



Family Language Practices of Assyrian Family in Baghdad: Language Practices and Child Agency

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Abstract

Multilingual families are distinctive and warrant thorough examination regarding their family language policy (FLP). Utilizing speaker-centered approaches can enhance the understanding of linguistic diversity in these contexts. This study focuses on a Assyrian-Kurdish Iraqi family having a multilingual boy (nine year old) (with Assyrian origin father and Kurdish origin mother), in Baghdad, with a language repertoire that includes Assyrian, Kurdish, and Arabic. An ethnographic method is employed to investigate the family's multilingual experiences and language practices. The study addresses the FLP and the child's active role in influencing these linguistic practices (child agency). To gather data, a combination of methods was used: semi-structured interviews, language background surveys, diary entries, self-recordings of family interactions, and a language portrait showcasing the child's multilingual abilities. Interviews and recordings were transcribed manually. The research is guided by three questions: (1) How do family members characterize their FLP? (2) How does the FLP develop through daily interactions? (3) How does the child assert agency within the family? Findings indicate that the family's language practices primarily adhere to an One Person, One Language (OPOL) strategy, leading the child to communicate in different languages with each parent. Nonetheless, the analysis of language ideologies shows positive attitudes toward multilingualism and all family languages, contributing to diverse and unpredictable language practices. The FLP significantly influences the family's language dynamics, and the observed language hierarchy is shaped by various internal and external social factors.

Keywords: (family language policy, language practices, child agency, multilingualism).



الممارسات اللغوية العائلية للعائلة الآشورية في بغداد: الممارسات اللغوية ووكالة الطفل

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الملخص

إن الأسر المتعددة اللغات مميزة وتستحق فحصاً شاملاً فيما يتعلق بسياسة اللغة الأسرية. إن استخدام الأساليب التي تركز على المتحدث يمكن أن يعزز فهم التنوع اللغوي في هذه السياقات. تركز هذه الدراسة على أسرة عراقية آشورية كردية لديها ولد متعدد اللغات (تسع سنوات) (من أب من أصل آشوري وأم من أصل كردي)، في بغداد، مع ذخيرة لغوية تشمل الآشورية والكردية والعربية. يتم استخدام طريقة إثنوغرافية للتحقيق في تجارب الأسرة المتعددة اللغات والممارسات اللغوية. تتناول الدراسة سياسة اللغة الأسرية والدور الفعال للطفل في التأثير على هذه الممارسات اللغوية (فاعلية الطفل). لجمع البيانات، تم استخدام مجموعة من الأساليب: المقابلات شبه المنظمة، واستطلاعات الخلفية اللغوية، وإدخالات اليوميات، والتسجيلات الذاتية للتفاعلات الأسرية، وصورة لغوية تعرض قدرات الطفل المتعددة اللغات. تم نسخ المقابلات والتسجيلات يدوياً. يسترشد البحث بثلاثة أسئلة: (1) كيف يميز أفراد الأسرة لغة الأسرة الفردية؟ (2) كيف تتطور لغة الأسرة الفردية من خلال التفاعلات اليومية؟ (3) كيف يؤكد الطفل على الفاعلية داخل الأسرة؟ تشير النتائج إلى أن ممارسات الأسرة اللغوية تلتزم في المقام الأول باستراتيجية الشخص الواحد واللغة الواحدة (OPOL) مما يؤدي إلى تواصل الطفل بلغات مختلفة مع كل من الوالدين. ومع ذلك، يُظهر تحليل أيديولوجيات اللغة مواقف إيجابية تجاه التعدد اللغوي وجميع لغات الأسرة، مما يساهم في ممارسات لغوية متنوعة وغير متوقعة. تؤثر لغة الأسرة الفردية بشكل كبير على ديناميكيات لغة الأسرة، ويتشكل التسلسل الهرمي اللغوي الملحوظ من خلال عوامل اجتماعية داخلية وخارجية مختلفة.

الكلمات المفتاحية: (سياسة اللغة العائلية، الممارسات اللغوية، وكالة الطفل، التعدد اللغوي).

1.Introduction

The current study necessitates a nuanced understanding of how language serves as a vehicle for cultural identity and intergenerational communication. The exploration begins with (Kingsbury, 2007), which highlights the language and literacy environments of Sudanese refugee families. Here, the findings underscore the importance of a language-rich home atmosphere that actively supports children's linguistic



development. Notably, the variability in Arabic language usage among participants suggests that family dynamics and individual choices significantly influence language practices, a theme that resonates with the complexities faced by Assyrian families in Baghdad.

