

**PRÓLOGO // FOREWORD**

**BILINGUALISM AND HERITAGE LANGUAGES**

**BILINGÜISMO Y LENGUAS DE HERENCIA**

In November 2020 UNED (Madrid) hosted an international conference on bilingualism and bilingual education. The conference, which was held virtually, specifically addressed the relationship between bilingualism and migration. The event brought together participants from different parts of the world, whose research focused on various aspects of heritage languages and bilingualism in migrant families. This conference thus turned into a platform for researchers interested in discussing bilingualism against the backdrop of migration.

A direct consequence of people's moving from one country to another is that they may need to learn languages distinct from their mother tongues, and phenomena like language acquisition, language contact and language attrition come into play. Nevertheless, second language learning and acquisition after migration can pose serious challenges for

first- and second-generation migrants and may eventually lead to long-term effects on the mother tongue and the second language.

Adil Moustauoui Srhir in his article “The Discourses of Heritage Languages: development and maintenance within transnational Moroccan Families in Spain. From language ideologies to resistance”, reveals, when discussing minority languages, that private and state-owned institutions often have conflicting approaches to the management of linguistic and multilingual resources. Moustauoui Srhir explains that greater attention should be given to families’ diverse experiences, parental actions and practices, as well as language policies in relation to the challenge of maintaining heritage languages, particularly in the case Moroccan Arabic as a heritage language in families living in Spain. This article focusses on the discursive construction of Arabic and Amazigh (Berber) in Moroccan Families and the results reveal that families deploy a range of strategies, actions, decisions and linguistic practices in order to promote the intergenerational transmission and use of these heritage languages.

The second article in this special issue is Leonie Gaiser’s “Negotiating family language policy: the interplay of Arabic and English in Manchester” and presents an ethnographic study on language practices, attitudes and policies in the context of migration, focusing on a Syrian family who arrived in Manchester (UK) as refugees. This research explores how family members manage their language repertoires, including forms of English and Arabic. The author also presents how linguistic resources are used to negotiate power positions within the family. Gaiser combines long-term ethnographic observation and participation

as language learner with family members' self-reports expressed during a 'family focus group' and photographs of 'private' linguistic landscapes. This author provides us with theoretical as well as methodological implications, addressing gaps in research on family language practices and policy.

Sviatlana Karpava in "Family bilingualism and home literacy environment in the context of Cyprus migrants" explores how the home literacy environment affects reading and writing development via formal and informal literacy activities. In this study Karpava examined the home literacy environment of Russian-speaking families in Cyprus and the effects it has on heritage language use, maintenance and transmission. The author used Mixed-methods to collect data from eighty families residing in Cyprus. Data collection instruments included written questionnaires, semi-structured interviews and observation, which focused on parental demographics, education, literacy habits and activities, writing and reading beliefs concerning minority and majority languages. This study revealed that Russian-speaking parents in Cyprus realize the importance of child literacy experiences at home and try to enhance them. Different factors affecting their home literacy environment were analyzed including family type, socio economic status, level of parents' education, life experience, linguistic and cultural identities, societal status, etc.

Marta Nogueroles-López, Mercedes Pérez-Serrano and Jon Andoni-Duñabeitia in "Talking to your children in a foreign language: families' motivations" illustrate an increasingly common phenomenon in Spain, that is, parents deciding to communicate in English with their children in spite of being

non-native speakers of the language. Despite its growing popularity, this practice still remains largely unexplored from a scientific perspective. In this study, the authors analyze some of the characteristics and motivations of the parents who go for this type of upbringing for their children. As a common feature, these parents seem to be proficient in the language and have a medium-high socioeconomic status. The authors then go on to analyze the correlation between these two variables after carrying out a survey among 143 Spanish families with parents claiming to communicate with their children in English regularly. The authors also studied motivation and found that Spanish parents' decision to speak English at home is mainly due to linguistic, educational, professional, cognitive, social and cultural factors and, to a lesser extent, to economic, emotional, family and identity considerations.

Claudia Demkura in "The development of a Spanish heritage language program for children in German Switzerland and its impact on community perception of Latin American immigrants" studies how heritage languages are defined by their local sociolinguistic status and context, with a close look at Latin American Spanish in Switzerland. Though Latin American migrants in Switzerland seem to be larger in number than Spanish migrants, they face more obstacles as they try to be taken into account by heritage language development policies. This situation may be explained by the fact that Latin American migrants are not perceived as a group of people in need of special integration policies. In this article, Demkura provides evidence of the impact a heritage language and culture development program had on the Swiss society's overall

attitude towards Spanish speakers. This article also presents evidence of the identity reconstruction process in migrant families.

Chloe Castle in “Expats in Prague: Czech borrowings in L1 English speakers” identifies instances of possible grammatical borrowing and replication in the speech of the L1 English speaking bilingual community in Prague. The author attempts to find out whether the phenomena found in the data can be attributed to language-contact induced grammatical borrowing from Czech, or whether they are influenced by language accommodation to L1 Czech L2 English speakers, attrition, internal variation or the effect of Czech parentage. The methodology used included seven observation sessions and thirteen interviews to explore article omission and overuse, word order changes, noun or verb omission, verb tense instability, preposition instability, grammatical number and person mismatch, and use of suffixes and diminutives. The analysis reveals that some of the phenomena are the result of a variety of factors like language transfer, accommodation to L1 Czech L2 English speakers, non-contact related attrition processes, the influence of Czech parentage, colloquialisms and speech performance errors.

This volume includes six articles analyzing bilingualism and heritage languages in Spain, United Kingdom, Cyprus, Switzerland and the Czech Republic, and encompasses different approaches to research. Although it contains academic research articles aimed specifically at researchers studying the effects of bilingualism, language contact and family bilingualism, this volume can be of interest not only to

parents who (intend to) raise bilingual children but also to government officials in charge of designing language policies geared towards migrant integration.

Kim Potowski, Guest Editor

Rubén Chacón-Beltrán, General editor