

Valéria Schörghofer-Queiroz

Negotiating identity: multilingual parental engagement in a predominantly monolingual education system

Zusammenfassung

The tension between superdiverse multilingual societies and predominantly monolingual educational systems tends to disadvantage multilingual students. While parental engagement can play a crucial role in supporting these students' academic achievements, multilingual families might face challenges due to linguistic mismatches and systemic barriers. Building on this, this contribution explores the role of language in multilingual parents' identity construction as they attempt to engage with their children's learning in the context of the Austrian education system.

Introduction

The tension between superdiverse multilingual societies and a predominantly monolingual educational system, which puts multilingual students at a disadvantage, is a well-known issue widely discussed in research (Piller et al., 2024) and also evident in the Austrian context (Weger, 2024). Particularly in the Austrian educational system, the engagement of families with schooling seems to play a significant role in supporting students' achievement (Schnell, 2015). In this system, by 2017, 32% of families with school-aged children were composed of at least one parent who was born outside of Austria, meaning that in at least one in three school children's families someone has experienced migration (Gruber & Herzog-Punzenberger, 2023, p. 5). With migration, families may also bring a range of linguistic resources, which, when differing from the school's official language, can pose additional challenges in parental engagement (Antony-Newman, 2019). These challenges are often intertwined with the parents' own identity construction, as language has a significant role in shaping one's experiences and interactions. This paper focuses on the role of language in the identity construction of these parents, aiming to uncover some of the complexities of their subjective experiences as multilingual subjects (as in Kramsch, 2009) as they seek to support their children's academic trajectories.

Parental Engagement and multilingual families

The so-called language barriers between school communities and families continue to be identified as one of the main challenges for multilingual parental engagement, along with other issues such as lack of information about the school system and misunderstandings regarding expected parental roles in children's education (Ali, 2008; Antony-Newman, 2019; Turney & Kao 2009). This linguistic mismatch between schools and families can have several negative consequences: Parents may be perceived by school staff through a lens of deficiency, have reduced access to social contacts with non-migrant parents, be excluded from the core of the

parent community, and face fewer opportunities to participate in and navigate the school system (Antony-Newman, 2019). Language also plays a significant role in how confident multilingual parents feel when supporting their children in school-related matters. This may influence, for example, their confidence in reaching out to schools to address their children's challenges, feeling legitimate in school decision-making processes, or helping their children with schoolwork (Ali, 2008; Cioè-Peña, 2021). As a result, these parents are often seen as difficult to reach, uninterested in their children's education, or lacking the resources to support them. However, their struggles are often due to systemic barriers rather than a lack of effort or interest (Ali, 2008; Crozier & Davies, 2007; Goodall, 2017). Even highly-educated multilingual migrant or transnational parents with high socioeconomic resources might face challenges in converting their capitals into social advantages for their children in new school contexts when their languages and other symbolic capitals are undervalued in this field (Antony-Newman, 2020; Waddling et al., 2019).

In the Austrian educational system, high proficiency in the school language and strong academic achievement are closely tied to parents' ability to provide the expected support for their children. This disparity is more pronounced in Austria than in France and Sweden, likely due to Austria's non-comprehensive school system, which disadvantages multilingual parents (Schnell, 2015). Herzog-Punzenberger (2017) also explores this issue, emphasizing the challenges migrant families may face and advocating for moving beyond stereotypes associated with them. With that, she calls for more studies in Austria that take into account parents' uncertainties and aspirations for their children.

Building on these concerns, the present study aims to address some of these issues by exploring the subjective experiences of parents as they navigate their role in supporting their children's education. In doing so, it adopts a perspective on parental engagement that extends beyond involvement only in school-related matters, instead focusing on children's learning more broadly (Goodall, 2017). By accounting for a more empowered and broad view of the role of the parents, this approach promotes a more equitable model of parental engagement, in which both parents and schools are recognized as equally valuable contributors to children's learning. Within this framework, strengthening relationships between schools and families is linked to enhancing parents' sense of confidence and self-efficacy in supporting their children, which, in turn, has been shown to positively influence parental engagement (Goodall, 2017). To fully understand the complexities of how parents see their role, it is important to consider these relationships within a broader social context, where structural power dynamics play a role. Therefore, in this study parental engagement is understood as a social practice (as also in Szelei et al. 2024), shaped by institutional norms and social structures that are continuously reproduced (Delanty et al., 2011). As a result, I go beyond the idea of self-efficacy and place it within a broader identity framework that considers these social influences.