Historically, as for the Assyrians, the Assyrian community, whose historical roots in the region date back millennia. The preservation of cultural heritage sites and the promotion of community engagement in the planning process can help strengthen the Assyrian identity within the broader narrative of Baghdad's history. (Alsadoon, 2020)

(Hadi Mirvahedi & Hosseini, 2023) further expands the discussion by investigating family language policies within transnational contexts. Their research emphasizes the co-creation of a shared family culture through a flexible multilingual approach. The findings illustrate that while the use of multiple languages is common, the long-term consequences for children's linguistic development hinge on consistent exposure to the heritage language. This insight is critical for understanding how Christian Assyrian families in Baghdad might navigate their linguistic landscape, balancing the need for cultural preservation with the realities of living in a multilingual environment.

(Hadi Mirvahedi & Hosseini, 2023) further contribute to this discourse by exploring the family language policy within transnational families. Their research emphasizes the significance of shared language practices in co-creating a family culture that supports bilingualism and heritage language maintenance. They argue that the success of transmitting heritage languages hinges on consistent exposure and active use within the home. This concept resonates with the experiences of Assyrian families, as it highlights the necessity of intentional language practices to ensure the continuity of their linguistic heritage amidst external pressures.

Together, these studies provide a comprehensive framework for analyzing the family language practices of Christian Assyrian families in Baghdad, illustrating the multifaceted roles that language plays in identity formation, cultural transmission, and familial relationships.



The critical evaluation of these articles reveals a nuanced understanding of how language practices are not merely communicative tools but are deeply embedded in the cultural and emotional fabric of family life.

Collectively, these studies illustrate the intricate interplay between language, identity, and familial relationships, highlighting both the challenges and strategies employed by families to maintain their linguistic heritage amidst changing sociocultural contexts.

The literature review on the family language practices of Assyrian families living in Baghdad is informed by a diverse array of studies that examine the complex interplay between language, identity, and cultural transmission within multilingual contexts. The foundational work by (Kingsbury, 2007) highlights the significant role that language-rich home environments play in the language and literacy acquisition of children. This study emphasizes the varied use of Arabic among participants, revealing a spectrum of language practices that reflect individual family dynamics and the broader socio-linguistic landscape. The insights gained from this research underscore the importance of parental involvement in fostering language proficiency across multiple languages, including tribal languages and English, which can be particularly relevant for Assyrian families navigating their linguistic heritage in a predominantly Arabic-speaking environment.

Linguistically, in today's globalized world, marked by increased immigration and a rise in intercultural marriages, the growing diversity of multilingual families presents a significant challenge for researchers studying family multilingualism. Each family's unique characteristics necessitate careful analysis through the lens of family language policy (FLP) research (Lanza, 2021). Approaches that center on speakers are essential for gaining a deep understanding of the linguistic diversity found in multilingual environments.

Building on this foundation, the work by (Farr et al., 2018) delves into the emotional and identity-related aspects of language use within migrant families. This study reveals that maintaining a heritage language can strengthen intergenerational bonds and foster family



solidarity. Conversely, diminished proficiency in the heritage language can lead to strained relationships and hinder effective communication. This dynamic is particularly relevant for Assyrian families, where the preservation of language is intertwined with cultural identity and familial cohesion.

Parents in multilingual households work diligently to raise their children to be bilingual, often aiming for additive bilingualism. However, they face challenges that can lead to frustrations, particularly when they struggle to pass on their language to their children. This can result in children becoming passive bilinguals who rarely achieve balanced bilingualism (Protassova, 2018). Despite these obstacles, experiences within multilingual families vary widely, with some successfully fostering high proficiency in both languages among their children. Understanding these “success stories” is vital for grasping how certain families effectively nurture bilingualism (Schwarz and Verschik, 2013). This article presents a qualitative case study that highlights one such success within the current diverse landscape.

It is believed that the family plays a crucial role in shaping children’s bilingualism (Fishman, 1991; Lanza, 2007; Spolsky, 2012), which underscores the importance of FLP studies. Building on existing research from language policy studies, the field of FLP integrates aspects of child language acquisition, language socialization, and language maintenance and shift (Curdts-Christiansen, 2018). Spolsky (2004) conceptualized language policy as a framework consisting of three main components: language practices, language ideology, and language management. Language practices involve the regular selection of linguistic varieties that reflect the choices made by individuals or communities in daily communication. Language ideology encompasses beliefs and attitudes about language use. Language management refers to efforts aimed at changing or influencing language practices through interventions or planning in specific contexts. Spolsky (2012) emphasized that FLP is a critical area within language policy. Recent years have seen extensive research on FLP, resulting in a wealth of literature, including books, special journal



issues, and articles (for an overview of the field, see, e.g., Lanza and Gomes, 2020).

