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Abstract: The aim of this study is to identify factors associated with Vietnamese-Australian parents' language use and attitudes towards home language maintenance. Vietnamese-Australian parents ($n = 151$) with children aged under 18 completed a survey regarding demographic factors and factors conceptualised by Spolsky's language policy theory: language practices, language ideologies, and language management. Bivariate analyses and multiple regression models were conducted to explore associations between parents' language use and their attitudes towards home language maintenance and associated factors. *Parents' language use with their child* was significantly associated with their language practices (parents' language use in social situations). *Parents' language use in social situations* was significantly associated with language practices (parents' Vietnamese and English proficiency, parents' language use with their child), language management (frequency of attendance at community events), and one demographic factor (age). *Parents' attitudes towards home language maintenance* was significantly associated with language ideology factors (perceptions of cultural identity, belief in the importance of English language maintenance, belief that home language strengthens relative bonds and widens career options), and one demographic factor (income). The results can be used to assist families with Vietnamese heritage to maintain their home language by informing targeted approaches to supporting language maintenance at the community and family level.

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**Vietnamese-Australian Parents: Factors Associated with Language Use and Attitudes
towards Home Language Maintenance**

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Abstract

Aim: to identify factors associated with Vietnamese-Australian parents' language use and attitudes towards home language maintenance.

Methodology: Vietnamese-Australian parents ($n = 151$) with children aged under 18 completed a survey regarding demographic factors and factors conceptualized by Spolsky's language policy theory: language practices, language ideologies, and language management.

Data and Analysis: Bivariate analyses and multiple regression models were conducted to explore associations between parents' language use and their attitudes towards home language maintenance and associated factors.

Findings/Conclusions: *Parents' language use with their child* was significantly associated with their language practices (parents' language use in social situations). *Parents' language use in social situations* was significantly associated with language practices (parents' Vietnamese and English proficiency, parents' language use with their child), language management (frequency of attendance at community events), and one demographic factor (age). *Parents' attitudes towards home language maintenance* was significantly associated with language ideology factors (perceptions of cultural identity, belief in the importance of English language maintenance, belief that home language strengthens relative bonds and widens career options), and one demographic factor (income).

Significance/Implications: The results can be used to support families with Vietnamese heritage to maintain their home language by informing targeted approaches to supporting language maintenance at the community and family level.

Keywords: home language maintenance, bilingual, Vietnamese, parents' attitudes, language use, Spolsky's language policy

Vietnamese-Australian Parents: Factors Associated with Language Use and Attitudes Towards Home Language Maintenance

Multilingualism is endorsed by many societies for its benefits such as career opportunities, family cohesion, social adaptation, understanding and appreciation of different cultures, and executive brain function (Bialystok, Craik, & Freedman, 2007; Blake, McLeod, Verdon, & Fuller, 2018; Chiswick & Miller, 2007; Espinosa, 2015; Okal, 2014; Sandhofer & Uchikoshi, 2013). One way to support multilingualism is via home language maintenance. Home language maintenance refers to the attitudes and behaviours related to the continuing use of a language other than the dominant language (Kelleher, 2010; Liang, 2018). Home languages can be maintained via two main channels: school language education and parental language input. Education systems in English-dominant societies like Australia have not provided sufficient support for the learning and teaching of many of the most commonly-spoken languages other than English in their countries (Benz, 2018; Clyne, 2005; Lo Bianco, 2008). While community language schools (often operated on weekends) are important for maintaining language proficiency, some studies have shown that they have limited effectiveness (Kondo, 1997; J. S. Lee, 2002; Tran, Wang, McLeod, & Verdon, 2021; Tse, 2001; Xia, 2016). In contrast, maintaining languages has predominantly occurred in the home environment, with parents as the primary source of informal and formal instruction (Biedinger, Becker, & Klein, 2015; DeCapua & Wintergerst, 2009; Keh & Stoessel, 2017; Kim & Pyun, 2014; Tran et al., 2021; Verdon & McLeod, 2015; Verdon, McLeod, & Winsler, 2014). This sizeable challenge for parents (Sims & Ellis, 2014) explains why, in societies where a home language is the minority language, there is a high risk for it to be replaced by the majority language from the second generation and to be lost in the third generation (Alba, Logan, Lutz, & Stults, 2002; Piller, 2016; Piller & Gerber, 2018; Verdon et al., 2014).

