



*Berkeley Language Center
Lecture Series*

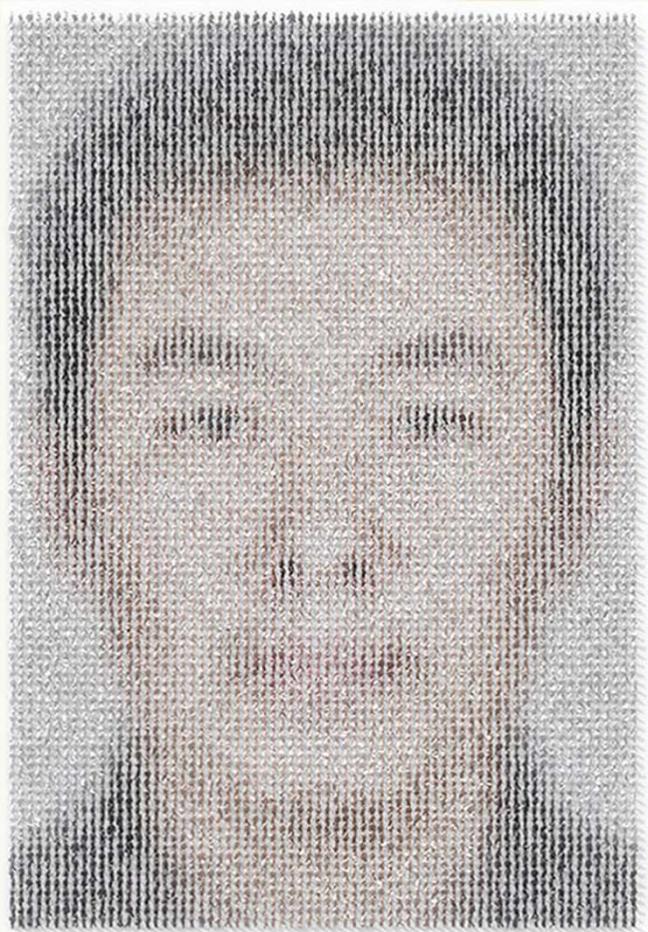
**Voices and Agencies:
Discursive Foundation for Socialization
in Heritage Language Speaking
Households**

Agnes Weiyun He
Agnes.He@stonybrook.edu
September 20, 2013

Current work

- The relationship between HL speakers' identity, motivation, social network and their HL development and HL use
- The (partial) acquisition, abandonment /attrition, re-acquisition, and development /maintenance of HL across different times and different settings

The CHL Speaker: “Jason”: a composite profile



- A collage
 - different speakers
 - various ages
 - comparable settings

May 2011, National Geographic, the most typical person on earth, on algorithmic average

Overall plan

1. Bilingual space at home
2. The value of heritage language and culture
3. Participation at school
4. Weekend Chinese language school
5. Values and norms in conflict at home
6. Communicative styles in English
7. *Talking about his family*
8. *Talking for his family*
9. *Talking with his family*
10. Multiple communicative networks in college
11. Re-learning Chinese
12. Mother's concurrent / consequent changes
13. "Trans-languaging" and multi-performance
14. Path toward global citizenry

Research questions

- *How is HL family discourse impacted by immigration, and global information networks?*
- *What is the role of child HL speakers in shaping their family linguistic landscape?*
- *How do members of the HL family collaboratively navigate and negotiate their worlds and to complement each other's language and cultural knowledge and skills ?*

Discursive features of focus

- *Reformulation*: the presentation of the same propositional content with an alternative linguistic structure, affective stance, or conversational style
- *Repair*: the deployment of conversational-structural resources to address problems in speaking and understanding

Participants and data

- 5 child CHL speakers
- 8 teen CHL speakers
- Naturally occurring interactions
- Informal interviews

In the beginning...

- Mother: Meiping's account of bilingual practice at home
- from 'necessary' to 'natural' bilingualism
- Social meaning and personal significance of language choice

Language mediation at early age

((preschool))

- Grandma's account
- English: both a barrier at home AND a connection with the outside world
- HL and English eventually learn to co-exist, to be mutually dependent, and to become mutual sources of sustenance

Parent language shift mid-TCU; child next turn other correction

((1st grade, during a play date))

Mother: 来来你跟他玩 (.) 来呀跟-

you- you and he you play together ok?

