity and equality in education, language rights that can support their home language maintenance and development while taking their social, linguistic and academic needs into consideration and overcoming monolingual bias and a marginalised view of bilingualism.

In Chapter 21, 'Models of formal education and minority language teaching across countries', author Kutlay Yağmur investigates formal education models and minority language teaching while focusing on growing globalization and resulting diversity, language education and state ideologies, the position of minority languages in formal education regarding policies on minority languages in formal education, evaluation of minority language teaching based on target groups, arguments, objectives, evaluation, minimal enrolment, curricular status, funding, teaching materials and teacher qualifications. The author surveys the possible reasons why immigrant and minority languages are excluded from the formal school curriculum and language policy discussion at the EU level, which could be due to the social exclusion of immigrants, even the second or third generation, the low status associated with immigrant languages, and the association of immigrant bilingualism with deficiency and low academic achievement.

In Chapter 22, 'Teachers' beliefs and attitudes towards home languages maintenance and their effects', Latisha Mary and Andrea Young explore the impact of these beliefs and attitudes on classroom practices, practices language policies, child's identity based on linguistic and cultural capital, ideology and power relations, school language policy and the family–school relationship. They define the concepts of beliefs, attitudes and ideologies based on the previous research in the field, considering the terminology used to name students whose

languages differ from the language of schooling: 'bilingual', 'emergent bilingual', 'foreign children', 'pupils of foreign nationality', 'children from elsewhere', 'newly arrived children', 'children of migrants', 'children of migrant background', and 'new arrivals' (p. 451). The authors also examine the factors contributing to teachers' beliefs about home languages and cultures. They stress the importance of deconstructing beliefs relevant to dominant monolingual ideologies and 'nurturing informed professional attitudes' (p. 456).

Chapter 23, 'The mainstream classroom and home language maintenance' by Beth Anne Paulsrud, provides the background of the home languages in the mainstream classroom, examining key concepts such as ideological and implementational spaces; translanguaging; the role of the teacher, teachers and policy; and teacher training and classroom practices with respect to the mainstream classroom and home language maintenance. Home language maintenance, support and management in mainstream classrooms depends on ideologies, macro and micro language policies, the legitimisation of the use of home languages in class, preservice and in-service teacher training, a transformation of teaching practices and changes in the curriculum facilitation, and scaffolding of multilingual teaching strategies.

Co-edited by two leading international specialists, with its accessible style, broad coverage, and theoretical and practical focus, this volume is essential reading for both newcomers and established scholars in the field of home language maintenance and development. Divided into four sections covering various topic areas, it provides a complete, authoritative and up-to-date overview of the state of the field. This helpful work provides frameworks for understanding home language maintenance and development based on diverse topics and analyses. Each chapter highlights a topic area, covering key concepts, examples of previous interdisciplinary research and studies from different geographical regions and languages, critical review and analysis, specific projects undertaken by the authors and their personal reflections. This book is ideal for students of applied linguistics, sociolinguistics, sociology, psychology, language acquisition and education, as well as practitioners, teachers, parents, experts and researchers wishing to update their knowledge regarding home language maintenance and development.

equinoxonline