The Vietnamese community in Australia, has approximately 300,000 speakers accounting for 1.2% of the country's population (ABS, 2016). The first wave of Vietnamese immigrants to Australia arrived in the 1970s-80s with more than 80,000 Vietnamese refugees, is currently in its second generation, and will witness the third generation in the next couple of decades. The second wave of migration increased by almost four times with more people coming to Australia for education and employment rather than for refuge (ABS, 2016; Migration Heritage Centre, 2020; Thomas, 2015). Recent studies in Vietnamese language maintenance among the Vietnamese community in Australia indicated that Vietnamese-Australian children's language use and proficiency is associated with parents' language use and parents' attitudes towards home language maintenance (McLeod, Verdon, Wang, & Tran, 2019; Tran et al., 2021).

Theoretical orientation

The application of Spolsky's language policy theory (Spolsky, 2004, 2007) as a framework complemented by the sociolinguistic conceptualisation of language ideologies helps examine the different factors associated with Vietnamese-Australian parents' language use and attitudes towards home language maintenance. The understanding of parents' language practices and their attitudes towards a language facilitates the understanding of children's language practices in Vietnamese-Australian immigrant families. Spolsky's language policy theory (Spolsky, 2004, 2007) explores factors affecting Vietnamese-Australian parents' language use and attitudes towards home language maintenance. Language policy, in Spolsky's theory, comprises three components: language practices, language ideologies, and language management. *Language practices* refer to language use in context. *Language ideologies* are the beliefs and attitudes towards a language while *language management* is related to the policies at work to promote the use of a language (Spolsky, 2004, 2007). In the family setting, language practices are related to the family members' use

of a language, including parents' use of the language within and outside the family domain. Language practices are influenced by language ideologies, which are parents' beliefs and attitudes towards a language. Language ideologies also have an impact upon language management – the family policies or efforts to use a language (Spolsky, 2007). The current study investigated each of these three components in addition to demographic factors (e.g., age, income) to identify their association with Vietnamese-Australian parents' language use and attitudes towards home language maintenance. The study was also based on the conceptualisation of language ideologies as linguistic beliefs that shape and influence language practice and use (Kroskrity, 2004; Schieffelin, Woolard, & Kroskrity, 1998). In the home language maintenance context, language ideologies are related to attitudes towards the use of a language (Guardado, 2008; König, Dailey-O'Cain, & Liebscher, 2015) and linked with social structures, in particular the speakers' socio-cultural characteristics including gender, socioeconomic status, and race (Leeman, 2012).

Factors associated with parents' language use

Many studies have identified a range of factors associated with parents' language use and their perceptions of the importance of home language maintenance and these factors were used to inform the development of the questionnaire used in the current study. Parents' use of home languages are associated with demographic factors and factors relating to Spolsky's language policy theory.

Demographic factors.

Demographic factors found to be associated with parents' home language use include: socio-economic status and education (Babae, 2013; Biedinger et al., 2015; Dixon, Zhao, Quiroz, & Shin, 2012; Saravanan, 2001; Willard, Agache, Jakel, Gluck, & Leyendecker, 2014), migration status (Urzúa & Gómez, 2008; Willard et al., 2014), age (Karidakis & Arunachalam, 2016; Urzúa & Gómez, 2008), and length of stay in English-speaking

countries (Hakuta & D'Andrea, 1992; Urzúa & Gómez, 2008). For example, Dixon et al. (2012) studied 282 Singaporean children and found Chinese and Tamil parents with higher income used home language less with their children and in social situations. Urzúa and Gómez (2008) studied 384 Puerto Ricans living in the U.S. and found a higher level of Spanish use at home was the characteristic of those who were older and first-generation immigrants.

Language policy factors.

The main language practice factor found to be related to parents' language use is the level of their language proficiency (Dixon et al., 2012; Lambert & Taylor, 1996; Saravanan, 2001). For example, Saravanan (2001) studied 54 Singaporean families and found fathers whose proficiency in the home language was limited tended to avoid using the home language when speaking to their children. Fathers whose home language proficiency was higher would choose either English or home language when speaking to their children.

Language ideology factors include parents' attitudes toward bilingualism and home language maintenance (Schüpbach, 2009; Takeuchi, 2006; Xia, 2016), the belief that home language helps family cohesion (Takeuchi, 2006), and perceptions of cultural identity (Saravanan, 2001; Takeuchi, 2006). For example, Takeuchi (2006) studied 25 Japanese-speaking mothers in Australia and found that motivation for the mothers to help their children maintain Japanese was to "preserve Japanese identity and cultural heritage" (p. 324).

