

Contents

Acknowledgements — V

List of figures and charts — XI

List of symbols — XIII

1 Introduction — 1

- 1.1 A study of the trilingual child, Y — 2
- 1.2 Features of this book — 5
- 1.3 English, Japanese, and Mandarin — 6
- 1.4 Overview — 8

2 Family language policy — 11

- 2.1 Studies of family language policy — 12
- 2.2 Factors influencing family language policy — 14
- 2.3 Literacy in language socialization — 16

3 Child agency in family language policy — 19

- 3.1 Negotiating and reshaping parents' language policy and practices — 20
- 3.2 The bidirectional influence between parents and children — 22
- 3.3 At what point can children have an influence on family language policy? — 23

4 An ethnographic case study — 26

- 4.1 Ethnographic case studies of family language policy — 27
- 4.2 Data collection — 30
- 4.3 Data transcription — 34
- 4.4 Data analysis — 36
- 4.5 Limitations and considerations — 38

5 A journey from being socialized to being the main socializing agent in family language policy — 40

- 5.1 Overall patterns of language use in Y's family — 40
- 5.2 Dynamic language practices guided by parents — 44
- 5.2.1 Learning one language in one context — 44
- 5.2.2 Parents' code-switching — 50
- 5.2.3 Establishing a multilingual space through translanguaging — 53

VIII — Contents

5.3	From participant to child leader in family language practices — 56
5.3.1	Taking advantage of different linguistic resources — 57
5.3.2	Code-mixing and code-switching: from unintentional to intentional — 59
5.3.3	Socializing in dual-lingual conversations — 66
5.3.4	Collaborative translating — 67
5.3.5	Translanguaging — 71
6	From parent facilitators to child manager — 75
6.1	Parents as language facilitators — 75
6.1.1	Adopting a flexible one-parent-one-language policy — 76
6.1.2	From monolingual-like discourse strategies to bilingual-like discourse strategies — 79
6.2	Child as language manager — 85
6.2.1	Redefining the one-parent-one-language policy — 85
6.2.2	Reshaping adults' discourse strategies — 87
6.2.3	Becoming a language teacher to parents — 92
6.2.3.1	Pronunciation — 95
6.2.3.2	Vocabulary — 98
6.2.3.3	Grammar — 99
7	Metalinguistic, cultural awareness, and evolving identity — 102
7.1	Parents' flexible language ideologies — 102
7.1.1	Parents' attitudes to trilingualism — 103
7.1.2	Parents' invisible ideologies and factors affecting them — 105
7.2	Y's emerging agency: from birth to 8;1 — 108
7.2.1	Assessing general language proficiency — 108
7.2.2	Distinguishing relative language proficiency — 111
7.2.3	Distinguishing literacy skills from language skills — 112
7.2.4	Associating language ability with language practices — 113
7.2.5	The development of linguistic and ethnic identity — 114
7.3	Y's consistent agency: from Japan to Scotland — 118
7.3.1	Language preferences — 118
7.3.2	Consistency between beliefs and actions in the non-societal languages — 121
7.3.3	Learning language and culture in native and non-native environments — 123
7.4	Cross-linguistic influence and child agency — 125
7.4.1	Language dominance — 125
7.4.2	Developmental errors — 127

7.4.3	Parental modelling — 128
7.4.4	Home language mode — 128
8	Creativity and literacy-driven language socialization — 131
8.1	Creativity in childhood — 131
8.1.1	Play — 132
8.1.2	Artistic and musical creativity — 134
8.2	Creativity in literacy — 137
8.2.1	Acquiring three linguistic systems — 138
8.2.2	Making cross-linguistic associations among written forms — 143
8.3	Reading as a means of language socialization — 146
8.3.1	Becoming an independent reader — 147
8.3.2	Imagination and using language from books in daily speech — 148
8.3.3	Narrating — 150
8.3.4	Translating books — 152
8.4	Writing as a means of language socialization — 154
8.4.1	Guided writing — 155
8.4.2	Creative writing — 156
8.5	Adding Spanish and Japanese sign language to trilingualism — 178
8.6	Reading newspapers and publishing articles — 181
8.7	Doing research — 183
9	The contribution of this research — 186
Appendix 1: Videos taken between 2:0 and 5:10 — 191	
Appendix 2: Transcription conventions in the example of two coded transcripts — 193	
References — 195	
Index — 207	