Previous studies on family language policy (FLP) mainly concentrated on language maintenance and shift, communication challenges, and family experiences (Hua and Wei, 2016; Lanza and Gomes, 2020), without delving into the nuanced experiences within families. To fill this gap, an ethnographic approach has been adopted to examine the multilingual repertoires of families, highlighting their experiences and language practices (Lanza, 2021). Recent research in FLP has shifted its focus to lived experiences, agency (including that of children), and identity issues within multilingual families, while investigating grassroots language policies that arise from daily family practices (Hua and Wei, 2016; King, 2016; Lanza and Gomes, 2020; Smith-Christmas, 2020; Lanza, 2021). Understanding bilingualism and multilingualism as lived experiences requires a comprehensive and multidimensional perspective, situating overall patterns within the wider context of multilingual speakers, families, and communities (Hua and Wei, 2016, 665).

As I begin this exploration of a particular multilingual multicultural family, my goal is to enhance the understanding of FLP by revealing the dynamics of linguistic practices, agency, and identity formation within the family context. Using a qualitative case study methodology, I will unpack the layers of this family's multilingual repertoire, offering insights into the complexities of their language dynamics in everyday life.

The study is guided by the following research questions:

- 1- In what ways do family members characterize their Family Language Policy (FLP)?
- 2- How does FLP develop through daily interactions and language practices?
- 3- How does the child demonstrate agency within the family environment?



2. Methods

This ongoing case study investigates the interplay of language practices, agency, and identity formation within a multilingual family living in Baghdad. Conducted as a longitudinal study from 2019 to the present, it examines how language practices and dynamics have evolved over time (Lanza and Gomes, 2020).

The multilingual family in focus consists of first- and second-generation, highlighting the nature of intercultural marriage. Living in Baghdad, this Assyrian family of an Assyrian father and a Kurdish mother, is raising a multilingual son. To protect participants' anonymity, real names have been replaced with random letters (aliases), allowing the researcher to maintain the integrity of the data. The family includes a Erbil-born mother (M) (44), an Mosul-born father (A) (59), and their Baghdadi-born son (J) (9:2). The mother, who holds a Bachelor's degree and is a teacher, is currently unemployed, while the father, who has an incomplete bachelor's degree, works in a restaurant.

Adopting an ethnographic approach (Atkinson, 2007) enables the exploration of Family Language Policy (FLP) over time, analyzing the family's multilingual repertoire by presenting their lived experiences and language practices. The study also highlights the child's active role in influencing the family's linguistic practices—referred to as child agency. A combination of methods was used to examine the complexities of FLP, including semi-structured interviews (conducted in Arabic), language background surveys, written diary entries (in Arabic) (Tseitlin et al., 2022, 198–220), self-recorded family interactions, and a language portrait that captures the physical and emotional aspects of the speaker's multilingual abilities (Kusters and De Meulder, 2019; Purkharthofer, 2019; Lanza, 2021). The interviews and recordings were manually transcribed, and content analysis was employed to identify response patterns.

The metalanguaging data, which consists of each family member's commentary on their language practices as lived experiences, were also



recorded. As noted by Hua and Wei (2016, 658), "Metalanguaging data are valuable because the process of individuals attempting to understand their environment—specifically, language users reflecting on their own linguistic performances as well as those of their interactions—is a crucial aspect of the analytical process."

In line with ethical guidelines, informed consent has been obtained from all participants in the study.