Two language management factors previously examined are the intention of future residence in the home country (Babae, 2013; Verdon et al., 2014; Xia, 2016) and family language policy (Schüpbach, 2009; Takeuchi, 2006; Xia, 2016). For example, Xia (2016) studied 55 Chinese immigrant families in the U.S. found mothers who used Chinese with their children also had a speak-Chinese-only policy for their children, and frequently visited or stayed longer in their home country. Family language policies describe the use of language

by family members and have been described as either explicit and overt (King & Logan-Terry, 2010) as well as implicit and covert (Curdt-Christiansen, 2009).

Factors associated with parents' attitudes towards home language maintenance

Demographic factors.

Parent demographic factors associated with parents' attitudes towards home language maintenance include education (Biedinger et al., 2015) and length of stay in English-speaking countries (Willard et al., 2014; Yu, 2010). For example, Biedinger et al. (2015) studied 1,281 Turkish-origin and non-migrant families in Germany and suggested that higher-educated Turkish-background parents tended to think Turkish maintenance was not as important as German language learning. At the same time, Willard et al. (2014) studied 119 pre-schoolers and 121 fourth graders with a Turkish background and found for these children's parents, home language maintenance lost importance over the length of residence in Germany, the host country. Yu (2010), in a study of eight Chinese immigrant families in the U.S. also found these parents became less focussed on home language maintenance within 28 months of living in the U.S.

Language policy factors.

Language ideology factors refer to parents' beliefs in the benefits of home language maintenance. These include beliefs that home language fluency boosts academic success and English proficiency (C. Y. Park, 2007; Yan, 2003), supports better career opportunities (Guardado & Becker, 2014; Kang, 2012; Lao, 2004; B. Y. Lee, 2013; G. Li, 2006), enables efficient communication with relatives and the wider ethnic community (Connaughton-Crean & Ó Duibhir, 2017; Hashimoto & Lee, 2011; Lao, 2004; Liang, 2018; Zhang, 2010), and helps maintain cultural identity (Hashimoto & Lee, 2011; Kang, 2012; B. Y. Lee, 2013; Leung & Uchikoshi, 2012; S. M. Park & Sarkar, 2007). For example, Yan (2003) studied 65 parents of students from four language schools (in Arabic, Chinese, Hebrew, and Spanish) in

the U.S. and found parents' motivations to maintain home language included cultural identity preservation, family bond enhancement, and career opportunities. A language management factor related to parents' attitudes towards home language maintenance is the intention of returning to the home country. For example, Connaughton-Crean and Ó Duibhir (2017) studied 17 migrant children in Ireland and found that the main motivation for the children's families to maintain their home language was the possibility of returning to their home country in the future.

Home language maintenance and associated factors have been investigated by a number of studies, the majority of which focussed on children and outside the Australian context. The current study explored the parent-related aspects of home language maintenance among one of the largest immigrant communities in Australia (ABS, 2016). It examined Vietnamese-Australian parents' language use and attitudes towards home language maintenance and associated factors including demographic factors (e.g., education, length of stay in English-speaking countries), language practice factors (e.g., language proficiency, language use), language ideology factors (e.g., beliefs in the importance of home language maintenance), and language management factors (e.g., language policies, intention of future residence in the home country). An in-depth understanding of what factors associated with parents' language use and parents' attitudes towards home language maintenance will help identifying parent-related barriers to home language maintenance, thus enable support to promote Vietnamese language use at home as well as in the community.

Research questions

This study is a part of an Australian Research Council Discovery Grant titled "VietSpeech: Vietnamese-Australian children's speech and language competence" and gained ethical approval from the Human Research Ethics Application Committee of the researchers' university (H18084). The aim of this paper was to explore the associations

between Vietnamese-Australian parents' language use and attitudes towards home language maintenance and related factors specifically:

1. What factors related to demographics, language practices, language ideologies, and language management are associated with Vietnamese-Australian parents' language use with their child and in social situations?
2. What factors related to demographics, language practices, language ideologies, and language management are associated with Vietnamese-Australian parents' attitudes towards home language maintenance?

Method

Participants

A total of 151 people who had Vietnamese heritage, were living in Australia, and had children under 18 years of age completed a questionnaire. Among them, 108 participants completed the English questionnaire (online = 108; paper = 0) and 43 participants completed the Vietnamese questionnaire (online = 27; paper = 16). These participants were parents of children aged from 1 to 18 years old ($M = 10.28$ years, $SD = 4.58$). These people, of whom 114 (76%) were females and 36 (24%) were males, were from all six states in Australia (i.e., New South Wales, Victoria, Queensland, South Australia, Western Australia, Tasmania) and from one of the two territories (i.e., Australian Capital Territory). Their average age was 40.96 years ($SD = 6.49$, range = 25-69 years). The majority of the participants were first generation immigrants (86.7%), were born in Vietnam (94.7%), and spoke Vietnamese as their first language (97.3%). Most participants (92.6%) had a university qualification (i.e., bachelor's degree or above) and 72.5% worked as professionals or managers. The high proportion of participants with high levels of education could be the result of convenience sampling which recruited participants from social media, the research team's networks, and

snowball sampling using the online survey increasing accessibility among people whose work involves the use of computer and internet access.

