# What impacts language and identity?

**Heritage/Community Language Networks of Practice** among **Transnational** and **Transcultural Japanese Youth** in **Sydney**

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# HL/CL Maintenance & Identities

- Social networks → Social group memberships (e.g., Community of Practice [Lave & Wenger, 1991]) → Language Socialization & Language Ideology in Family Language Policy (Oriyama, 2016)

- Adolescents (esp.): Potentially drive HL maintenance or shift (Spolsky, 2004)

- Peer group memberships → Children's identities (Maguire & Curdt-Christiansen, 2007)

- HL peer groups that value using HLs (Spanish, Japanese, Cantonese) → positive attitudes toward and interest in HL learning → HL maintenance into adulthood & positive identity inclusive of HL and culture (Tse, 2001)

# Heritage/Community Language Network of Practice (HLNoP/CLNoP)

- **Community of Practice (CoP)** (Lave & Wenger, 1991):
  Group **tightly** bound by the **common** cause, identity, and learning need

- **Individual Network of Practice (INoP)** (Zappa-Hollman & Duff, 2015):
  Individual's all relevant personal relationships **within and beyond a social group** regardless of their tie strength or distance where language socialization occurs (**In-between** Social networks & CoP)

→ Heritage/Community Language Network of Practice (HLNoP/CLNoP):
  Group **more loosely connected** than CoP, and members' goals, identity, or learning needs may **differ or change**. (**Sociocultural** Network of Practice: SCNoP)

# Heritage/Community Language Network of Practice (HLNoP/CLNoP)

- Group **more loosely connected** than CoP, and members' goals, identity, or learning needs may **differ or change**. (**Sociocultural** Network of Practice: SCNoP)

- **Social group participation**, **relationships**, **language ideologies & practices** situated within **linguistic power relations**

- **Social relations** with HL/CL & majority language groups categorized **by domain**

- **Changes over time/place** and **language use** in the **domain** visualized

# Research Questions

- RQ1. What are the major roles of HLNoPs in **HL development and maintenance** in early childhood and beyond?

- RQ2. How do HLNoPs and transnational experience affect **cultural identity** formation?

# Participants

- Sub-groups within the Japanese community → Transnationals

- 5 Japanese Transnational youths (HL speakers) in Sydney (aged 15-19) & their mothers

- Intention to stay: Uncertain

- Mentally *(semi-) permanently impermanent* (cf. Levitt & de la Dehesa, 2017)

- Borderless kinship ties & a sense of belonging

- Data: surveys and interviews

# Participants' Demographics

| Name[a] | Age | Gender | Length of Residence in Australia[b] | Length of Residence in Japan | Length of Japanese Community Schooling [c] | Length of Japanese Study in Australian Schools[d] | Length of Formal Japanese Education in Japan[e] |
|---|---|---|---|---|---|---|---|
| Takumi | 15 | M | 9 | 6 (0–2 and 6–10 yrs old) | 2 (P1-2)<br>3 (Y7-9)<br>2 (Y5-6) T | 0* | 4 (Y1-4) |
| Riki | 16 | M | 9 | 7 | 8 (Y2-9) T | 0* | 3.5 (JP1-Y1) |
| Saori | 16 | F | 16 | 0 | 2 (P1-2)<br>4 (Y1-2 and 7-8)<br>7 (Y3-9) T | 7 (Y1-6 and Y8)* | 0 |
| Yuka | 17 | F | 9 | 8 (0–4 and 8–12 yrs old) | 5 (Y1-2 and 7-9) T | 1 (Y11)B* | 2 (JP1-2)<br>4 (Y2-6) |
| Eri | 19 | F | 11.5 | 1 | 2.5 (PW1-Y1) HK<br>2.5 (Y10-12)** T | 0* | 0 |

[a] Pseudonyms

[b] Length = length in years.

