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Infant's communicative ecologies and language policies in two contemporary Spanish families

Heading title:
Language policies in two Spanish families

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Abstract

This article examines linguistic socialisation and communicative practices in contemporary Spanish families during a child's first two years of life. We focus on two families who worked towards additive bilingualism in their family communicative practices, with the goal of promoting the acquisition of more than one language early on in the children's development. The two cases reflect non-conventional family projects, one family led by a single mother by choice and one by a lesbian couple. Our analysis focuses on three aspects: 1) the interactional and communicative ecologies that emerge as part of the linguistic decisions made by the mothers, focusing particularly on the maternal voicing of children's 'talk'; 2) how these ecologies develop over the first two years of children's lives; 3) how these interactional dynamics intertwine with the linguistic and parenting ideologies of mothers. Our analysis contributes to unpacking how family language policy operates during the early stages of children's communicative development and shows how, in fact, family language planning practices and parental projects intertwine.

Keywords: Family Language Policy, non-conventional families, infants, voicing, language socialisation, Spanish families

1 Introduction

This article attempts to take up some of these challenges pointed out in recent reviews of Family Language Policy research (Schwartz, 2010; King and Fogle, 2017) by presenting an analysis of language socialisation in two Spanish families. This analysis focuses on daily communicative practices within families on the one hand and adopts a longitudinal perspective, documenting changes in the communicative ecologies of children during their first two years of life on the other. It also responds to calls to diversify the type of family models examined in language socialisation and Family Language Policy research (Poveda, Jociles and Rivas, 2014; Wright, 2020), particularly when the focus is on Western middle-class families and the socio-educational imaginaries that attention to this segment of families mobilises (Ochs and Kremer-Sadlik, 2015). We focus on the linguistic projects and practices of a single mother by choice and a lesbian couple who designed and enacted additive bilingualism (King and Fogle, 2006) communicative ecologies with their children, aimed at introducing second and third languages from the earliest moments of their children's lives. This focus will highlight how language

the changing circumstances of family systems and how these shifts lead to rearrangements in the communicative order of families (cf. Rowe and Snow, 2020).

From our perspective, a phenomenon that condenses these complexities well is maternal animation or ventriloquising of their children's 'talk' (Goffman, 1981; Tannen, 2010): these are instances in which mothers directly voice their infant interventions in their discourse or uptake and extend vocalisations into full stretches of talk that are attributed to the child. This strategy is present across the families of the broader study (see below) and raises three key issues. First, through animation, parents constitute their children as social actors and interlocutors, as they project particular psychological dispositions (desires, stances, intentional states, etc.) on to their infant children (de León and García-Sánchez, 2021). Second, these animations take place within larger interactional routines and activities that parents design and constitute as part of their family life and can thus also be seen as windows into the broader ideologies of their parental project. Third, for the two families discussed in this article, instances of animation are embedded with stretches of maternal discourse but may or may not share the same language/code. Because the animated voice is construed as part of the repertoire attributed to the participant who is ventriloquised, shifts, continuities, and discontinuities in the codes used in the animation and surrounding talk index aspects of the linguistic competencies that are stipulated onto children or are promoted in that episode of interaction.

2 Method

Data for this article has been extracted from a broader language socialisation study led by Nieves Galera of four families with at least one child who was not more than 6 months old at the start of the study. The four families resided in the metropolitan area of Madrid (although one moved to the outskirts of Barcelona in the second half of the study, see below) and their daily family life and interactions with infants and other family members was carefully documented by Nieves through linguistic ethnographic methods (Copland and Creese, 2015) over a period of thirteen months. Data includes participant observation in family homes and other settings in which the target children participate, with monthly visits throughout the study. Each visit lasted for several hours of the day and included extensive video recording of family interactions, resulting in a corpus of over 100 hours of recordings. Participant observation also involved numerous informal conversations with parents in the family (and other adults) about their family life, parenting projects, and child-rearing concerns. Nieves also interviewed in depth all parents of the study towards the final stages of the fieldwork. In addition, she maintained (and maintains to some degree) an active relationship with participants through social media and messaging applications, exchanging text messages, photographs and additional recordings with the families of the study.

The broader project aimed at recruiting a diverse set of family structures, and Nieves contacted different family associations to secure this diversity. Fieldwork was done in the Madrid region for practical reasons, and the focus was on broadly defined middle-class families. The initial research questions of the project did not explicitly include issues connected to family multilingualism or family language policy (but, unlike other language development studies, the design did not exclude bi/multilingual families at the outset) and the incorporation of two families into the project committed to an additive bilingual family language policy can be considered accidental. It was also initially unexpected (and unplanned) that these two families were non-conventional female-led family projects. The analytical interest of the bilingual family interactions that were documented and how they intersected with family diversity and contemporary parenting ideologies called for the analysis we attempt to develop in this paper. The two families examined here are headed by Nuria (pseudonym, as all names in the article), a single mother by choice, and by Paula and María, a married lesbian couple. Here we briefly

introduce the two families and discuss in more detail the language repertoires of these mothers in section 3.