Measures

Questionnaire.

This study used the second part of a two-part questionnaire that was developed after conducting a literature review of factors associated with home language maintenance (Tran, McLeod, Verdon, & Wang, 2019) and reviewing established surveys (Ho, 2010; Lam, 2011; C. Y. Park, 2007; Tannenbaum, 2003). Details of this survey development and analysis of the first part of the questionnaire regarding Vietnamese adults can be found in McLeod et al. (2019). This second part of the questionnaire specifically targeted parents of children under the age of 18 to investigate family contexts, family language use and preference, family language policies and rules, and attitudes towards home language maintenance. The questionnaire, originally designed in English, was translated into Vietnamese by the first author, who is a translator accredited by the National Accreditation Authority for Translators and Interpreters (NAATI).

Parents' language use.

Parents' language use refers to parents' language use with their child and parents' language use in social situations including with different people (including with family members), in different social situations, and with different communicative media. Parents' language use with their child was measured by using items adapted from Tannenbaum (2003) including nine different situations (e.g., "The whole family is together at dinner, and you ask your child to pass you some food"). The participants reported their language use using a 5-point scale (1 = *English always*, 2 = *English and Vietnamese equally*, 3 = *Vietnamese always*, 4 = *other language*, 5 = *not applicable*). A mean score of parents' language use was created by averaging options 1-3 for each question (and excluding options 4 and 5). Parents'

language use with different people was measured through 13 questions adapted from C. Y. Park (2007) (e.g., What language/s do you use with your partner?), in different social situations through 8 questions (e.g., What language/s do you use at work?), and with different communicative media through 8 questions (e.g., What language/s do you use in social media? (e.g., Facebook, Instagram)). The participants reported their language use using a 7-point scale (1 = *English always*, 2 = *mostly English, sometimes Vietnamese*, 3 = *English and Vietnamese equally*, 4 = *mostly Vietnamese, sometimes English*, 5 = *Vietnamese always*, 6 = *other language*, 7 = *not applicable*). A mean score of parents' language use was calculated by averaging options 1-5 for each question (and excluding options 6 and 7). In both measurements, a higher score indicates more use of Vietnamese and a lower one indicates more use of English.

Parents' attitudes towards language maintenance.

Parents' attitudes and beliefs towards Vietnamese language maintenance were explored using questions adapted from Becker (2013). They were measured by examining parents' responses to four questions of how important it was for their child to maintain the ability to speak, understand, read, and write Vietnamese (4 items; $\alpha = .94$) on a 1-5 scale (1 = *not at all important*, 2 = *somewhat important*, 3 = *important*, 4 = *very important*, 5 = *extremely important*).

Factors associated with parents' language use and attitudes toward language maintenance.

The following demographic factors aligning with the components of language practices, language ideologies, and language management as outlined in Spolsky's language policy theory (Spolsky, 2004) were identified to investigate their association with Vietnamese-Australian parents' language use and attitudes towards home language maintenance.

Demographic factors.

Demographic factors included parents' age, gender, income, education, migration status, parent-child cohesion, and the availability of community meeting places. Income referred to the total income parents received per week: 1 = *nil income*, 2 = *\$1-\$399 per week* to 7 = *\$3,000 or more per week*. Education had eight categories but was recoded into three categories for analysis purposes. The three levels of education included: lower education (*an advanced diploma, certificate, year 12, year 10, or below*), bachelor's degree, and post graduate education (*graduate diploma/certificate or postgraduate degree*). Parents' migration status refers to parents' length of time living in English-speaking countries. It was an ordinal variable ranging from one year to all of the parents' lifetime. Questions related to parent-child cohesion were adapted from the FACES IV Balanced Cohesion subscale (Olson, Gorall, & Tiesel, 2006). Participants were asked to self-rate the extent they agreed or disagreed about the connectedness and support between family members (e.g., family members consult other family members on important decisions.), on a 1-5 scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *neither agree nor disagree*, 4 = *agree*, 5 = *strongly agree*) (7 items; $\alpha = .93$). The availability of meeting places was measured by exploring responses to a question asking parents whether there was a community meeting place.