[c] P = preschool on weekdays (3–5 years old); Y = year (year levels of their weekend community schools follow the standard curriculum in Japan); T = tutoring school; PW = preschool on weekend (4–5 years old); HK = Hong Kong

[d] B = Background Speakers course (equivalent of Year 9, or Year 3 of junior high school graduates in Japan)

[e] Y = year; JP = preschool in Japan (3–5 years old)

* No course other than Background Speakers was available for Japanese background students in secondary school at the time due to eligibility criteria.

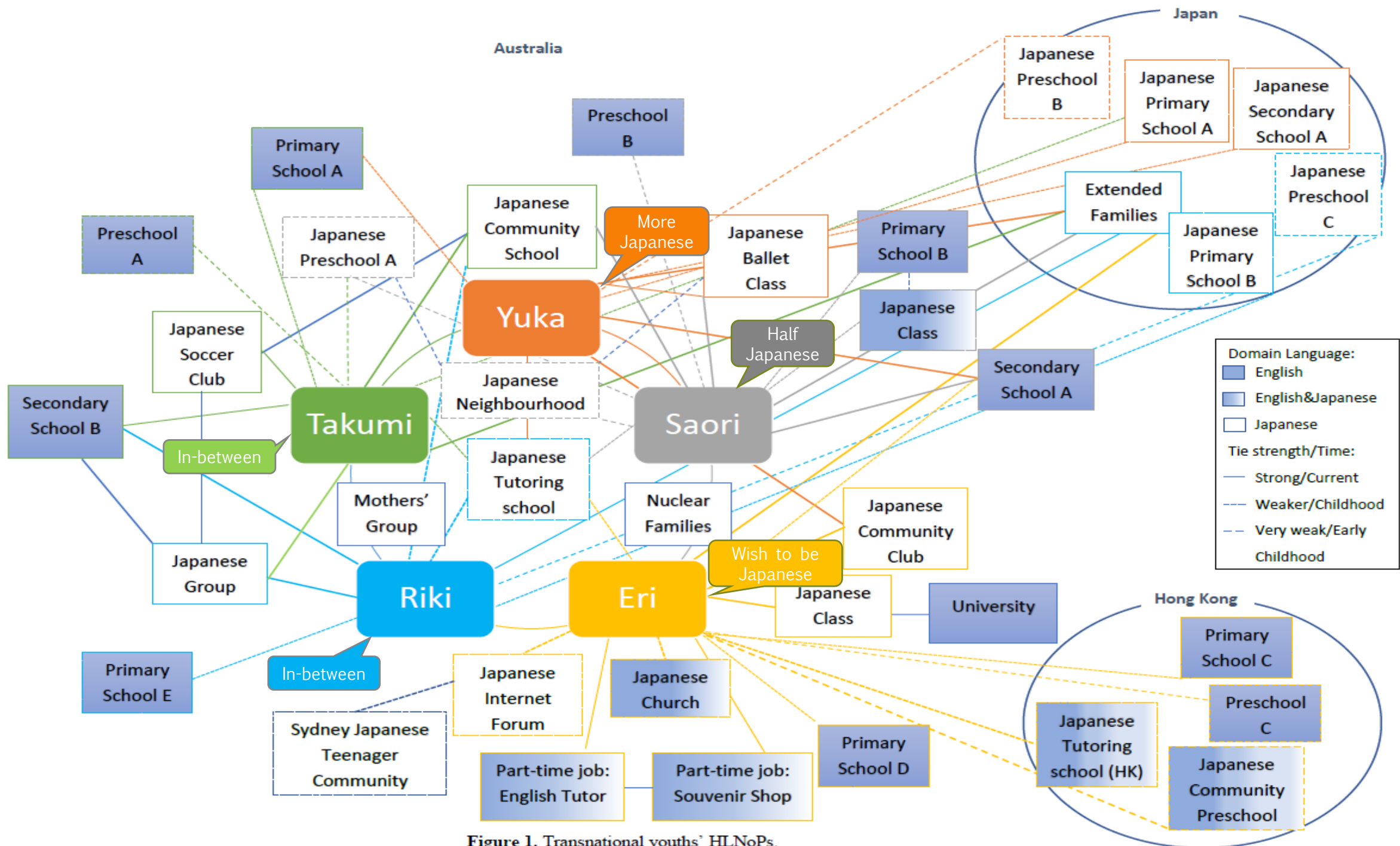** Studied at Year 4 and Year 7 levels.