(a) Nuria was 42 years old when fieldwork began and had one four-month-old child (Simon), who became one of the focal children of this study. They lived with two dogs in an independent family house with a garden and a swimming pool in a village close to the mountains on the outskirts of Madrid. Nuria has a degree in biochemistry and worked as a project manager for an international pharmaceutical company. Simon was conceived through sperm donation and, approximately two months after the start of fieldwork, Nuria became pregnant through the same assisted reproduction procedure with the same donor. Her second son (Leo) was born when Simon was 15 months old, around two months before the bulk of the fieldwork with this family was completed. The birth of the second child marked an important change in other aspects of the organisation of the family, as Simon began attending an early childhood centre for several hours a day and Nuria hired a nanny one afternoon a week to provide support for Simon (see below for a discussion of the role of this figure in the family language policy project of the family). The broader family network was mostly limited to Nuria's mother (Simon's grandmother), with whom she had frequent contact and who would often drive from the city to visit them in their home.

(b) Paula was well into her fifties and María in her early forties when fieldwork began. Paula was originally from Catalonia and María from the Basque Country, where their families still lived. They had a three-month-old boy (Max) who participated as a focal child of the study for the following year. Max had been conceived by María through assisted reproduction and sperm donation. The couple met while working in the same multinational telecommunications company, but Paula had already retired from her managerial job while María continued to work in a mid-management position in a department of the company. When the fieldwork began, the family lived with two dogs in a family home in a residential complex in a village in the northern mountains of Madrid. A few months before Max was born, they had moved into this house from their apartment in Chueca (the downtown Madrid 'gay' neighbourhood). When Max was six months old, María accepted a job in Barcelona, and two months later the family moved to a large duplex apartment in a suburb close to Barcelona. Max did not attend any early childhood education until the final period of fieldwork (in Catalonia) when Paula considered she also needed some time for other activities. The move to the Barcelona metropolitan allowed for more daily contact with Paula's side of the family.

3 Maternal language repertoires and family language/parenting projects

The two families created communicative environments in which children were exposed to more than one language, but these environments differ in relation to the languages at play, the social and material structures that constitute these communicative habitats, and the degree of explicitness of their designed bilingual projects. In addition, the conditions of these multilingual projects changed over time.

Nuria had worked in London and Germany in the past and had a high command of English, with a strong preference for standard British pronunciation (see below). Also, one of her best friends lived in Cambridge, and she visited her occasionally during fieldwork, once with Simon. Nuria was adamant about introducing English into Simon's life early. She planned to establish a second language 'English-only' language policy at home and talk to Simon mostly/only in English as soon as possible. She also bought media and books in English for Simon, some of them also touching on single-mother family life (for example, *The Family Book* by Tod Parr). When she hired a nanny, she explicitly sought out an English-language teacher from an online work platform who would spend one full evening a week with Simon, taking care of him and speaking exclusively in English. In addition, Nuria progressively asked that Nieves also use English during her fieldwork visits. This language policy is explicitly articulated in terms of the

developmental advantages of early exposure to multiple languages and built around specific hierarchies regarding the type of English that Nuria favours:

Excerpt 1. English in Nuria's family language policy

(...) 'I speak to him in English, I think I already told you'. I asked if she is already doing this and she answered 'from time to time I speak to him in English, not always, he likes it, eh? I see that he likes it'. 'I watch TV in English. And at the early childhood center they sing in English (...), they sing to them in English and then the older children have about 1 or 2 hours a week of English classes' (...) (Field notes from an informal conversation with Nuria; originally written in Spanish; January 2017, when Simon was four months old)

'(...) 'I think that he's beginning to hear something, I mean, he is not going to remember anything but just going there [in reference to a trip to Cambridge] and letting him start to hear the accent (...) it will be great and all his little neurons will generate well. With a Cambridge accent and not that disgusting chewing-gum American (accent)' (...) (Field notes from an informal conversation with Nuria; Originally written in Spanish; April 2017, when Simon was six months old)

Paula and María state they were raised in Spanish-speaking homes (see below) in bilingual regions. Yet Paula's family had extensive contact with Catalan in school and other social spaces and progressively incorporated Catalan into their daily communication. In María's case, Euskera was not spoken in her family home and contact with Euskera was limited to school. She is also proficient in English, which she has to use as part of her daily work. At the beginning of fieldwork, it seemed that this family had informally established a 'one parent one language' (OPOL) policy (e.g., Barron-Hauwaert, 2004), as Paula spoke occasionally in Catalan to Max while María would only speak Spanish. This pattern and language plan intensified when the family moved to Catalonia. In their new home Paula began to speak Catalan much more frequently in daily life and became much more consistent in addressing Max only in Catalan, as recapitulated in a follow-up Whatsapp conversation about how languages are used in the family as they settled near Barcelona:

Excerpt 2. Paula and María's family language policy in Catalonia

(...) our families are Spanish-speaking so we learned Euskera and Catalan in school. At home, María and I speak in Spanish to each other, and me and my family talk to him (Max) in Catalan. He hears some Euskera when we go to Bilbao and in some songs María sings to him (...) (Whatsapp text; originally in Spanish; February 2021)

In addition, the transition to an early childhood centre was connected with a much more systematic exposure to English as they enrolled Max in a school with an English CLIL-type program and trilingual curriculum. They also later hired a nanny who could talk in English while looking after Max and began to take Max to various play activities in English (although these changes occurred at the end of fieldwork and some of these activities were not documented).

