## ix

### **CONTENTS**

List of figures		xiv
List of tables		xiv
CHAPTER 1: THE CONTEXT OF FAMILY LANGUAGE TRANSMISSION		
1.1	Target language: German	l l
1.1.1	German speakers in Australia	4
1.1.2	The function of German in Australia	5
1.2	Scope of this book	8
1.2.1	Closing comment	9
CHAP	FER 2: CONCEPTUAL FRAMEWORK	11
2.1	The place of Functional Pragmatics	11
2.2	Family language transmission	14
2.2.1	The bilingual family	14
2.2.2	The family language	15
2.2.3	Language transmission process	15
2.2.4	FaLT as an object of family language planning	17
2.2.5	Approaches to family language planning	19
2.2.6	Modelling the dynamics of family language transmission	19
2.3	Motivation	21
2.3.1	Agency and motivation	22
2.3.2	Attitude and intention	23
2.3.3	Types of motivation	25
2.3.4	Critical periods and motivation	27
2.4	Motivation in family language planning and transmission	27
2.4.1	Motivation in the transmission phase	29
2.4.2	Supporting the parents	32
2.5	Unpacking the identity motivation	37
2.5.1	Social identity	38
2.5.2	Ethnic identity	39
2.5.3	Other-defined identity	40
2.5.4	Community of Practice	41
2.5.5	Ager's identity sequence	41
2.6	Motivation from a community perspective	42
2.6.1	The Kloss factors	42
2.6.2	Core values	44
2.6.3	Ethnolinguistic vitality	44
2.6.4	Linguistic market place	45
2.6.5	Graded Intergenerational Disruption Scale (GIDS)	45
2.7	The consequences of FaLT	48
2.7.1	Language partnership	48
2.7.2	Bilingualism	50
2.7.3	Identity effects	52
2.7.4	Ethno-cultural continuity	53
2.7.1	Closing comment	55

CHAP	FER 3: THE RESEARCH METHODOLOGY	57
3.1	The qualitative approach	57
3.1.1	Role of the researcher	57
3.1.2	Ethnography and the Community of Practice	59
3.1.3	Researcher bias	60
3.2	Case study issues	61
3.2.1	The multiple-case option	61
3.2.2	Case selection	62
3.2.3	Recruitment	63
3.2.4	Reasons for participation	65
3.2.5	Reasons for non-participation	66
3.3	The sample families	67
3.3.1	Interview participants	68
3.3.2	Functional roles	69
3.4	Interview practicalities	70
3.4.1	Interview method	71
3.4.2	Interview language	72
3.4.3	Interview setting	74
3.5	The interview process	75
3.5.1	Interview tactics	78
3.5.2	The participant-researcher relationship	81
3.5.3	Nature of the data	85
3.6	Transcription method	85
3.6.1	Transcription symbols	87
3.7	Analytical procedures	87
3.7.1	Content analysis	88
3.7.2	Transmission variables	88
3.7.3	Closing comment	89
CHAP'	TER 4: THE FAMILY TRANSMISSION PROFILES	91
4.1	Frames of reference	91
4.1.1	Transmission roles and transmission chain	92
4.1.2	FaLT start and transmission cycle	93
4.1.3	Transmission vintage	94
4.2	The assimilation years: 1950s and 1960s	94
4.2.1	'We were with German-speaking people the whole time'	95
4.2.2	'The reason I speak German today is because of my grandparents'	98
4.2.3	'It was natural to cultivate language'	103
4.2.4	'We had high ideals before the kids came along, and then reality hit'	109
4.2.5	'I lived in this world where everyone spoke German'	111
4.2.6	Set Review 1	114
4.3	Transition Years: 1970s and 1980s	116
4.3.1	'I would have liked it, but there is no need as such'	117
4.3.2	'My wife didn't want to'	120
4.3.3	'My husband insisted that we continue to speak German in Australia'	122
4.3.4	'I suppose it's very hard to get out of the habit of speaking English'	126
4.3.5	Set Review 2	128

# хi

4.4	Multiculturalism: 1990s	130
4.4.1	'I've even tried it with bribery'	131
4.4.2	'I thought it would go automatically'	136
4.4.3	'It's something I just want to give them'	140
4.4.4	'We speak only German, and I'm quite strict about it'	144
4.4.5	'I don't want to teach my children wrong English'	149
4.4.6	'Some German, daily'	153
4.4.7	'Perhaps I'm a little lazy'	159
4.4.8	'My plan was to speak only German to them'	162
4.4.9	'We tried it, and it stuck'	165
4.4.10	Set review 3	167
4.5	Into the next millennium	170
4.5.1	'There would have been problems, had my husband said, no'	171
4.5.2	'I feel we still have time'	175
4.5.3	Set review 4	177
4.6	A group perspective	178
4.6.1	Closing comment	180
СНАРТ	TER 5: INFLUENCES ON THE TRANSMISSION DECISION	181
5.1	Personnel	181
5.1.1	Birthplace	182
5.2	Transmission credentials	184
5.2.1	German-speaker status	185
5.2.2	German acquisition context	186
5.2.3	Transmission capacity	187
5.3	Experience of language contact	188
5.3.1	First language acquisition models	190
5.3.2	Additional language acquisition	191
5.3.3	Language repertoire	195
5.4	Relocation and settlement	197
5.4.1	Settler type	197
5.4.2	Socio-economic background	198
5.4.3	Settler vintage	199
5.4.4	The German connection	202
5.5	Group membership	207
5.5.1	Ethno-national concept	207
5.5.2	Choice of partner	211
5.5.3	Couple language	212
5.5.4	German-speaking social networks	213
5.5.5	Identity orientations	215
5.5.6	Parent model	218
5.6	The purpose of FaLT	219
5.6.1	Decision status	220
5.6.2	Reasons for non-transmission	221
5.6.3	Reasons for transmission	222
5.6.4	Ambivalent positions	225
5.6.5	The value of German	226
5.6.6	Closing comment	227