3. Results

3.1 RQ1: How do family members characterize their Family Language Policy?

3.1.1 Multilingual Repertoire and Language Practices

According to data collected from semi-structured interviews, language background surveys, and written diary entries, the family's multilingual repertoire includes the following languages:

- **Assyrian:** [P: "My Assyrian was strong from the start; I wanted to communicate with M's relatives, but I still sometimes feel unsure when speaking Assyrian."]
- **Kurdish:** [M: "My Kurdish is probably not very strong; it's mainly good for shouting."] (P: "J expresses himself emotionally in both Assyrian and Kurdish.")
- **Arabic:** [P: "Arabic serves as a lingua franca; it's an emotionless, neutral language, and somewhat artificial since it's learned from books."]
- Both parents notably learned each other's languages at home, with the father enhancing his Assyrian skills through university courses. The son is enrolled at the Governmental School where he receives 2 hours of Kurdish language instruction, 7 hours of Arabic, and there is no Assyrian courses in governmental schools. He also takes 2 hours of Assyrian classes (his home language) at the the church near their house. Previously, he attended a private Assyrian school and currently goes to a Assyrian complementary school for 3 hours a week, focusing on religious lessons and language learning, reading, and mathematics. He began reading in Assyrian mixing with Kurdish at the



age of 3 years and 6 months and started reading in Kurdish at 3 years and 8 months. This engagement in various language classes demonstrates the family's commitment to preserving their linguistic diversity.

- The family's multilingual repertoire centers on Assyrian and Kurdish, reflecting the parents' linguistic backgrounds. Arabic acts as a neutral lingua franca because it is the dominant and official language and the language of the street. This language arrangement plays a vital role in the family's communication strategies, influenced by both internal and external factors. Their approach to maintaining multilingualism involves numerous elements, including formal and informal education, communication contexts, the roles of parents and grandparents, and prevailing ideologies. The family actively fosters transnational connections, creating a supportive environment for language preservation.

The family's multicultural relationships are clear through the parents' origins, the mother's hometown Erbil (the mother is Kurdish and her family are Kurdish as well, the father is Assyrian from Mosul and the whole family are Christian Assyrians) The father takes pride in his proficiency in Kurdish, highlighting its significance for communicating with the mother's relatives. Furthermore, their connections to Erbil included frequent visits to Erbil, underscoring how global events have affected their mobility.

3.1.2 Family language planning

3.1.2.1 Early Strategies

Family language planning is crucial to the focal family's language policy, as revealed through semi-structured interviews and diary entries. Initially, they adopted the one person one language (OPOL) strategy, which involved a clear separation between the two primary languages (L1s), Assyrian and Kurdish, during the child's first two and a half years. To ensure sufficient exposure to both languages, the parents avoided using Arabic for family communication, focusing instead on providing rich input in Assyrian and Kurdish. When the



child turned 2.5 years old, they began introducing additional languages, such as Arabic, through structured lessons led by the mother.

3.1.2.2 Language Acquisition and Societal Integration

Understanding the importance of societal integration, the family prioritized the child's learning of Arabic, the local community's second language. The child's initial enrollment in a governmental kindergarten at age 4 proved difficult, leading to a transition to a Assyrian kindergarten and school where Assyrian is the primary language of instruction. The family actively supports the child's Assyrian education, recognizing the significance of this societal language while also working to enhance proficiency in Arabic and Kurdish.

3.1.2.3 Flexible Approaches to Translanguaging

As time progressed, the family adopted a more adaptable approach to translanguaging, allowing for language shifts to gain attention or create humorous effects. The father described a balanced method that combined the OPOL strategy with adjustments, introducing Arabic as needed and occasionally using Assyrian when others were present [P: "My guidelines are OPOL plus adjustment (+ Arabic), Assyrian only with J, and translation if others are around... sometimes we adjust; I even find myself speaking Arabic at times."]. The family maintains a positive outlook on language learning, promoting a high level of multilingualism while remaining attentive to the son's L1 development [M: "If Arabic interferes with language or other development (Arabic began at 3:8), we'll start learning a new language."].

3.1.3 Attitudes

3.1.3.1 Satisfaction, Pride, and Positive Feelings

The interviews conducted with the participants reveal their attitudes towards multilingualism. The family demonstrates considerable satisfaction and pride in their son's literacy skills in both Assyrian, Kurdish and Arabic, which meet age-appropriate standards. The mother, who is a language professional, nurtures the child's linguistic awareness, encouraging a creative and analytical approach to language. Consequently, the son has developed a deep understanding of language



and frequently engages in linguistic analysis to grasp word meanings. He also showcases significant creativity by inventing new words inspired by one or more languages.