Comparing the two families, it seems that Paula and María's family language policy developed organically while Nuria had a much more systematic and explicit focus early on in promoting an English-language home environment. Also, an overview of maternally declared language

policies and actual communicative practices in these two homes uncovers transformations through time, changes in the daily lives of the children, and an increase in the number of relevant interlocutors and contexts that constitute the communicative ecologies of the two infants. This variability suggests that the mothers' actual communicative practices and use of the different languages at stake might be more situated and dynamic than what they reported. In the following sections, we zoom in on these communicative practices and the place of language choice in the parenting projects of the families under study.

4 Maternal bilingual discourse and voicing in early interactions

Early interactions are part of caregiving and play routines that constitute early moments of family life and the maternal projects of our participants. There are shared features in the two cases regarding how additional languages are introduced early on by mothers that we want to highlight before examining in detail how they unfold in action. First, despite the declared language policies of each family, language shifting throughout episodes of interaction is visible. Second, mothers ventriloquise their infants' voices, but Spanish is the preferred attributed language at this stage, regardless of the maternal language choice of surrounding talk. These aspects are captured in the following excerpts from each family.

Excerpt 3. Nuria playing with Simon (April 2017, Simon is 7 months old).¹

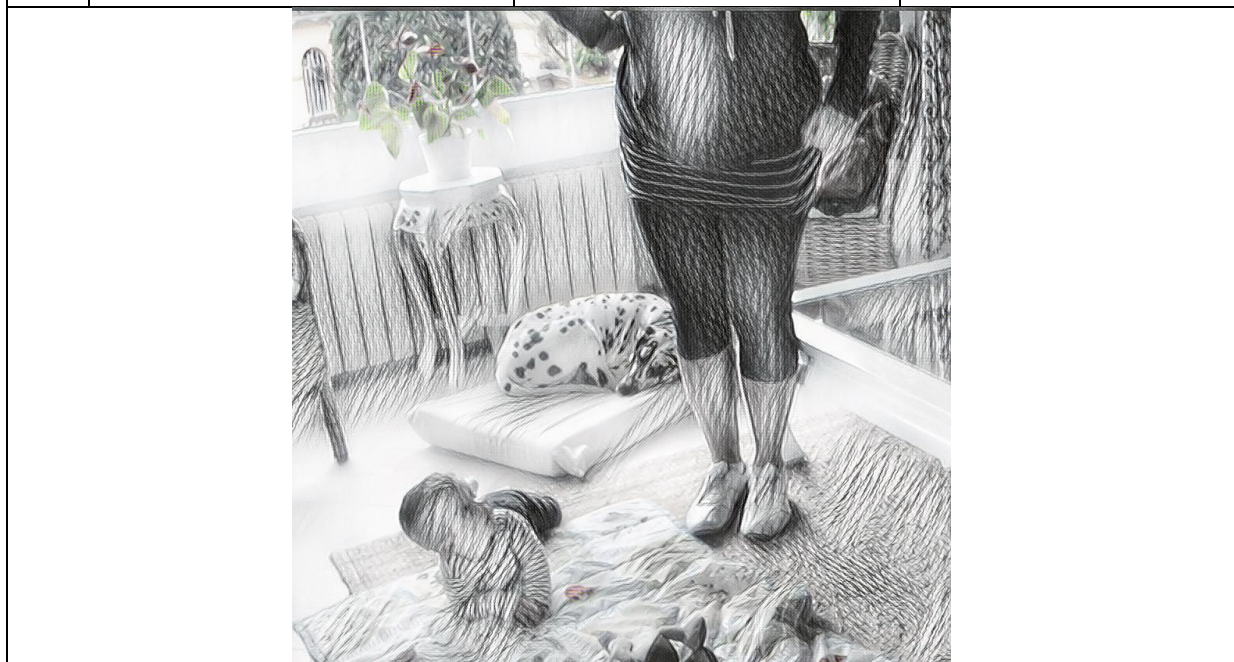
	Maternal Talk/ Vocalisations	Non-Verbal Action (Adults and Dog)	Focal Child (Simon)
1	Nuria moves behind Simon on his right, and then moves around Simon during the episode.		
2	<i>Cu-cú</i>		
3		Nuria takes one more step placing herself close on the left side of Simon's body.	
4			Simon shifts and starts to rotate his body towards the left and raises his head, looking towards Nuria.