Language practice factors.

Language practice factors included parents' language use and language proficiency. As described above, parents' language use was also used as an independent variable when investigating parents' attitudes towards language maintenance. Parents' language proficiency was measured by exploring parents' self-rated score of four skills: speaking, understanding, reading and writing on a 5-point scale (1 = *not at all*, 2 = *not well*, 3 = *average*, 4 = *well*, 5 = *very well*) (4 items; $\alpha = .95$). A higher score indicated higher Vietnamese and English language proficiency and a lower one represented lower proficiency.

Language ideology factors.

Language ideology factors included parents' attitudes towards language maintenance, perceptions of cultural identity, belief in the importance of maintaining Vietnamese culture, value, and language, belief that home language helps relative bonds, belief that home language boosts career options, belief in the importance of children's English language maintenance, and belief in the role of first language in second language learning. As described above, parents' attitudes towards home language maintenance was also used as an independent variable when investigating parents' language use. Parents' perceptions of cultural identity were explored via a question asking whether the participants considered themselves more Vietnamese (1) or Australian (5) on a 5-point scale.

Language management factors.

Factors related to language management include parents' regularity of visits to Vietnam, parents' intention of future residence in Vietnam, the presence of family language policies and rules, vicinity to the Vietnamese community, and attendance of community events. The questions related to parents' connections with Vietnam asked whether or not the parents frequently visited Vietnam and if they intended to live in Vietnam in the future. The presence of family language policies and rules was explored via a question asking whether or not the family maintained a set of rules around the use of Vietnamese or English by family members. The questions of vicinity and frequency of community event attendance asked parents whether or not they lived close to a Vietnamese community and how often they attended community events (0 = *never*, 1 = *yearly*, 2 = *monthly*, 3 = *fortnightly*, and 4 = *weekly*) respectively.

Procedure

The survey, available in both online and paper formats (with return paid envelopes), included an information and consent section on the first page for participants to complete

before starting to answer the questions. Participants were recruited using convenience and snowball sampling method via social media, professional and personal contacts. The paper-based data were entered by two research assistants with English and Vietnamese proficiency and translated into English for analysis. The translation was later checked by the NAATI-accredited author.

Data analysis

Missing data ranged from 0.7% to 11.9% across all variables. Missing data, except for categorical variables such as gender and education, were imputed using the complete dataset ($n = 151$), with the maximum likelihood EM (Expectation-Maximization) method in the *Statistical Package for Social Sciences* (SPSS) program Version 25 (IBM Corp., 2017). Pearson's correlation analysis and Analysis of Variance (ANOVA) were conducted in SPSS (IBM Corp., 2017) to explore the association between the three outcome variables of parents' language use with their children, parents' language use in social situations and parents' attitudes towards home language maintenance and a range of demographic and language policy factors. Significant variables from the bivariate analyses were included simultaneously in three multiple regression models to further explore the relative associations of significant factors for each of the three outcome variables relating to parents' language use and attitudes towards home language maintenance.

Results

The participants reported to use a combination of English and Vietnamese. They tended to use slightly less Vietnamese with their child(ren) ($M = 2.19$; $SD = .58$) and more Vietnamese when in social situations ($M = 3.10$; $SD = .59$). In terms of attitudes towards home language maintenance, the participants largely indicated it was important for their child to maintain the ability to speak, understand, read, and write Vietnamese ($M = 3.38$; $SD = 1.01$). There were statistically significant differences in parents' attitudes towards the

importance of home language maintenance for different modes of communication based on a one-way repeated measures ANOVA with Greenhouse-Geisser correction, $F(1.48, 202.93) = 34.39, p < .001$. Specifically, parents viewed understanding Vietnamese as the most important ($M = 3.60; SD = .97$), followed by speaking ($M = 3.49; SD = 1.03$), reading ($M = 3.19; SD = 1.09$) and writing ($M = 3.11; SD = 1.15$) (no significant difference between reading and writing).

Bivariate Analysis

The bivariate relationships between parents' language use and attitudes towards home language maintenance with a range of demographic and language policy factors are shown in Table 1.

Parents' language use.

As shown in Table 1, parents' language use was associated with a range of factors related to their demography, language practice, language ideology, and language management.