Identity construction in the context of parental engagement

For Cummins (2021, p. 70), interactions and practices within the school context are influenced by societal power relations, creating interpersonal spaces where identities are negotiated and relations of power emerge as either coercive or collaborative. Similarly, from the perspective of second language acquisition (SLA), community and societal structures play a crucial role in how emergent multilinguals construct their identities through interactions. The way these identities are negotiated can be supportive or constraining for individuals in their efforts to invest in

language practices (Norton, 2013). Viewing parental engagement as a social practice considers that parents' interactions within the school community are also shaped by broader societal power structures. These interactions and practices also create interpersonal spaces where identities are continuously negotiated. As multilingual subjects, parents possess various forms of symbolic capital (Kramsch, 2009), which they draw upon to seek the benefits they aspire for their children in the context of parental engagement. Language, as a particularly powerful form of cultural capital, plays a crucial role in this negotiation, enabling parents to assert their positions and claim the right to speak within the school community. However, the extent to which this capital is acknowledged or valued in interpersonal spaces created within the context of parental engagement directly affects how parents' identities are constructed. The values that these capitals are assigned in these interpersonal spaces are tied to broader ideological structures that determine power dynamics and modes of inclusion and exclusion (Darvin & Norton, 2015, pp. 42–46). This dynamic becomes evident in how parents position themselves and are positioned by others when reflecting on their experiences of parental engagement. These positions, in turn, generate coercive or collaborative relations of power shaping parents' perceptions of the possibilities available to them while engaging with their children's learning.

From a sociolinguistic perspective, Bucholtz and Hall (2005) also highlight that identity construction in interactions is shaped by broader ideological structures. These structures manifest through positions individuals assume in an interaction and in the dynamics that emerge in the relationship with the other. Such dynamics – called by the authors as relational dynamics – inform processes like adequation and distinction, which highlight or downplay similarities that individuals construct between their own group and certain social groups. This dynamic creates proximity to or distance from perceived groups and can reflect power relations embedded in the broader society. Similarly, authorization and delegitimization shape identity positioning by determining whose voices are recognized and whose are silenced, both in institutional settings and everyday interactions.

Building on this, this study considers language as a significant form of capital that shapes multilingual parents' experiences in the context of parental engagement. By analyzing how these parents position themselves and are positioned by others in interactions within the school community, it explores the role of language in identity negotiation while responding to institutional expectations and social hierarchies. At the same time, it considers the broader ideological and structural forces that are intertwined within these negotiations, which constructs both parents' perceptions of their own roles and the institutional practices that define their possibilities for engagement.

Methodology design

Considering this context and theoretical background, this contribution aims to answer the question: how does language play a role in multilingual parents' identity construction in the context of parental engagement? The data presented in this contribution stem from a qualitative research design developed as part of a dissertation project, which intended to understand how multilingual parents construct their identities while engaging with their children's learning. The dissertation drew on interviews with parents, diary entries, and observations of parent-school meetings, with interviews serving as the primary data source. Accordingly, this contribution focuses on interview data to illustrate some key findings.

The interviews followed an episodic-narrative approach, allowing participants to articulate and reflect on their experiences in ways they found meaningful and relevant for the context of the dissertation study. This interview design aimed to elicit accounts of specific episodes related to parental engagement while encouraging reflections on parental roles and interactions within the school community. Data collection took place between 2019 and 2021.

The research partners of the larger dissertation study were seven multilingual parents with school-aged children who had migrated to Austria. These parents had Portuguese as one of the main languages in the family but also used and/or were in contact with other languages in their daily interactions. As Portuguese is neither recognized in the Austrian curriculum nor regarded as a significant migrant language, it provided a distinct research lens of a minority group in the context it is inserted. However, sharing a common language did not imply uniformity among participants, as they varied in socio-economic and educational backgrounds and had migrated to Austria under diverse circumstances. For this contribution, two mothers were chosen as samples, as they illustrate similar sociodemographic background, but contrasting positions regarding the research question here explored.