¹Notes


Transcripts adapt a multimodal tabular layout (Cowan, 2014). Talk in each column is transcribed using a simplified version of conversation analysis conventions (Hepburn and Bolden, 2013). Languages other than Spanish used by participants (English and Catalan) are written in bold.



5	Aaa-aaa! ((high pitched))	Raises her arms while vocalising	
6			Simon smiles, looking at her mother and shifts his smile between his mother and Nieves.
7		Nuria puts down her arms and places her right arm in a 'teapot/teacup' stance.	



8	<p>Y ahora se pondrá a llorar para decir: <u>'cógemeeeee'</u> ((whining))</p> <p><i>[And now he will start to cry, saying: <u>'pick me uuuuuup'</u> ((whining))]</i></p>		
9	<p>¿Qué crujió? <i>[What cracked?]</i> (...)</p>	There is a sound in the house.	Simon 'looks' towards the source of the sound and then turns his head to look up at Nuria.
10	<p>Nuria continues moving around Simon, playing and calling him through vocalisations - approximately 22 seconds (...)</p> 		
11		Nuria has moved around Simon and is now standing on his right side	
12	Hellooo little dolphin! ((in a louder sing-song voice))		

13			Simon is looking to his left; he raises his head and torso and tries to shift his body towards the right.
14	Hello little penguin!	Nuria leans down and tickles Simon playfully with both hands.	Simon shifts his body towards Nuria and smiles.
15	Ay-ay-ay-ay-ay-ay! ((high-pitched))	Tickles Simon.	((Laughs))
16	<p>Nuria continues to tickle Simon while vocalising and then lies down on the rug in front of Simon. She grabs and shakes a toy doll with a bell - approximately 10 seconds (...)</p> 		
17			<i>Ah-ah-aaaaah</i> Vocalises and moves his body and legs. Simon looks at Nuria throughout the sequence.

	Ven aquí [Come here]	Nuria hits the blanket twice with the palm of her hand. ((The dog shakes her tail))	
18	Come here! ((high-pitched, rising intonation))	Nuria moves the doll to one side and away from their shared visual space. She hits the rug again with the palm of her hand.	
[INSERT FIGURE 3-5 HERE, EMBEDDED IN THE TRANSCRIPT]			
19	Mira quién viene [Look who's coming]	((The dog gets up and starts to walk towards Nuria)) ((Nieves laughs))	Simon continues to look at Nuria during the sequence (...)

In this episode (Excerpt 3) Nuria has placed Simon on a blanket on the living room floor looking towards the sofa (while Nieves sits on the sofa observing). The family dog is lying down under the window behind Simon and Nuria. Nuria begins a choreographic game in which she takes steps around Simon and calls out to him in an alteration of vocalisations (lines 2, 5 and others not transcribed) and later addresses Simon in English in a marked sing-song voice and higher pitch (lines 12 and 14). This game also involves embodied actions on Nuria's part, such as raising her arms and leaning down to tickle Simon (lines 7 and 16). Simon is lying down on his stomach with his head arched upwards and attempts to follow his mother's movement around him.

This head movement and joint gaze (although Nuria's face is outside camera range) is taken up by the mother as an occasion to reconstruct Simon's 'desires' in an act that is simultaneously embodied and vocalised. Nuria looks down at Simon and projects Simon's intentions by voicing

his talk (line 8). This talk is produced in Spanish through an imperative form (*cógeme*, ‘pick me up’), combined with a commentary about the tone in which this demand is uttered (crying), which is also reflected in how this demand is vocalised by the mother. Up to this moment of the sequence, the mother’s interventions were limited to vocalisations, but this ventriloquising in Spanish happens before a noise in the house draws the attention of both participants: Simon first turns his head in the direction of the sound and then towards his mother, to which Nuria responds with a question in Spanish (line 9). This shift to language is incorporated into the play sequence but also involves a shift in language since it is at this point when Nuria begins to address Simon in English (lines 12 and 14).

A few seconds later, the physical organisation of the communicative ecology shifts when Nuria lies down on the rug and positions herself closer to Simon’s eye range. This places the child at an arm’s length from Nuria, while the dog lies down about two metres away from Nuria. From this position, she addresses Simon directly via a command that is accompanied by a palm slap on the play rug and is produced successively in each language, first in Spanish (line 17: ‘ven aquí’) and then in English (line 18: ‘come here’). The English version of the request is also produced at a higher pitch and with rising intonation and is taken up not by Simon but by the dog, which gets up and moves in front of Nuria, blocking Simon. Nuria and Nieves commented humorously on this unexpected consequence (line 19) (cf. Tannen, 2007).

