

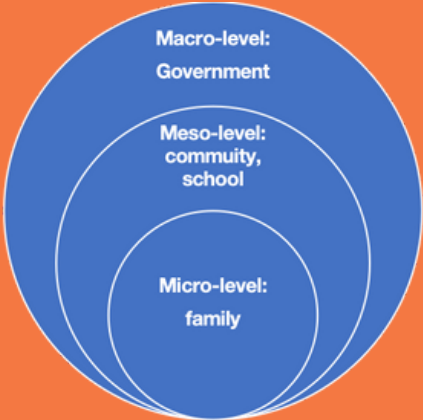
Research Article Introduction Poster

“Two Worlds in One City: a Sociopolitical Perspective on Chinese Urban Families’ Language Planning”

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The Introduction to Language Policy and Planning (LPP)

1. Definition of (LPP)
 - 1.1 first used by Elinar Haugen (1959) writing about the linguistic situation in modern Norway.
 - 1.2 ‘conscious and explicit efforts by language managers to control the choices [between languages, or between varieties of one language]’(Spolsky, 2009)
 - 1.3 ‘language policy’ is synonymously used and the field is referred to as language policy and planning (LPP).
2. Interconnectivity of multi-layered language planning



3. Three Components of Language Policy:
 - 3.1 **language ideology**: beliefs about language and language use
 - 3.2 **language practice**: behaviors and choices
 - 3.3 **language management**: implicit/explicit and subconscious/deliberate involvement and investment for language learning and literacy development
4. Current FLP research has been mainly focused on middle-class immigrant families in Anglophone or European contexts, while families with lower socioeconomic status in Asian contexts have remained relatively underexplored

Related literature

Curd-Christiansen, X. L., & Wang, W. (2018). Parents as agents of multilingual education: Family language planning in China. *Language, Culture and Curriculum*, 31(3), 235–254.

Davies, B. & Ziegler, E.(eds.) (2015), *Language planning and microlinguistics: From policy to interaction and vice versa*. Palgrave Macmillan

Spolsky, B. (2009). *Language management*. Cambridge University Press.

Spolsky, B. (2012). Family language policy – the critical domain. *Journal of Multilingual and Multicultural Development*, 33(1), 3–11

Research Objective and Questions

This study focuses on how Chinese families from different socioeconomic backgrounds plan for their children’s Chinese and English bilingual development in a coastal city on the Chinese mainland.

RQ1: What were the government policies with regard to early childhood language learning?

RQ2: Were there any language planning activities at the community level? If yes, were there any differences between two SES communities in this respect?

RQ3: What were the parents’ beliefs about their children’s Chinese and English learning, and what measures did they take to support their children’s learning

Methodology

- **Research site:** Shanghai, a metropolitan city in eastern coastal China.
- **Research Subjects:** Two communities – A (high) and B (low) chosen based on their distinctive socio-economical status (SES) backgrounds.
- **Data Collection:**

Table 1. Data sources and data collection at macro, meso, and micro levels.

	Macro-level	Meso-level	Micro-level
Data source	Policy documents (2010–2018) Policies related to early childhood education, language use, and language education	Community public library visits: (1) Community A (higher SES) (2) Community B (lower SES)	Parent self-report language beliefs and practices (1) Residents from Community A (higher SES Group) (2) Residents from Community B (lower SES Group)
Data collection	Official websites	Multiple visits to the two communities’ public libraries	Questionnaires distributed online (WeChat groups) and collected onsite (at Community A’s shopping mall)

Findings

Macro-level: Early language planning at the governmental level was absent and disfavoring English.

Meso-level: While the two communities did not differ much in terms of the provision of Chinese literacy resources, there was a huge gap in the quantity and quality of English literacy resources available to the two groups.

Micro-level: 1) **Language Ideologies:** In strong support of early English education, the parents uniformly recognised the powerful and influential role of English in contemporary Chinese society, but parents from B see themselves as more or less capable of and responsible for raising bilingual children. 2) **Language management practices:** families from different SES communities engaged in distinctive literacy activities in the home environment, thus resulting in different home literacy environments.

Discussions/ Conclusion

1. The study reveals the interconnectivity between these multilayered contexts, and the determining role of SES in translating parents’ language ideologies into consistent
2. It also reveals the influences of macro societal ideologies upon meso-level community activities and micro-level family language management decisions.
3. FLP is dynamically constructed from both the top down and the bottom up.
4. The study addresses the possible impact of global English on average families in non-Anglophone contexts.

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Table 3. Frequency of the keywords used in policy documents.

Types of policy documents	Document No.	Preschool/ kindergarten	Language	Character/ literacy	Chinese Mandarin	Foreign language	English
Education policy Early childhood education policies	Document 1	26	1	0	0	3	0
	Document 2	\	0	0	0	0	0
	Document 3	\	0	0	0	0	0
	Document 4	\	39	12	6	0	0
	Document 5	\	7	1	1	0	0
	Document 6	\	9	1	1	0	0
	Document 7	\	0	1	1	0	1
Language policies	Document 8	4	\	\	\	8	0
	Document 9	0	\	\	\	31	1
Language policy in early childhood education	Document 10	\	\	\	\	0	0

Notes: Document 1 is a general education policy, Documents 2–7 are early childhood education policies, and Documents 8–10 are language policies in education. ‘\’ means that the keywords were not searched in the document.

	Collection of children’s book	Collection of Chinese books	collection of English children books	English learning activities
Community A’s library	yes, a separate reading room	sufficient	at least three bookshelves, clear division	two activities every week
Community B’s library	yes, but randomly placed	sufficient	only find a few English alphabet books	no

Appendices:
Photos of English reading activities in Community A’s library



Figure 5. English reading activities organized in Community A’s library.