The data were analyzed through the Discourse-Historical Approach (DHA), known as the Viennese strand of Critical Discourse Analysis. This approach offers an analytical tool for identifying discursive strategies across micro, macro, and contextual levels (Reisigl, 2017). In this contribution, the micro-level analysis is foregrounded to provide insights into the processes of identity construction among the research partners, situated within the theoretical framework previously discussed. The micro level explores strategies related to nomination, predication, argumentation, perspectivation, as well as intensification and mitigation. The examples below are transcribed according to GAT2 (Selting et al., 2011) and freely translated for comprehension. The transcription conventions used in this paper can be found in Appendix A.

Introducing research partners

Carla (names are pseudonymized) is the mother of twin children who, at the beginning of data collection, were in the second grade of primary school in the state of Lower Austria. She is a highly educated professional with a PhD and was employed as a researcher at an institution of higher education. When the interviews began, she had been living in Austria for 3.5 years. Originally from Brazil, Carla had lived in Europe for several years before relocating to Austria. Her first language is Portuguese, she reported high proficiency in English and French and had tried several times to take courses on basic level of German. Her primary reason for moving to Austria with her family was her partner's job, who was Austrian and had German as his first language.

Gabriela is the mother of two children. At the start of data collection, her younger child was attending pre-school, while her older child was in the second year of secondary school (Mittelschule) in the state of Vienna. Gabriela holds a teaching license's degree and used to work as a language teacher in her country of origin before moving to Austria. Due to visa restrictions, she was not permitted to work in Austria. Like Carla, she is originally from Brazil and had been living in Austria for two years at the time of data collection. Her reason for the mobility with the family was her partner's diplomatic assignment. Portuguese is her first language, and she also reported high proficiency in English. She was taking courses on basic level of German.

Negotiating identities within the school community

In this chapter, I present one of the key findings that arose from the dissertation project, focusing on language for identity construction in the context of parental engagement as outlined in this paper. First, I briefly describe an overall pattern that emerged from the data. Next, I illustrate this by explaining how this pattern particularly appeared in the case of the two research partners chosen as samples. Finally, I contrast these two examples, considering their relevance for addressing the research question proposed.

Throughout the data collected for the dissertation project and analyzed in this paper, a relational dynamic pattern was identified: research partners tended to position themselves in a “we-group” through a relation of distinction or adequation with a “they-group”. Having a specific language in their repertoire, together with other predications, functioned as one of the main points of distinction that created a sense of separation between these groups. In particular, the established language of the educational institution, which was also understood by parents as the language of the educational institution’s community as a whole, played a central role in defining in-group and out-group.

In the case of Gabriela, she frequently contrasted in her interviews a group of foreign non-German speaking in opposition to a group of German-speaking locals, describing them as belonging to two separate worlds. While she would position herself as an outsider to the local group, she also expressed a strong desire to distance herself from the “foreigners”.

In the Example 1, Gabriela narrates an interaction with a teacher at her child’s school. She initially rejects the teacher’s offer to conduct their conversation in English, insisting on speaking German (lines 57–59). In her justification (lines 59–60), she positions herself as someone actively striving to learn the school language – an effort that is acknowledged and approved by the teacher (lines 61–63). Gabriela then incorporates the teacher’s voice into her narrative through direct speech, establishing a comparison between Gabriela herself and other mothers (lines 62–65) who would supposedly belong to the same group as Gabriela, but do not make the same effort to speak German as she does. By bringing this voice to her narrative, Gabriela reinforces her desire to distinguish herself from others in her we-group in the interaction with the teacher. By stating that “nem todas as mães tentam” (not all mothers try – lines 62–63) and emphasizing the adverb “só” (only) in line 65, Gabriela intensifies the negative position of those who would not speak the school language. In doing so, she downplays the value of English in fostering positive relationships with teachers. Her response to the teacher (line 66) with emphasis in the denying particle (“não” [“no”]) functions as a clear attempt to differentiate herself and her partner (included in “a gente” [“we”]) from this negative position associated with non-German speakers in this interaction.