((pause))

Mother: Ni::ce 不抢啊 : :

Don't' fight ok

I give you I give you-

Jason: You take this I ta[ke this

Playdate: [I don wannit=

Mother: =who want the kooboose?

Jason: Caboose (.2) mine=

Playdate: =I want the caboose

Reformulation: recast

((3rd grade, school field day))

Teacher: He is such a bright kid, a real pleasure to have=

Mother: =really? He's not good at home (.2) not follow hhehehe

((to Jason)) right? Not follow?

((Teacher looks somewhat puzzled))

Jason: I always listen to your words

Teacher: Following the rules yes you do a job following the rules. ((to Mother)) Discipline, obedience, all these good things will happen, eventually...

Co-authoring: Email to grandpa

((7th grade, writing an email in Chinese wishing Grandpa happy birthday))

Mother: Hurry up. Finish. We must go.

Jason: 'kay:: how do you end this?

Mother: Just say 祝你健康, 长寿, 快乐

wish you health, longevity, joy

Jason: But I already said 健康, 快乐 'n all that stuff in the beginning.

health, joy

Ss-so stupid!

Mother: Not stupid! That's nice. Nice thing to say. Let me see...

Yeah yeah yeah you just- you just say 再次祝您健康快乐!

once again wish you health and joy

((Jason inputs using pinyin))

Mother: No no no not this one. Not number one. Number two, next one.

((differentiating two characters with the same pronunciation 在 vs. 再))

在 (at) vs 再 (again)



Collaborative completion: supplying lexis; repair the repair

((7th grade, at a gathering with friends))

Mother: yes yes that day the party in the party-
called what (.2) u:::n called what (.2)

叫什么 u:::n (.2)

what is it called

last week U:::n y'know (.hhh) Grey-Greyhound Day=

Jason: =Groundhog=

Mother: =Groundhog Groundhog party

yes I see him and her (.2) her daughter I see him

reformulating a request

((7th grade, at the dinner table))

Father: Why?

Mother: Wednesday have game far away (.) so coach say parent must pick up. If don't- he cant come back-

Jason: I'd be stuck for another hour waiting for the late bus.

(.2)

Mother: 你去接啦?

You go pick him up?

Jason: If you cannot, that's ok >>I'll just stay in the library<<.

Father: 行行 I come.

ok ok

Reformulation: alternative version

((9th grade))

Mother: ((to Jasmine)) Don't waste time. Finish early

你先做好, 做完, 然后就可以放松, 别=

you finish first, finish, then you can relax, don't=

Jason: = ((to Jasmine)) it's okay. You don't have to go crazy and finish everything now. Even if you do, Stigler won't take it until due date. She's way too disorganized.

Jasmine: Ya::y!

Mother: 好了好了, 又得意起来了

ok ok, [now you] can get away with it

Mediated phone conversation

((9th grade, phone ringing; some market survey))

Mother: Hello

(.4)

Mother: Who?

(.5)

Mother: No:: he not home=

Jason: =°I don't speak English°

Mother: I don't have time. Don't speak English. Bye.

((off the phone))

Mother: 我还以为是你二姑呢!

I thought it was your second aunt

Translating and interpreting

((10th grade, a letter from the school informing parents of an upcoming talk for parents on college admissions))

Mother: 这说什么? 要家长都去听啊?

what does this say? Want parents to listen?

哪天呢? 也没说呀

which day? It doesn't say

Jason: Thursday at 7pm. It says right here.

(.2)

Jason: Ok, you don't have to go. It's for juniors and seniors.

Reformulation: Mutual re-voicing

((10th grade, to a service man from Roto-Rooter, concerning kitchen plumbing))

Serviceman: You have a problem?

Mother: Yes water always stop. Many time don't go down. We try the liquid. Didn't work!

Jason: It's totally clogged. We tried the drain opener. It didn't work.

Mother: Right. Drain open no use.