In short, Nuria alternates between two languages during a family play episode in which, as said, particular languages are put to work and projected onto the infant child alongside vocalisations, embodied action, and the coordinated activity of all social actors (human and non-human) in the setting. A similar pattern unfolds in Paula and María’s family in episodes where playfulness is embedded in more instrumental and practical routines. In these earlier stages of development, language alternation is introduced by Paula, who inserts Catalan and Spanish in her interactions with Max. Again, these shifts are tied to particular moments of interaction with and the interactional positions of the infant.

Excerpt 4. Paula in a diaper changing routine (May 2017, Max is 6 months old) .

	Adult Talk (Paula / María)	Non-Verbal Action (Adults)		Focal Child
Paula and María are washing Max and putting his night diaper and pajamas on him. They stand around the baby’s changing table and work together.				
[INSERT FIGURE 4-1 HERE, EMBEDDED IN THE TRANSCRIPT]				
1		*María puts cream on Max’s bottom and prepares a diaper ((while Paula sings and plays with Max))		Max looks at Paula smiling throughout the sequence.
	*Paula: <i>Mac</i>	Paula touches Max through the song: Touches face with a finger		
	<i>mec</i>	Touches face with a finger		

	mic	Touches face with a finger		
	a toca't el [I touch your]	Touches chest with a finger		
	¡meliic! [belly button!] ((higher pitch))	Touches navel with a finger		
	Paula: Mac (.)	Paula touches Max's nose		
[INSERT FIGURE 4-2 HERE, EMBEDDED IN THE TRANSCRIPT]				
2	¡Arriba! [Up!] Aaarribaaa ¡sí seño'! [Uuuup, yes sir!]	María raises Max' bottom to put the diaper under him. Paula helps and holds Max' arms and a leg. Paula and María put down Max' bottom over the diaper.		Max holds on to his feet with his hands.
3	*Paula: Mac	*María fastens the diaper over Max while Paula repeats the song. Paula touches Max' face		Max looks at Paula and is moving his legs and arms a lot, making it difficult to put the diaper on and to fasten it.
	Mec-	Paula touches Max' face		
	-pera-espera ahora no se puede (.) espera-espera un momento (.) un segundo solo un segundo <u>que luego se pone el pañal mal</u> ¿eh?-(((rising intonation)) [wait-wait-now you can't	Paula and María fasten Max' diaper working together on each side of Max.		

	<p>(.) wait a moment (.) one second just one second <u>that then the diaper is put on wrong</u> uh? ((rising intonation))]</p> <p>María: *Eh-eh-he (.) eh-eh-he</p> <p>Paula: *por la noche se lía [at night it's a mess]</p>	<p>María and Paula address Max simultaneously.</p>		
[INSERT FIGURE 4-3 HERE, EMBEDDED IN THE TRANSCRIPT]				
4	<p>Paula: ;arriba! (.) ;arriba! [up! (.) up!]</p>	<p>María moves away from the changer.</p> <p>Paula puts out her thumbs so Max can hold them and pulls him up.</p>		<p>Max can't keep his balance and sits on the changer.</p>
	<p>buah - así no puedes ;eres un flojo! [buah - you can't like that you're weak!]</p>	<p>Paula holds Max with two arms around his body and lifts him up to stand.</p>		<p>Max stands, held up by Paula and vocalises: Eeeh</p>
	<p>Paula: ;sí! [yes!] ((laughing))</p>	<p>Paula continues to hold Max and smiles.</p>		<p>Buah! He looks at Paula and shakes his arms vigorously.</p>

	ssí-sí [yesss=yes] ((laughing))			uh-eh! ((Looks at Paula and then sideways at the camera, moving his arms)) <i>Bmmuu</i>
[INSERT FIGURE 4-4 HERE, EMBEDDED IN THE TRANSCRIPT]				
5	Paula: ¿flojo yo? ¿te vas a enterar! [me weak? You'll see!]	Paula holds Max at approximately eye-to-eye height with her. María has returned with body underwear piece and starts putting it on Max.		Max is standing up, held by Paula and looking sideways towards the camera.
	¿flojo yo? ¿te vas a enterar tú! [me weak? you, you'll see! you]			<i>Buuh!</i>
6	=Brrurrll! ¿qué es eso? [Brrurrll! what's that?!	Paula moves up her head as she utters 'Brrurrll'		<i>Buuurrll!=</i> ((longer and more gutural)) Stares at Paula while she responds (...)

In this episode (Excerpt 4), Paula engages in (at least) two play sequences with Max while putting on his diaper together with María,. These projects overlap and are adjusted and interrupted in response to the reactions of the infant and the changing configuration of the ongoing practical activity. First, Paula introduces a play song routine from a popular children's song and TV show in Catalan (line 1). This sequence combines a rhythmic presentation of each of the words of the chorus of the play song with body contact: Paula touches different parts of Max's face and body until she reaches the high point of the chorus and touches his navel while singing the last part of the chorus (here realised as 'I touch your belly button') in a higher pitch.