EXAMPLE 1: (GABRIELA_Interview1_Sequence_26)

57	GABRIELA:	daí eu DISse;
		so I said
58		não eu SEi °h mas é que eu querIa ã::
		no, I know, but I wanted hm
59		falAr contigo em aleMÃO porque
		talk with you in German because
60		eu tô aprendENDO alemão

	I am learning German
61	°hh e ela disse A::: e::e::=
	and she said hm ah ah:
62	A: que BOM porque NEM todas as mães: é:: °h
	oh that is good because not all mothers hm
63	TEN:tam ela disse;
	try it, she said
64	muitas mã:es MO:ram aqui:: ou:: tão aqui: né
	many mothers live here or are here right
65	e fa:lam SÓ inglês -
	and speak only English
66	°h eu disse nã:o a gente quER (.) tenTAr °h ã::;
	I said no, we want to try [to speak German]

In the continuation of this excerpt (not included here for a matter of space), Gabriela provides a very similar example of interaction with another teacher of her other son, linking her use of German with benefits for her son, to which she agrees and concludes:

EXAMPLE 2: (GABRIELA_Interview 1_Sequence 26)

100	GABRIELA: °h é:: <<cresc>enTão:> é Isso> eu acho
	hm: so that is it I think
101	que Elas nos valorizam
	so they [teachers] value us
102	cOmo a gente valoriza Elas;
	like we [parents] value them

Gabriela's argument here is based on the underlying assumption that: speaking German is (more) positive and valuable to benefit from parental engagement (than speaking other languages). Therefore, Gabriela uses her emergent knowledge of German as a form of capital to negotiate her position of value within the school community. By doing so, she seeks to position herself closer in a hierarchical level to the teachers, where both parents and teachers mutually recognize and value each other (lines 100–102).

Carla's experience with German holding such predominant status in the school community differs from Gabriela's. While Gabriela's resources in German seem sufficient for her to negotiate value in her interactions with individuals from the school community, Carla struggles to negotiate belonging to the they-group of German-speakers. For Carla, however, this need for belonging is closely tied to how she perceives her possibilities of parental engagement, as illustrated in the Example 3:

EXAMPLE 3: (CARLA_Interview 1_Sequence 2)

93	CARLA: (-) é o: i-DON't-belong.
	it is the I-don't-belong
94	(.) °h

95	VALÉRIA	<<p>uhU:m>
	:	
		uhum
96	CARLA:	éah Éah (0.9)
		yeah yeah
97		é o <i>Motto</i> . (.)
		this is the motto
98		da Mãe que não sabe falar a língua.
		of the mother who cannot speak the language
99		(-) eu di[ria].
		I would say
100	VALÉRIA	['tendi];
	:	
		I understand
101	CARLA:	<<nervous laugh>h°hãhã>
		haha
102		°hh e:? e eles SOfrem com isso.
		and and they [children] suffer with this
		((...))
106		porQUE::-
		because
107		tem muitas coIsas que eles poderiam
		participA:R?
		there are many things in which they could participate
108		que eles podeRIam °h (--) <<creaky>é>
		SOcialmEnte ser mais ativos,
		in which they could be socially more active
109		mas eles num SÃO-
		but they are not
110		porque a MãE (.) num pOde. °h (.)
		participAr.
		because the mother cannot participate

In this excerpt, Carla reflects on her difficulties in connecting with other parents and peers of her children's school community, which for her was an important aspect of parental engagement. By constructing herself as "a mãe que não sabe falar a língua" ("the mother who cannot speak the language" – line 98), she intensifies her feeling of exclusion from an implicit group of mothers who do speak it. Referring to "the language" in singular form, without specifying German, suggests a perception of its normativity within the school community. The mother who cannot speak the school language for her is also the mother who cannot fully participate in school and social activities (line 110), which in turn prevents her from supporting her children's socialization (lines 107–110). In Carla's argumentation, her inability in this system leads to her children's suffering (line 102). Thus, she establishes a conditional connection in which if a mother cannot speak the language, her children will suffer by not benefiting from an expected school engagement.