Oriyama (2021, p.71)

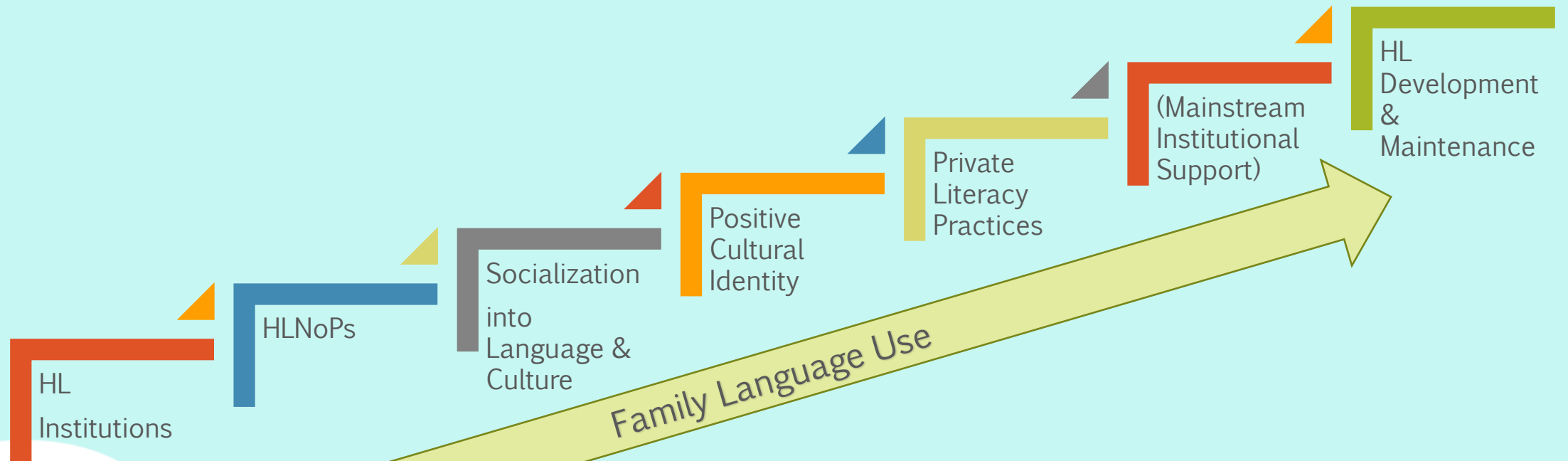**Figure 1.** Transnational youths' HLNoPs.

# Fluid and Transcultural Identities

- Eri: "It **depends on circumstances.** As you expect, I am somewhat like British due to my British-style education, and a little like Hong Kongese because I lived there . . . but after all, what I strongly wish is to be Japanese."

- Riki: "I'm quite confused . . . In terms of ethnicity, it won't make any difference to the fact that I'm Japanese after all, but I'm different from Japanese living an ordinary life in Japan . . . because I act rather freewheelingly, **though time to time** I'm kind of Japanese-like, but I feel like I understand both Australians and Japanese . . . so I'm in-between."

- Yuka's mother: "[Yuka] **switches**—when she's in Japan, she thinks and acts more like Japanese."

# Impacts of Heritage Language Networks of Practice (HLNoPs)

HL Institutions

HLNoPs

Socialization into Language & Culture

Positive Cultural Identity

Private Literacy Practices

(Mainstream Institutional Support)

HL Development & Maintenance

Family Language Use

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# Thank you!

# Questions?

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