

**Chia-Yin Chen**

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收件者: "IISES Registration Form" <95012@mail.wtuc.edu.tw>  
傳送日期: 2012年3月20日 下午 07:35  
主旨: Re: Dubrovnik Registration Form

Dear Dr. Chen,

Thank you for signing up for the International Interdisciplinary Conference in Dubrovnik 2012.

We are pleased to inform you that your paper has been accepted for oral presentation by the IISES Program Committee. In order to participate, you are supposed to pay the registration fee. For deadlines and other details please see [www.iises.net](http://www.iises.net).

We also recommend you to book a room in the conference hotel as soon as possible, as the number of conference rate rooms is limited.

Please email us at [iises@iises.net](mailto:iises@iises.net) if you have any questions.

We look forward to seeing you in Dubrovnik!

Best regards

Klara Cermakova

IISES

**On Sun, 18 Mar 2012 23:49:16 +0000, IISES Registration Form wrote**

> Registrant Type - Presenter  
> First Name (given) - Chia-Yin  
> Last Name (surname) - Chen  
> How would you like to be addressed? - Dr.  
> Institution - Wenzao Ursuline College of Languages  
> Institution address - 900 Mintsu 1st Road  
> City - Kaohsiung  
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> Phone -  
> Session Type - Regular  
> Presentation title - The ecological contexts on how parents perceive L1 proficiency  
> Conference track - Teaching and Education  
> Co-authors -  
> What would you like to appear in proceedings? - Abstract only  
> Abstract or attending only - With Chinese immigrants being one of the largest immigrant groups in the U.S., numerous research have delved into issues surrounding parents' perspectives regarding their children's Chinese/English bilingual development (Li, 2000, 2006; Louie, 2004). These research have demonstrated that parents felt it was imperative for their children to be bilingual to maintain bonds with their families and communities and uphold their cultural identity (Lao, 2004; Li, 2000, 2006; Louie, 2004). However, these accounts tend to portray Chinese immigrants' parental perspectives and approaches towards bilingual development and bilingual education as analogous and consistent, which offers a restricted view of how the parents' perspectives may differ from one another, evolve or change over time. In addition, there is limited research on how children may interpret or negotiate the language policy enacted by their parents at home differently. The theoretical framework draws on an ecology of language approach (Haugen, 1972), which refers to the way language is developed and/or maintained within a dynamic ecology of geographical, social-economic and cultural contexts. Based on qualitative case study research data collected from two Chinese immigrant families, the Lee and Chen family, we examine how the ecological contexts in which they are situated may impact the language policies the two families implement in their homes. For the Lee family, with the school district offering Chinese as an elective foreign language class in middle schools, the parents reprioritized their expectations towards their children's bilingualism. They placed more precedence on the English language learning and decided to reinforce their children's Chinese abilities

after they attend middle school. Their daughter holds oppositional views towards her parents' language policy as she wishes to learn Spanish instead. For the Chen family, the parents held shifting language policies regarding their children's bilingual language competence. With Chinese becoming an influential global language in an international context, the parents first thought that Chinese should assume the most important role in their children's language socialization not only as a way to maintain their cultural identity, but also as a form of economic capital. However, over time, influenced by their socialization experiences in the U.S., the parents gradually placed more precedence on English in the school curriculum. Their daughter negotiates her parents' shifting language policies by speaking Chinese only when her parents force her to. The findings from this study provide insights into how macro events as well as micro events converge and combine to influence parents' perceptions towards their children's bilingualism. Furthermore, this study illustrates how, parallel to language policies within school contexts, the language policy enacted from the top-down by parents may also be accepted and negotiated by children differently. By using an ecology of language approach, this study provides teachers and researchers with a lens to examine how Chinese immigrant families' parental perspectives and approaches towards Chinese language proficiency may differ or shift as they negotiate everyday experiences, global forces and local educational policies.

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> Would You Agree To Be A Session Chair? - Not Checked

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