Reformulation: alter-voicing

((10th grade, someone at the door is asking for signature and address to put a political candidate on the ballot))

Mother: You want me- my name? No, no, I don't want to buy=

Visitor: =no ma'am I'm not selling any[thing

Jason: [ma-

Mother: 你跟他说我们不要, 刚才就来过一个人

you tell him we don't want. Someone else came just a moment ago

Jason: U:m my mom says she doesn't vote.

Ghostwriting

((10th grade))

Jasmine: Mr. G said that we need a note from parents to say it's okay to stay for the club after school

Mother: Ask 哥哥. Jason-啊,

Ask your older brother. Jason-a:

你给妹妹的老师写个条,

you write a note to your sister's teacher

就说我们同意, 啊?

just say we agree, ok?

Jason: o[kay

Mother: [thank you

Webcam conversation

M: 妈, 生日快乐啦

ma, happy birthday

G: 啊呀, 快乐快乐, 你们吃饭了吗?

oh, happy happy, have you had dinner?

M: 我们挺好的, 吃了. Jason 快来, 跟姥姥说生日快乐

we are pretty good, had dinner. Jason, come quick, say happy birthday to grandma

((G and M talk about a neighbor who just visited G))

M: Jason, can you please come?

J: O::K::

M: ((to G)) 他特忙, 学校事儿特别多

he's extremely busy, lots of things to attend to from school

J: ((to G)) HI, 姥姥好, 生日快乐

Hi grandma, happy birthday

G: ((to J)) 啊呀, 怎么也带了眼镜? 学习太用功了吧?

Oh, how come you wear glasses too? Studying too hard?

J: ((to M)) Can I go now?

M: ((to J)) Ok, thank you. ((to G)) 这孩子没礼貌, 这么大了还不懂事

this kid has no manners. He is so big but still doesn't know how to behave.

Participation framework: in Goffman's terms

- HL children as back-up animators
- HL children as co-authors or editors
- HL children as self-appointed principals

Voices revisited: in Bakhtinian terms

- HL family discourse embody various ‘social voices’ (e.g., language choice) that family members appropriate to author selves and position others
- HL family discourse contains frequent voicing (rendering the speech of others– children speak for parents; parents mimicking children)
- HL family discourse exhibit a high degree of intertextuality

Agency revisited: distributed agency

- Agency is not an a priori given feature of an actor but is the outcome of interactions between the heterogeneous actors.
- Agency is not located in an individual actor, but is distributed among diverse actors that jointly form a collective actor.

Connection and heterogeneity: the rhizome model

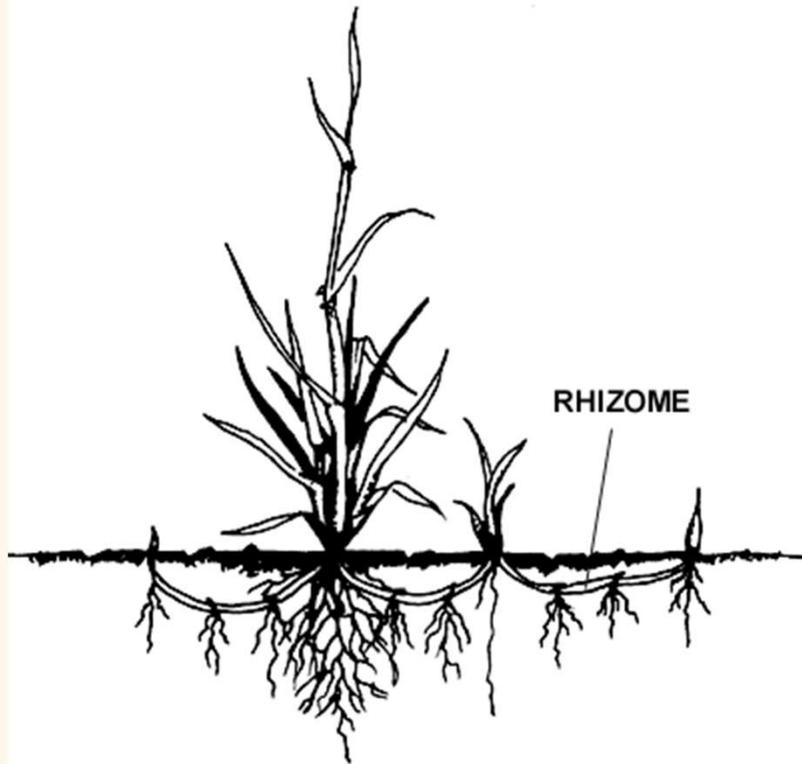


Image: anamsh13.blogspot.com



Image: waternut.org

Deleuze, G. & Guattari, F. (1987). *A Thousand Plateaus*. University of Minnesota Press.