The mother shares her positive feelings about her hometown, Erbil reminiscing about visits to family, friends, and her university, the Pedagogical University. She expresses a desire to reconnect with her "roots," which reflects a common diasporic mindset of living in one place while longing for another, often accompanied by a sense of belonging elsewhere. Meanwhile, the father, despite having weaker connections to Mosul, still identifies strongly with his Mosulian heritage. Both parents highlight the cultural importance of language, seeing it as a practice closely linked to identity, happiness, and wisdom. The father notes, "Some things are more significant than languages. As an Mosulian song says, 'On Doomsday, Arabic will be of no use.' I don't make choices based solely on languages. I speak Kurdish because I want my son to embody the spirit and imprint of that language, which I associate with happiness, wisdom—albeit a playful kind of wisdom—and joyful living. I want him to carry that imprint, but I'm not concerned about maintaining linguistic purity."

3.1.3.2 Pragmatic Attitude to Multilingualism

The parents view multilingualism as offering considerable advantages for their son's future. They emphasize not only career opportunities but also increased confidence, various life benefits, and the ability to understand the world from multiple viewpoints. This practical perspective highlights the wider societal benefits of multilingualism and reflects the family's dedication to nurturing an open-minded and diverse outlook in their child.

In summary, the findings of the study reveal the complex relationship between family language planning, language acquisition, and societal integration in a multilingual transnational family. The family's approach has evolved over time from a strict One Person, One Language (OPOL) model to a more adaptable stance, such as translanguaging. These flexible strategies, positive attitudes, and practical acknowledgment of the advantages of multilingualism



contribute to a comprehensive understanding of language practices and their impact on both individual and collective identities within the family.

3.2 RQ2: How Does Family Language Policy Evolve Through Everyday Interactions (Language Practices)?

3.2.1 Language Practices in Daily Life

Through interviews, language background surveys, and diary entries, the research reveals the complex language dynamics in the family's daily interactions. Primarily, Assyrian and Kurdish are used for communication at home, but other languages in the family's repertoire are also incorporated when possible. Currently, the parents occasionally promote the use of additional languages, such as Arabic in everyday conversations, enriching the household's multilingual environment. This multilingual approach extends to hobbies, where the family actively engages in various activities that promote linguistic diversity.

3.2.2 Multilingual Hobbies and Activities

The son's hobbies create a rich linguistic landscape. Each language is associated with specific activities that enhance his language skills. English is linked to piano lessons, mathematics, calligraphy, chess, computer games, and reading with family. Assyrian is primarily used in chess, fostering a special connection between the father and son. Kurdish is associated with violin lessons and school, while English is prevalent in immersive computer games, particularly Minecraft, and in English-language summer camps. Assyrian, introduced mainly as a school subject, is connected to school events and celebrations, showcasing the diverse integration of languages into the child's daily life. The family intentionally organizes the son's hobbies to support his language development and actively incorporates various languages into leisure activities. His curiosity about exploring new languages, like English enriches this linguistic landscape.

3.2.3 Transnational Connections: Mosul, Erbil and Beyond

The family actively maintains strong transnational ties, engaging with friends and relatives in Mosul and Erbil. These connections are not just social; they also emphasize the importance of academic and cultural



relationships across cities, particularly regarding the mother's alma mater.

Overall, the family's language practices extend beyond home communication, influencing the son's hobbies, social connections, and transnational experiences. Analyzing these practices provides valuable insights into the diverse and dynamic ways multilingualism shapes the family's daily life and the child's language development.

3.3 RQ3: How Does the Child Exercise His Agency in the Family Setting?

The study examines the role of child agency within the family language policy (FLP), utilizing Smith-Christmas's (2020) framework. This comprehensive approach considers various elements, including linguistic norms, competence, compliance, and generational positioning, to explore the child's influence on family language practices.

3.3.1 J's Impact on FLP: Shaping Habits

J is central to the research, actively influencing the FLP by making choices in daily practices. His adherence to the One Person, One Language (OPOL) strategy significantly affects the family's language use. For instance, he consistently maintains language boundaries, as seen when he criticizes his mother for switching to English. However, while he is committed to OPOL, J also creatively uses languages beyond Assyrian, Kurdish, and Arabic inventing new words, writing poetry in English, and initiating multilingual games.

3.3.2 J's Multifaceted Language Use and Attitudes Toward Language Learning

J demonstrates a dynamic engagement with various languages influenced by context and relationships. He speaks Kurdish to his mother, Assyrian to his father, and uses Kurdish and Assyrian with relatives, while interacting in Assyrian, Arabic, and English with friends. His feelings about language learning vary; he enjoys attending the Assyrian School but feels less enthusiastic about the governmental complementary school due to perceived workload challenges. This



nuanced response highlights J's agency in shaping his language learning experiences.