These shifts in activity are also marked by a shift in language use by Paula. She turns to Spanish to give instructions to Max (*arriba* ‘get up’, lines 2 and 4) and talks to Max about the need to fasten his diaper properly (lines 3). This shift to Spanish is also projected onto Max when Paula ventriloquises the infant’s turn in the second play sequence of the episode. In the final part of the diaper change (lines 4 and 5), Paula picks Max up (also shifting the communicative ecology between the infant and the adults in the setting) and builds a dialogue sequence between her and Max in which the infant’s actions are commented on in Spanish and his vocalisations are later extended by Paula into full turns at talk voiced for Max in Spanish. The first time Paula raises Max, supporting him with her fingers, the infant fails to maintain his balance, which is turned into an opportunity for playful teasing by Paula calling him ‘weak’ (line 4). Then, each of Max’ vocalisations are taken as objections for a playful contrapuntal sequence (line 4: *ehh*→*yes*→*buah*→*yes*→*uh-eh-bmmu*). Eventually, these vocalisations are extended into a full ventriloquised reply and challenge attributed to Max (line 5: ‘*me weak? you’ll see!*’), which is further escalated by Paula in Spanish who then playfully questions Max’ capacity to utter something coherent (line 6).

To recapitulate, children in both families are exposed to various languages early in their development, but there are transitions between languages connected to shifts in the micro-organisation of ongoing activity. Ventriloquising, as defined in the introduction of the article, emerges as a resource to constitute infants as interlocutors and social actors, but Spanish is the voiced language in both cases. As the children grow older, there are shifts in these family communicative practices. These transformations are tied to changes in family circumstances but also reflect a move towards a more consistently designed bilingual linguistic habitat for the children in the two families. These rearrangements also bring to the foreground how maternal language practices and the characteristics of each family project intertwine.

5 Family language policy in later multiparty interactions

The birth of Nuria’s second child involved many changes in family organisation. Simon started to attend a day-care center for several hours a day, and an English teacher – male nanny (Marcos) was hired to look after Simon one evening a week. This allowed Nuria to create multiparty English-only moments of interaction around and with Simon, which were embedded in the daily routines of the family. The care and work demands that Nuria faced as a single mother led her to increase Simon’s time spent in early education, and, of particular importance for our discussion, to recruit the help of a paid nanny. The selection of this person was carefully planned as the person had to do his work in English, and Nuria was looking for a male figure to look after Simon. In short, Nuria created a new family support network and communicative ecology that simultaneously met her needs and expectations in terms of the imperatives of her single motherhood project (Jociles, Rivas, Moncó, Villamil and Díaz, 2008) and her bilingual parenting strategy (discussed above).

Excerpt 5. English-only snack time with Simon (November 2017, Simon is 14 months old)

	Adult Talk (Nuria and Marcos)	Non-verbal Action (Adults)	Focal Child (Simon)
	Marcos, Nuria, Simon, and Nieves are sitting around the kitchen table having an evening snack. The family dog is lying down next to the table. The newborn sibling is in a crib next to the table.		

1	Marcos: (No) more grape	Marcos takes some food from Simon and leaves it on the table.	Simon puts a grape in Marcos' hand.
	Nuria: Don't worry	Nuria puts a pack of wipes on the table while sitting on Marcos' right.	
[INSERT FIGURE 5-1 HERE, EMBEDDED IN THE TRANSCRIPT]			
2	Marcos: Do you want a little bit of apple?	Marcos picks up a piece of apple and offers it to Simon.	
	Nuria: Yeaah! ((with an inbreath))		He takes the piece of apple.
	Fruit is always good		He looks at the apple and spins it around in his hands.
[INSERT FIGURE 5-2 HERE, EMBEDDED IN THE TRANSCRIPT]			
3	Marcos: <i>(B) uaah?</i>	Marcos has his hands open towards Simon.	<i>(B) uaaaah</i> Holding the piece of apple and moving it away from Marcos while looking at him. He turns his head and looks at Nuria.
[INSERT FIGURE 5-3 HERE, EMBEDDED IN THE TRANSCRIPT]			

4	Nuria: You're gonna keep it for later? Marcos: =((laughs))= Nuria: =in your secret pocket?	Turns his head and looks at Nuria and then returns to looking at Simon.	He takes the piece of apple and puts it in the little pouch of his plastic bib while looking at Marcos.
[INSERT FIGURE 5-4 HERE, EMBEDDED IN THE TRANSCRIPT]			
5	Marcos: Please	Marcos extends his hand towards Simon.	Simon looks at Marcos, takes the piece of apple in his bib, and gives it to Marcos.
6	Marcos: Thank you		Simon does not let go of the apple and takes it back, he looks around the table, at the apple and then bites the apple (...)