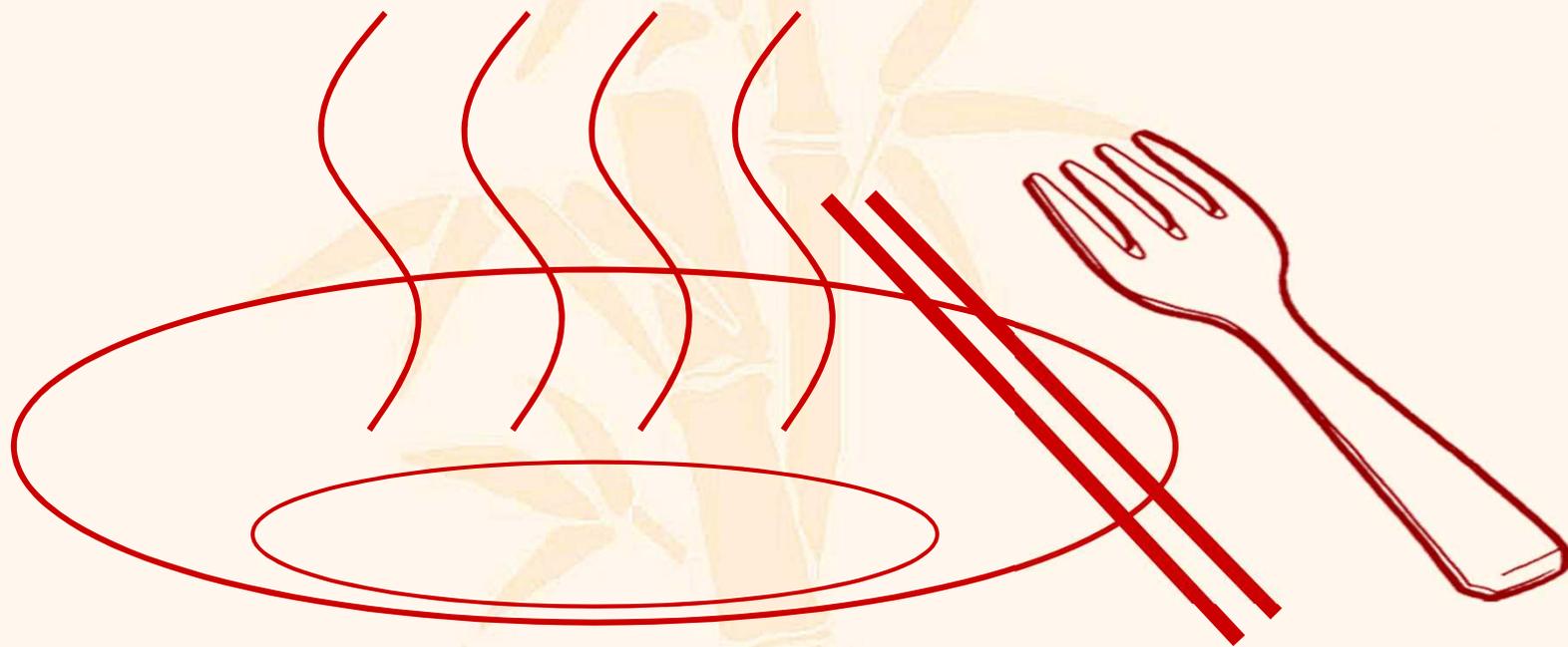
Implications for HL maintenance

- “language shift” and changing participation frameworks
- HL development and change is a familial and communal (not individual) process
- Multiplicity of voices and distributed agencies as resources for multi-directional, bilingual and translingual socialization (HL, mainstream language)

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Thank you!



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