## xii

CHAPTER 6: THE TRANSMISSION UNDERTAKING		229
6.1	Agents and operatives	229
6.1.1	Decision makers	229
6.1.2	Partner support	230
6.1.3	Operative roles	233
6.1.4	The gender factor	234
6.2	Circumstances of inception	236
6.2.1	Parenthood	236
6.2.2	Starting positions	237
6.2.3	Social climate	240
6.2.4	Planning aids	242
6.3	Mental preparation	243
6.3.1	Intentions	243
6.3.2	Goals and expectations	244
6.4	Implemental consideration	246
6.4.1	The transmission language	247
6.4.2	Input resources	248
6.4.3	Access to community support	251
6.5	Family transmission unit	252
6.6	Implementation phase	254
6.6.1	Parental application	255
6.6.2	Input strategies	257
6.6.3	Developmental concerns	258
6.6.4	The receiver response	260
6.6.5	Motivating the child	263
6.7	Transmission outcomes	267
6.7.1	Language proficiency	267
6.7.2	The sibling factor	269
6.7.3	Side effects	270
6.7.4	Non-linguistic consequences	270
6.8	Language maintenance and shift	272
6.8.1	Intergenerational continuity	272
6.8.2	The community profile	274
6.8.3	Closing comment	276
CHAI	PTER 7: IN CONCLUSION	277
7.1	Revisiting the research themes	277
7.2	Future directions	280
7.3	On raising bilingual children	281
1.5	On raising onlingual children	201
	ndix A. Interview Themes	283
	ndix B. Transcription Symbols	284
	ndix C. Family profiles	285
References		289
	r Index	301
Subject Index		205

## xiii

**FIGURES** 

1.1	Social network interface between language and identity	5
2.1	The Functional Pragmatic model	13
2.2	FaLT decision map	20
2.3	A language partnership	49
2.4	Models of ethnocultural continuity	54
3.6	Interview event	77
TABLE	ES .	
2.1	Theoretical framework of the study	11
2.2	SPEAKING model of FaLT	16
2.3	Ager's identity sequence	42
3.1	Contact sources and participation rate	63
3.2	Overview of the research sample	67
3.3	Generational profile of the sample	68
3.4	Family representatives	68
3.5	Gender distribution of interview participants	69
3.6	Interview participants' functional roles	70
3.7	Interview types	71
3.8	Interview language	72
3.9	Interview location and appointment time	74
3.10	Analytial contexts and factor type	88
4.1	A family profile	92
4.2	Socio-political era	94
4.3	Family A	95
4.4	Family B	98
4.5	Family D	103
4.6	Family E	109
4.7	Family C	111
4.8	Factor profile 1	114
4.9	Family F	117
4.10	Family G	120
4.11	Family H	122
4.12	Family I	126
4.13	Factor profile 2	129
4.14	Family J	131
4.15	Family M	136
4.16	Family P	140
4.17	Family K	144
4.18	Family O	149
4.19	Family Q	153
4.20	Family L	159
4.21	Family R	162
4.22	Family S	165
4.23	Factor profile 3	168
4.24	Family N	171
4.25	Family T	175

### xiv

TABLES (CONT.)

4.26	Factor profile 4	177
4.27	Year of FaLT start and transmission cycles	179
5.1	Generational profile	181
5.2	Settler profile	182
5.3	Parents' birthplace	183
5.4	German speaker status	185
5.5	German speaker status by birthplace	185
5.6	German acquisition contexts	186
5.7	Parental transmission capacity	187
5.8	Language contact	189
5.9	First language acquisition	190
5.10	Additional language acquisition	192
5.11	Language repertoire	195
5.12	Settler type	198
5.13	Level of education	199
5.14	Settler Vintage	199
5.15	Choice of partner	211
5.16	Couple languages	212
5.17	German-speaking domains	214
5.18	Example of a language partnership	220
5.19	Transmission attitude	220
5.20	Decision status	221
5.21	Motives for transmission	222
5.22	Motivation type	226
6.1	Motivator by parent link and decision status	230
6.2	Transmission roles	233
6.3	Implementation role and German speaker status	234
6.4	Children's birthplace	236
6.5	FaLT start	237
6.6	Transmission vintage	240
6.7	Planning resources	242
6.8	Intention	243
6.9	Transmission language/s	247
6.10	Input resources	248
6.11	Area of residence	251
6.12	Transmitter cells	253
6.13	Receiver cells	253
6.14	Transmission cycles	255
6.15	Transmission approach	255
6.16	Transmission strategies	257
6.17	Receiver responses	260
6.18	Influences on language uptake	263
6.19	Language proficiency	268
6.20	Types of transmission chain	272
6.21	Community profile	274