In this episode (Excerpt 5), Simon is sitting on a high chair at the table, eating fruit that has been given to him. The full conversation around and with Simon takes place in English and unfolds on multiple planes that also constitute Simon as an engaged participant in this sequence. First, the adults recapitulate and comment on Simon's actions. He is now older, and this adult talk surrounding him is ostensibly anchored in his actions and the organisation of the ongoing activity (eating and handling fruit). In segments 1 and 4, Simon's actions with the fruit are verbally interpreted by both adults. In the first instance, Marcos indicates Simon's rejection of the fruit; in the second instance, Nuria produces a longer playful commentary about Simon's handling of the apple. Second, Simon's intentions are also ventriloquised (in this case in English) by Nuria. In segment 2 as Simon accepts the piece of apple offered by Marcos, his mother arguably voices Simon's stance towards the piece of fruit in two parts: a response cry when he takes the piece of apple in his hand (*yeah*) and a declarative statement as Simon moves around and observes the apple (*fruit is always good*). Finally, Marcos and Simon make each other the main interlocutors and build 'conversational' sequences through a chain of adjacency pairs into which Simon's actions and vocalisations are incorporated as interactional moves by Marcos. In segment 3, Simon's vocalisation is tied 'format tied' (Goodwin, 1990) as an

interrogative by Marcos. In segment 5, Marcos initiates a three-part sequence in which Simon's actions with the apple are bracketed by two turns in English.

Paula and María's move to Barcelona also involves transformations in the language practices of each mother, and they seem to enact the OPOL approach of bilingual families and parents more consistently: Paula becomes more consistent in speaking only (or mainly) Catalan and María continues to only speak Spanish. Again, as Max is now older, his ostensible actions are interpreted with less uncertainty. He is responded to with more extensive talk, and his actions are also ventriloquised by Paula, but now in Catalan. This redistribution also reflects how Paula and María's family project and language practices intersect. Paula and María are explicitly committed to shared parenting (Titlestad and Robinson, 2019) and do many of the daily routines with Max together. Excerpt 6 illustrates how joint involvement materialises in a relatively emergent and interchangeable distribution of tasks and roles (e.g., both Paula and María can pick Max up, be in charge of clothing, diapers, washing, etc.). But, as the 'one parent one language policy crystalises in the family, Paula and María's individual linguistic responsibilities become distinct and complementary but not interchangeable.

Excerpt 6. Max, Paula, and María in a shop (October 2017, Max is 11 months old) .

	Adult Talk (Paula, María and Nieves)	Non-Verbal Action (Adults)	Focal Child (Max)
	The whole family has gone out for a walk in downtown Barcelona. They have entered a shop, Max is sitting in the stroller and is becoming restless. [INSERT FIGURE 6-1 HERE, EMBEDDED IN THE TRANSCRIPT]		
1	(...) María: ¿qué pasa? (.) ¿qué pasa? a ver cuéntame (.) dime campeón <i>[what's the matter? (.) what's the matter? tell me (.) tell me champ]</i>	María squats down in front of Max in the stroller and looks at him while talking.	((Screams)) Shaking his arms and legs.
	no-no-no ¿te saco? ¿quieres que te saque? noo- si quieres que te saque lo dices pero no hay que gritar <i>[no-no-no should I take you out? Do you want me to take you out? Noo - if you want me to take you out say so but no shouting ((speaks throughout this section in a calm voice))</i>		

	(...)		
<p>María takes Max out of the stroller, unfastens the belt, and picks him up while talking to him. Max continues to protest until he is held by María (approximately 20 seconds).</p> <p>[INSERT FIGURE 6-2 HERE, EMBEDDED IN THE TRANSCRIPT]</p>			
2	(...) María: [no grites <i>[don't scream]</i> Paula: [¡Max! escolta'm! ja n'hi ha prou, eh? <i>[Max! listen that's enough, ok?]</i> María: no grites <i>[don't scream]</i>	María picks Max up and holds him, supporting him with her left arm and hip.	Max looks around the shop in María's arms Aaah! ((screams))
	Paula: Ara et dono una passa ¡tranquil! <i>[I will give you a raisin now, keep calm!]</i>		<i>uuhh</i> Max stretches his arms to try and reach a shelf with produce ((grunts))
	María: =[shhh shh Paula: [¡Max! que ara et dono (.) ¡XXX si us plau! <i>[Max! I'm going to give it to you now, XXX please]</i>	((outside camera range)) Paula bends down towards a bag in the stroller and takes out a packet of raisins	Aaaah! ((screams))=
<p>[INSERT FIGURE 6-3 HERE, EMBEDDED IN THE TRANSCRIPT]</p>			

3		Paula stands up, holding a packet of raisins in her hands.	Max looks at the packet and grunts, shaking his body (in María's arms): 'ggrr-mmhh''
	Paula: [oy-oy-oy! ((laughing)) María: [XXXX	Paula takes a raisin from the packet and puts in Max' mouth.	
	Paula: = 'mmhh ¡qué bonaaas!' [mmhh, they are good!] María: ñam-ñam-ñam (...)		Grunts, starts to chew the raisin and goes: mmhh!=