3.3.2.1 Language Portrait

Analyzing language portraits of multilingual users helps to explore their backgrounds, experiences, and attitudes (Wei, 2011). J's language portrait, created alongside a follow-up interview, uses national flags to represent languages (Kress and Van Leeuwen, 2006). He includes flags for Assyrian, Kurdistan, Iraq, and the United Kingdom, stating, "When I think about a language, I imagine a flag." J claims equal appreciation for all languages, but the arrangement of the flags hints at a hierarchy, consistent with the core-to-periphery pattern seen in language portraits. His artistic choices reveal that Assyrian and Kurdish hold significant positions as his mother tongues, while Arabic and English serve functional roles.

3.3.3 Linguistic Competence and Awareness

J exhibits strong linguistic competence, demonstrating not only a solid grasp of grammar and vocabulary but also a keen linguistic awareness. He actively engages in linguistic analysis, correcting family members' pronunciation to uphold language norms. J has learned Finnish more quickly than his parents, positioning him as both a language expert and an interpreter within the family. This language brokering occurs both at home and in public, helping his parents better navigate the sociocultural environment of the dominant language.

In summary, the research highlights the complex interaction of child agency in influencing the Family Language Policy (FLP), showcasing the fluidity of language choices, skills, and attitudes within family and wider socio-cultural settings. J's experience serves as clear evidence of the diverse aspects of language learning in the constantly changing landscape of multilingualism.

4 Discussion

The aim of this case study is to examine a successful multicultural family where the child becomes multilingual, multicultural, and multiliterate. It centers on a child who was exposed to Assyrian and Kurdish from birth and later learned Arabic and English. The research sheds light on the family language policy (FLP) dynamics: initially



adhering to a strict One Parent, One Language (OPOL) strategy, the family has evolved to a more adaptable approach that includes translanguaging in specific contexts, as noted by family members. The child tends to favor OPOL and skillfully switches between languages at home based on the situation, maintaining clear linguistic interactions with each parent. This shift from a rigid OPOL strategy to a more nuanced approach reflects the family's engagement in translanguaging, underscoring the fluidity of their language practices.

Deviations from OPOL are particularly noticeable in school, hobbies, and external communications. This shift signifies the family's ability to adapt to their multilingual surroundings. Their language beliefs significantly shape these practices, as they hold positive attitudes toward multilingualism and each language within their family. This positive stance fosters a rich multilingual environment, adding an element of unpredictability to daily interactions.

The family's language hierarchy is shaped by both external and internal social influences, highlighting the importance of preserving ethnic and cultural identity. For them, language is not merely a communication tool but a cultural practice essential for sustaining their unique cultural identity. This focus on cultural identity takes precedence over other considerations in their language choices, reinforcing their commitment to maintaining both heritage languages: Assyrian and Kurdish.

Even with the shifts away from strict OPOL, the family continues to prioritize the preservation of their heritage languages. The alignment between their FLP and language practices emphasizes the connection between intentional language planning and its implementation within the family context. This relationship illustrates the dynamic role of child agency, which is influenced by the FLP and, in turn, impacts family language practices. The study further supports the significant role of child agency in FLP (Smith-Christmas, 2020; Zhan, 2023).

Living in a multilingual environment, the family's positive language ideologies contribute to their high level of multilingualism. Their emphasis on ethnic identity in language decisions underscores the importance of cultural continuity in a diasporic context. Although residing in Baghdad, the parents navigate their memories and



aspirations (Hua and Wei, 2016), with their son expressing satisfaction in the present while staying connected to his cultural heritage. This complex interaction of language practices, ideologies, and family dynamics illustrates the multifaceted nature of multilingualism in a transnational family setting.

The study's findings align with previous research (e.g., Schwarz and Verschik, 2013), indicating that FLP outcomes are not solely determined by language policy, such as a strict OPOL approach. Instead, a variety of factors—including individual language attitudes, ethnic identities, perceptions of language stability, opportunities for creative language use, and children's perspectives on multilingualism—play crucial roles.

This case study is limited by its small scale, necessitating further longitudinal research. Future studies will not only cover a longer timeframe but also involve more detailed analysis of a larger data sample, as previous research has uncovered intriguing insights regarding linguistic creativity (e.g., Rakhilina et al., 2016; Ringblom and Dobrova, 2019; Fridman and Meir, 2023) and metalanguaging data (Hua and Wei, 2016) provided by family members. A systematic empirical investigation of potential enrichment in the multilingual repertoire and changes in language hierarchy will be pursued.

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