Further, in Example 4 (below), like Gabriela, Carla also mentions a group of mothers who speak English (line 139–140). Yet, she includes herself in this group and, although English seems to enable her interaction, this is still insufficient for her to negotiate the desired belonging that would enable her school participation (line 141). The strong emotional connotation of this passage, like in the previous one (Example 3) marked by pauses and creaky voices, intensifies Carla's feeling of separation:

EXAMPLE 4: (CARLA_Interview 1_Sequence 2)

13	CARLA:	eles SENTem isso. (--)
6		
		they [children] feel this
13		que eu não tô preSENte;
7		
		that I'm not present
13		e quando eu Tô, (--)
8		
		and when I am
13		eu converso com uma ou outra Mãe;
9		
		I talk to one or another mother
14		que consegue falar inGLÊS?
0		
		that can speak English
14		(-) <<creaky>e:> MAS eu não sou parte do
1		grupo em geral.
		and, but I'm not part of the group in general

Carla's argumentation implies a similar assumption as for Gabriela: speaking German (rather than other languages) is necessary to belong to the school community and fully benefit from parental engagement. Because of the high symbolic value placed on German in this context, Carla constructs her own position as a mother from a deficit perspective, tying her low German proficiency to a disadvantage for her children. Similar to Gabriela, English is assigned a lower value in negotiating identity in this context, carrying a negative connotation and preventing the sense of belonging.

While Carla and Gabriela's experiences differ, the underlying assumption in both narratives share a common point: in the context of parental engagement, speaking German is constructed as positive and beneficial, while not speaking German (or speaking other languages) is associated with a negative view, exclusion and deficit. This reinforces German as a powerful form of symbolic capital for parents to access the benefits they desire for their children through parental engagement, while their identity construction remains subject to this systematic ideological structure.

Discussion

This qualitative study draws on a selected sample from a broader dissertation project. While the findings do not claim to represent the full sociocultural and linguistic diversity of multilingual families, they provide some valuable insights into the complexities of multilingual parental engagement in children's learning. In both examples analyzed, the way mothers' language capital was valued directly influenced both the positions they could negotiate within the school system and their broader opportunities for parental engagement. Although Gabriela leverages this position to her advantage, she also consents to and reproduces a hegemonic structure of power that prioritizes one single language – in her case German – over others. By doing so, she unintentionally legitimates the exclusive discourse against those with different linguistic resources from the privileges of parental engagement (Darvin & Norton, 2015), which resembles the predominant monolingual habitus that persist in such school contexts (Piller et al., 2024). Carla, in her turn, experiences this structural dynamic as excluding. While her own monolingual

habitus leads her to position herself from a deficit perspective, her failure in negotiating belonging through other linguistic resources limits the benefits she wished to secure for her children through parental engagement. Although language keeps being an important key topic to multilingual parental engagement, these findings differ from studies in which language seemed to be perceived as a barrier that prevents parental engagement (see Antony-Newman, 2019) and echoes similar findings to those that consider how parents' capital shape parental engagement (Antony-Newman, 2020; Waddling et al., 2019). However, it also adds to this discussion the importance of considering how these experiences and values of capitals are connected to identity negotiations embedded in social practices (Szelei et al., 2024; Thomauske, 2021). For the practice, these findings imply the need for policies and strategies in multilingual parental engagement that focus on valuing the diverse linguistic resources multilingual families bring to schools, going beyond mere translations and language programs for parents. This aligns with both recommendations and tendencies of work on parental engagement that has been developed in the context of Austria (BIMM, n.d.; Herzog-Punzenberger, 2017) and internationally (ECML, 2025).

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Zur Autorin

Valéria SCHÖRGHOFER-QUEIROZ, MA holds a Teaching Degree in English and Portuguese and a Master in Linguistic Studies. She has worked in Austrian public schools as a First Language Teacher for Portuguese. She is currently a PhD candidate in Linguistics, connected to the research unit of Language Teaching and Learning Research at the Centre for Teacher Education, University of Vienna, and a lecturer of multilingual pedagogies, parental engagement and foreigner language teaching in different universities in Austria. Her main research focus is on identity, multilingualism and teacher education.