In this episode (Excerpt 6) Paula and Maria jointly calm Max down and redirect his restless behaviour. Yet, while they collaborate on this goal, each mother performs different actions and the two target languages are distributed clearly between mothers. The sequence starts with extensive soothing talk in Spanish by María directed towards Max (segment 1). A few seconds later, Max is taken out of the stroller and held by María closer to an eye-to-eye position with both his mothers but continues to protest. This leads to both mothers joining together in their efforts to regulate his behaviour and address him, overlapping their talk in different languages (segment 2). Subsequently, Paula turns to an additional strategy and offers Max a raisin to calm him down, urging him to be patient in Catalan. Moments later, Max is reoriented by María and prepared to eat a raisin (segment 3). Max' vocalisations suggest he anticipates this outcome, and his response is taken up by Paula who humorously voices this as an additional response cry (oy-oy-oy). Then, as Max begins to eat the raisin, he produces an additional vocalisation (mmhh) that is recycled by Paula and extended into a full verbal voicing in Catalan of Max' assessment (¡que bonas!) while María simultaneously mimics his action through onomatopoeia (ñam-ñam). In short, as children grow older, they participate in verbally richer multiparty and multilingual conversations. These multilingual interactions simultaneously reflect the linguistic and parental projects of the three mothers for their families, whether explicitly designed through hiring language brokers from outside the family (as in Nuria's case) or tied to the transformations the family experiences as they move into a different sociolinguistic environment (as in Paula and María's case).

6 Discussion

At a descriptive level, the language strategies deployed by the mothers in this article have already been discussed extensively in the available literature. The interactional routines that emerge in each family, the shifts in intonation and pitch in maternal talk addressed to their children and the use of diminutives, for example, have all been identified as part of child directed input (Rowe and Snow, 2020), especially in middle-class professional families (represented in this paper). The OPOL approach to which Paula and María progressively gravitate has emerged as the prescriptive ideal for raising bilingual children in similar circumstances (Barron-Hauwaert, 2004). Finally, Nuria's incorporation of L2 English into her

family life has been identified and discussed in connection with bilingual development and the importance of English as a global language (Relaño-Pastor, 2018).

Given these convergences, the critical question then might not be that of documenting novel ways of managing family bilingualism, but unpacking how these strategies intertwine with the broader parenting and family projects we present in this article. This is the intersection that has received much less attention in research literature until very recently (Wright, 2020). The two families we have examined reflect contemporary non-conventional family projects in which parenting roles are defined in practice with little historical or socialisation precedent, where maternity is relatively late and a highly reflexive and biotechnologically mediated process (Faircloth and Gürtin, 2018; Poveda, Moscoso, and Jociles, 2018). In addition, to some degree both families are engaged in variations of intensive parenting strategies in which carefully crafted developmental projects, high parental investment, and engagement with expert discourses are part of family life (Faircloth, 2014; Pylpa, 2011). From our perspective, this is the scenario in which family language policies and kinship processes intersect, and there are two features of this intersection we want to discuss.

In both families, the communicative ecologies mothers have designed and the distribution of languages they enact are tied to the imperatives of their particular family project and the organisation of contemporary female-led families. As stated above, Paula and María are explicitly committed to shared parenting, but when shared parenting turns to bilingual language socialisation, there is a differentiation and specialisation in the languages used by each mother, underscoring (among other things) the complementary role each mother plays in the socialisation of their child. Nuria is a single mother by choice who progressively implements English-only family spaces in which adult participants use English as a second language to communicate among themselves and with her child. Designing this space involved introducing and hiring a non-family member who was explicitly selected to be an English teacher, caretaker, and ‘male figure’. This is a noticeably unusual combination in a feminised informal labour niche and different to other alternatives pursued in Spain by families of similar socioeconomic status.

Finally, from our perspective, the bi/multilingual projects of both families reflect language commodification processes, i.e., ‘class-related strategies for the building of multilingual repertoires for access to global markets as well as to local ones affected by globalization’ (Heller, 2010: 109). By designing multilingual family habitats early on, the mothers in this study seek to incorporate bilingualism as a soft skill (Urciuoli, 2008) in their children’s socialisation processes. Aspects of this argument are applicable to both families. Nuria’s investment in English (and particularly what she construes as prestige varieties of English) is clearly connected to the economic value of English as a global language. Yet the increasing relevance of Catalan in Paula and María’s family also reflects to some degree these dynamics. Becoming immersed in Catalan-speaking society has instrumental value for Max and his family and facilitates positioning the family within particular socioeconomic and ethnolinguistic parameters in the metropolitan area of Barcelona to which they moved. In addition, for Paula it involves a shift between her own language socialisation into Catalan (‘late and through schooling’) and the process she is co-constructing for Max (‘early and through the family’). This also supports the idea that promoting Catalan cannot be exclusively explained as connected to relations with the extended family or transmission of a cultural heritage (Moustaoui, 2020), given that, arguably, Max can communicate in Spanish with his Catalan (and Basque) family.

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