Demographic factors. Parents' use of home language was linked with parents' demographic factors including age, partner's age, income, length of stay in English-speaking country, and parent-child cohesion. Specifically, while parents' age was not significantly correlated with parents' language use with child, it was linked to their language use in social situations ($r = -.18, p < .05$). Older parents tended to use less Vietnamese in social situations. At the same time, parents whose partner was older ($r = -.20, p < .05$) used less Vietnamese with their child while parents who reported good family cohesion ($r = .17, p < .05$) used more. Parents who used more Vietnamese with their child as well as in social situations had lower income ($r = -.26, p < .01; r = -.29, p < .001$). In addition, parents also used less Vietnamese both with their child and in social situations when they had lived longer in English-speaking countries ($r = -.52, p < .001; r = -.58, p < .001$).

Language practice factors. Parents who used more Vietnamese with their child also used more Vietnamese in social situations and vice versa ($r = .55, p < .001$). Parents who had higher Vietnamese proficiency ($r = .40, p < .001; r = .65, p < .001$), and lower English proficiency ($r = -.16, p < .05; r = -.42, p < .001$) used more Vietnamese both with their child and in social situations.

Language ideology factors. Parents used more Vietnamese with their child when they believed in the importance of home language maintenance ($r = .46, p < .001$) and in the importance of maintaining Vietnamese culture, values, and language ($r = .17, p < .05$). Parents who believed that home language helps to strengthen bonds with relatives ($r = .17, p < .05; r = .21, p < .05$), and brings wider career options ($r = .20, p < .01; r = .21, p < .05$) also used more Vietnamese both with their child and in social situations. Furthermore, parents communicated with their child and in social situations in Vietnamese more frequently when they considered themselves culturally more Vietnamese ($r = -.42, p < .001; r = -.41, p < .001$), and believed in the role of first language in second language learning ($r = .25, p < .01; r = .23, p < .01$).

Language management factors. Parents who used Vietnamese more frequently when communicating with their child and in social situations intended to live in Vietnam in the future ($F = 6.56, p < .01; F = 8.52, p < .001$) and had home language policies or rules ($F = 13.63, p < .001; F = 13.00, p < .001$). Parents who regularly visited Vietnam ($F = 7.23, p < .01$) and attended community events ($r = .19, p < .05$) used more Vietnamese in social situations.

Parents' attitudes towards home language maintenance.

A range of parent factors were related to parents' attitudes towards home language maintenance (Table 2).

Demographic factors. Factors significantly correlated with parents' attitudes towards home language maintenance include age, income, length of stay in English-speaking countries, and parent-child cohesion. Specifically, parents who reported having a stronger belief in the importance of maintaining Vietnamese for their child were younger ($r = -.24, p < .01$), had a lower income ($r = -.32, p < .001$), spent shorter periods of time in English-speaking countries ($r = -.41, p < .001$), and maintained parent-child cohesion ($r = .36, p < .001$).

Language practice factors. Parents who believed in the importance of home language maintenance had higher Vietnamese proficiency ($r = .34, p < .001$) and used more Vietnamese with their child and in social situations ($r = .46, p < .001$; $r = .42, p < .001$).

Language ideology factors. Parents who believed it was important for their child to maintain Vietnamese were those who considered themselves culturally as Vietnamese ($r = -.41, p < .001$) and believed in the importance of maintaining Vietnamese culture, values, and language ($r = .21, p < .01$). These parents also believed that home language helped maintain bonds with relatives ($r = .53, p < .001$) and obtain wider career options ($r = .42, p < .001$). Beliefs that their first language helped second language learning ($r = .40, p < .001$) and that English maintenance was important ($r = .31, p < .001$) were also linked to parents' positive attitudes towards home language maintenance.

Language management factors. Parents who believed it was important for their child to maintain Vietnamese also intended to live in Vietnam in future ($F = 11.57, p < .001$) and had home language policies ($F = 15.60, p < .001$).

Multiple Regression Analysis

Factors identified as significantly associated with parents' language use and parents' attitudes towards home language maintenance from the bivariate analyses were simultaneously included in the respective multiple regression models to identify their relative

importance in predicting parents' language use and attitudes towards home language maintenance (see Tables 3, 4, 5).

Parents' language use. As shown in Tables 3 and 4, among all significant bivariate factors, only one factor significantly predicted parents' language use with their child and five factors predicted parents' language use in social situations. Parents used more Vietnamese with their child when they used more Vietnamese in social situations ($\beta = .30, p = .003$). The model in total explained 39% of the variance in parents' language use with their child. At the same time, parents self-reported to use more Vietnamese in social situations when they used more Vietnamese with their child ($\beta = .24, p = .001$), were younger ($\beta = -.16, p < .05$), had higher Vietnamese proficiency ($\beta = .37, p < .001$), had lower English proficiency ($\beta = -.26, p < .001$), and attended community events more frequently ($\beta = .17, p < .01$). The model in total explained 58% of the variance in parents' language use in different social situations.

