FAMILY LANGUAGE POLICY & PLANNING
HOW DOES IT FIT IN YOUR FAMILY?

Christi Batamula
Cara Keith
Bobbie Jo Kite
Julie Mitchiner

Gallaudet University
LANGUAGE LEARNERS

Mia

Sasha

Jay

Carlos
FACTORS INFLUENCING LANGUAGE PLANNING

- Societal Forces (King, Fogle & Logan-Terry, 2008)
- Cultural Experiences (Schwartz, 2010)
- Own language experiences (King, Fogle & Logan-Terry, 2008)
- Beliefs and Attitudes about languages (Spolsky, 2004)
- Role and status of the language (Nover 1995; Reagan, 2010; Ruiz, 1984)
- Perspectives about being deaf (Nover, 1995)
- Research/Level of Education (King & Fogle, 2012)
RELATIONSHIP BETWEEN FAMILIES' ATTITUDES/BELIEFS & CHILDREN'S LANGUAGE DEVELOPMENT (DEHOUWER, 1999)

Families’ beliefs & attitudes toward languages

Children’s language development & outcomes

Families' linguistic choices & interaction strategies

- Motivation
- Monolingual or Bilingual (Additive or Subtractive Approach)
- Purpose

- Invisible or Visible Planning
- Beliefs → Practice?
- Options for schools/programs?

- Social language development: Takes about 2-3 years
- Academic language development: Takes about 4-6 years
SMALL GROUP DISCUSSION

• In groups of 3-4, discuss possible factors that influenced your own family language planning

• Possible factors:
  beliefs/attitudes/values,
  societal forces,
  role and status of the language,
  own language experiences,
  research & media,
  culture,
  others?
CHALLENGES WITH LANGUAGE PLANNING

- Limited resources
- Not one size fits all
- Bias and perspectives from professionals
- Misconceptions about language acquisition and language development
BENEFITS OF VISIBLE LANGUAGE PLANNING

✓ Safeguards child’s language development

✓ Supports development of family competence

✓ Strengthens relationship between beliefs and actions

✓ Establish clear expectations to respect language and culture
RECOMMENDATIONS FOR FAMILIES

• Understand your child and their abilities and interests

• Develop visible language plans

• Provide rich language experiences in each language

• Children learn best through everyday experiences and interactions with familiar people in familiar contexts. Integrate activities and routines as the context for promoting language opportunities.
RECOMMENDATIONS FOR PROFESSIONALS

• Respect and support families by recognizing their unique strengths

• Share full information about all communication opportunities

• Acknowledge that each child’s path to become bilingual is unique due to multiple factors
## Language Plan Sample: An Example of Carlos’ Day

<table>
<thead>
<tr>
<th>Activity</th>
<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wake Up</td>
<td>Put on cochlear implants, sing the good morning song in Spoken Spanish</td>
</tr>
<tr>
<td>Breakfast</td>
<td>ASL used at breakfast with his family</td>
</tr>
<tr>
<td>Outdoor play</td>
<td>Spoken English used to facilitate activities with his friends at the playground</td>
</tr>
<tr>
<td>Crafts</td>
<td>Using Spoken Spanish with family members</td>
</tr>
<tr>
<td>Lunch</td>
<td>ASL used at lunch with his family</td>
</tr>
<tr>
<td>Nap/Quiet Time</td>
<td>Read aloud a book using ASL</td>
</tr>
<tr>
<td>Indoor Play</td>
<td>The child’s choice. Ask him which language he prefers.</td>
</tr>
<tr>
<td>Watch TV</td>
<td>Watch educational TV programs in Spoken English with captions</td>
</tr>
<tr>
<td>Dinner</td>
<td>ASL used at dinner with family</td>
</tr>
<tr>
<td>Bath time</td>
<td>ASL time</td>
</tr>
<tr>
<td>Bed time</td>
<td>Spoken English used to read aloud a bedtime story</td>
</tr>
<tr>
<td>Additional Supports</td>
<td>• Early Intervention services: Spoken Language support 2x a week for 30 minutes</td>
</tr>
<tr>
<td></td>
<td>• Family ASL class once a week</td>
</tr>
</tbody>
</table>
**Family Language Plan**

Family beliefs about languages used at home:

Purposes of using these languages:

Language goals for your child:

Language goals for your family:

Your child’s abilities and interests:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Current Language</th>
<th>New Language Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>Spoken English</td>
<td>ASL</td>
</tr>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bedtime</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REFERENCES


Contact Information:
Christi Batamula, (christi.batamula@gallaudet.edu), Cara Keith (cara.keith@gallaudet.edu), Bobbie Jo Kite (bobbie.kite@gallaudet.edu), & Julie Mitchiner (julie.mitchiner@gallaudet.edu).