Parents' attitudes towards home language maintenance.

As shown in Table 5, the most significant predictor of parents' attitudes towards home language maintenance was income. Parents who had lower income had a stronger belief in the importance of home language maintenance for their child ($\beta = -.23, p = .001$). In addition, parents also perceived it was important to maintain Vietnamese when they believed home language helped to maintain bonds with relatives ($\beta = .22, p < .01$), and obtain wider career options ($\beta = .13, p < .05$), and that it was important to maintain English for their child ($\beta = .21, p = .001$). Those parents who had a stronger sense of Vietnamese identity also had a positive attitude towards home language maintenance ($\beta = -.18, p = .01$). The model in total explained 57% of the variance in parents' attitudes towards home language maintenance.

Discussion

This study aimed to identify factors associated with Vietnamese-Australian parents' language use and attitudes towards home language maintenance. Theoretically, it contributes

to studies of home language maintenance and family language policy by providing an understanding of the extensive range of factors which shape language practices and attitudes to home language maintenance among first generation migrant parents. The most significant factor associated with parents' language use with their child was parents' language use in social situations (Table 3). Parents' language use in social situations was predicted by language practice factors (including Vietnamese proficiency, English proficiency, parents' language use with child), and a language management factor (frequent attendance at community events) and a demographic factor (parents' age) (Table 4). At the same time, parents' positive attitudes towards home language maintenance were predicted by language ideology factors (including higher sense of Vietnamese identity, belief that home language helps maintain bonds with relatives and obtain wider career options, and belief in the importance of English language maintenance for their child) and a demographic factor (lower income) (Table 5).

Parents' language use with their child was predicted by parents' language use in social situations. These findings, which were not observed in previous studies, suggest that parents who used more Vietnamese in different social situations (i.e., with different people, in different situations, and with different media) used more Vietnamese with their child at home. On the other hand, people who had fewer opportunities to use Vietnamese in different contexts used less Vietnamese with their child. This means the latter group of parents need to be more conscious of the shift to Vietnamese when they communicate with their children. Older parents used less Vietnamese when communicating in social situations. Previous studies only focussed on the use of home language at home and found older immigrants were more likely to speak home language at home than their younger counterparts (Karidakis & Arunachalam, 2016; Urzúa & Gómez, 2008). This current study provides a different insight into the use of home language among immigrants. Parents who had lower English proficiency

or higher Vietnamese proficiency used more Vietnamese in social situations. Previous studies also showed immigrant parents with higher English proficiency used more English in social domains (including family, neighbours and workmates) (Schrauf, 2009). Parents' language use in social situations was also positively correlated with their attendance at Vietnamese culture events. Although few studies have directly explored the relation between these factors, it was pointed out in previous research that community representation was among the significant factors that promoted home language maintenance (Clyne & Kipp, 1997). These findings suggest that parents who attend more community events are more likely to use the home language more often in social situations.

Parents' attitudes to home language maintenance was associated with a different set of factors. Parents who had lower income had more positive attitudes toward language maintenance. Previous studies showed the correlation between income and home language use (Babae, 2013; Saravanan, 2001) but not specifically attitudes towards home language maintenance. This study is the first to indicate this relationship between parents' income and their attitudes towards home language maintenance. Language ideology was also found to play an important role in parents' attitudes towards home language maintenance. Specifically, parents in the current study were found to have more positive attitudes towards home language maintenance when they believed maintaining Vietnamese language helped strengthen bonds with relatives and obtain wider career options. Leeman (2012) found that socioeconomic status and socio-cultural factors play a role in language ideologies (i.e., attitude towards language maintenance). In the context of Vietnamese-Australians, language ideology appears to be strongly linked with income, socio-cultural environment and Vietnamese proficiency, factors which in turn have been found to be associated with the type of migration undertaken by Vietnamese migrants to Australia. That is, migrants who arrived in Australia in the post-war era (1970s-1980s) tend to have lower income, be more closely

connected with their Vietnamese community and have higher proficiency in Vietnamese (Wang et al, 2021). Thus their language ideologies support language maintenance. In contrast, Vietnamese-Australians who migrated more recently for economic or educational purposes tended to have higher income and lower Vietnamese proficiency, and language ideologies that are less supportive of home language maintenance (Wang et al., 2021). In this study, while These findings echoed previous studies regarding parents' perceptions towards home language maintenance. Studies in Spanish, Korean and Chinese-speaking communities in Canada and the US found parents who advocated home language maintenance were those who believed in these benefits (Guardado & Becker, 2014; Hashimoto & Lee, 2011; Kang, 2012; Lao, 2004; B. Y. Lee, 2013; L. Li, 2012; Liang, 2018; Zhang, 2010).

One significant factor associated with parents' attitudes towards home language maintenance was parents' belief in the importance of English maintenance. That is, parents who wanted their children to maintain Vietnamese language also advocated for the maintenance of English. Parents who had a stronger sense of Vietnamese cultural identity also had more positive attitudes towards home language maintenance. This finding confirmed results from previous studies with Korean and Chinese-speaking parents in Canada and the US that parents wanted to maintain their home language for their children to keep their ethnic identity and positive self-identity (Kang, 2012; Lao, 2004; B. Y. Lee, 2013; Leung & Uchikoshi, 2012; S. M. Park & Sarkar, 2007). The strong link between the sense of Vietnamese identity and attitudes towards home language maintenance and the correlation between parents' English proficiency status and their use of language in social situations suggest some explanation why home language risks being lost from the third generations onwards. If home language is maintained because parents have limited English proficiency and have a strong sense of ethnic identity, the self-motivation to maintain home language will be lost among later generations when parents' English proficiency is higher and thus is no longer a barrier to

communication between family members and self-identity is not as strong as among first generations. Language loss across generations have been observed and discussed in previous studies (Fishman, 1991; Verdon, McLeod, & Winsler, 2014). This explains why home language maintenance or multilingualism should not be seen as merely individual or family commitment but needs stronger involvement and support from other resources including school education and the community.

Implications

Language practices, in Spolsky's language policy theory, are supported by language ideologies and language management (Spolsky, 2004, 2007). The combined finding of this study and a previous study by (Tran et al., 2021) sheds light on the theory by pointing out that language practices among Vietnamese-Australian families was predicted by their parents' attitudes towards home language maintenance (for children's language use) (Tran et al., 2021) and their frequent attendance of community events (for parents' language use). It also indicates the strong impact of parents' income and language ideologies (sense of cultural identity and beliefs in the benefits of home language maintenance) on parents' attitudes towards home language maintenance. These findings led to several implications regarding policies to maintain home language including encouraging families which higher socio-economic status to have more explicit family language policies to use Vietnamese at home if they wish to maintain home language, promoting the sense of cultural identity among Vietnamese families by more frequent attendance of community events, and raising awareness of benefits of home language maintenance regarding career opportunities and bonds with relatives. Explicit family language policies should outline the use of Vietnamese within the home and outside the home among Vietnamese speakers, and the use of English outside the home with English speakers in social contexts (Tran et al., 2021). Sense of cultural identity could be enhanced by the government's educational language policy through

school curricula and community cultural initiatives. At the same time, raising awareness of benefits of home language maintenance could be achieved through different channels including media broadcasts, professional consultations (e.g., teachers, speech-language pathologists, doctors), and community events.

Limitations of the study and future research

Despite the wide exploration of a comprehensive set of factors associated with Vietnamese-Australian parents' language use and attitudes towards home language maintenance, this study is limited in a number of aspects. First, the study sample was not representative of all people with Vietnamese heritage living in Australia. Participants were more likely to be female, first-generation immigrants with a tertiary education. It is recommended future research uses stratified sampling to obtain a more representative sample. In this study, parents' perceptions and practices related to home language maintenance were explored quantitatively. Future research could draw upon a qualitative approach to investigate associations between parents' attitudes towards home language maintenance and identified factors such as education and income to provide a more in-depth insight into parents as an essential agent in home language maintenance. Despite the limitations, this study has contributed to a more nuanced understanding of the language use and attitudes for Vietnamese-Australians.

Conclusion

Parents' language use and parent's attitudes towards home language maintenance important factor for children's home language maintenance (Tran et al., 2021). This study identified significant factors associated with these two components of Spolsky's (2004, 2007) language policy theory (language practice and language ideology). It also confirmed Spolsky's language policy theory that language practices are influenced by language ideologies and language management. Parents' language use was associated with their age,

language proficiency, and frequent attendance of community events. Parents' attitudes towards home language maintenance were associated with their sense of cultural identity, beliefs in benefits of multilingualism including career options and English maintenance and income. In the current study, parents who were older, had higher income, and better English proficiency may need to have more explicit family language policies to raise their children bilingually. Resources and support for parents, resources, as well as involvement from the community and schools are important for promoting multilingualism and home language maintenance in the Vietnamese-Australian community. It is possible that these findings have synergies with other heritage language communities.

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