Appendix A. Transcription Conventions (GAT2)

The following conventions are adapted from Selting et al. (2011) and used in this paper:

Symbol	Meaning
[]	overlap and simultaneous talk
°h / h°	in- / outbreaths of appr. 0.2-0.5 sec. duration
°hh / hh°	in- / outbreaths of appr. 0.5-0.8 sec. duration
(.)	micro pause, estimated, up to 0.2 sec. duration appr.
(-)	short estimated pause of appr. 0.2-0.5 sec. duration
(--)	intermediary estimated pause of appr. 0.5-0.8 sec. duration
(0.5)/(2.0)	measured pause of appr. 0.5 / 2.0 sec. duration (to tenth of a second)
haha	syllabic laughter
<<coughing> >	non-verbal vocal actions and events with indication of scope
=	fast, immediate continuation with a new turn or segment

Symbol	Meaning
	(latching)
:	lengthening of preceding sound, by about 0.2-0.5 sec.
::	lengthening of preceding sound, by about 0.5-0.8 sec.
:::	lengthening of preceding sound, by about 0.8-1.0 sec.
?	cut-off by glottal closure
SYLlable	focus accent
sYllable	secondary accent
?	final pitch of intonation phrases: rising to high
,	final pitch of intonation phrases: rising to mid
–	final pitch of intonation phrases: level
;	final pitch of intonation phrases: falling to mid
.	final pitch of intonation phrases: falling to low
<<cresc> >	crescendo, increasingly louder with scope
<<creaky> >	change in voice quality: glottalized with scope

Deutsche Zusammenfassung

Diese Studie untersucht, wie Sprache die Identitätskonstruktion mehrsprachiger Eltern im Kontext von Parental Engagement (ein weiter gefasster Begriff von Elternarbeit laut Goodall, 2017) innerhalb des überwiegend monolingualen österreichischen Schulsystems prägt. Ausgehend von der Spannung zwischen sprachlich zunehmend diversen Gesellschaften auf der einen und monolingualen Bildungsinstitutionen auf der anderen Seite wird argumentiert, dass das Engagement mehrsprachiger Eltern eng mit ihren sprachlichen Ressourcen, institutionellen Erwartungen und übergeordneten Machtverhältnissen verflochten ist. Theoretisch verortet der Beitrag parental engagement als soziale Praxis (vgl. Szelei et al., 2024), die in institutionellen Normen und ideologische Strukturen eingebettet ist (Goodall, 2017; Delanty et al., 2011). Aufbauend auf Cummins' (2021) Konzept der interpersonalen Machtverhältnisse, Nortons (2013) reformuliertem Konzept des investment (Darvin & Norton, 2015), Kramschs (2009) Verständnis von Sprache als symbolischem Kapital sowie dem Ansatz von Bucholtz und Hall (2005) zu den positionalen und relationalen Aspekten von Identität, konzeptualisiert der Artikel Identitätskonstruktion im Kontext von Parental Engagement als einen kontinuierlichen

Aushandlungsprozess innerhalb schulbezogener Interaktionen, die die Stimmen mehrsprachiger Eltern entweder ermächtigen oder marginalisieren.

Methodisch basiert die Studie auf einem qualitativen Forschungsdesign, das aus einem umfassenderen Dissertationsprojekt hervorgegangen ist und sich hier auf Interviewmaterial konzentriert. Die Forschungspartner*innen waren sieben mehrsprachige Eltern mit schulpflichtigen Kindern, die nach Österreich migriert waren und Portugiesisch als eine ihrer Familiensprachen hatten. Für diesen Beitrag wurden zwei Mütter – Carla und Gabriela – ausgewählt, um kontrastierende Fallbeispiele zu illustrieren. Die Interviews folgten einem episodisch-narrativen Ansatz; die Analyse orientierte sich am diskurshistorischen Ansatz (Reisigl, 2017) und untersuchte mikrostrukturelle diskursive Strategien der Nomination, Prädikation und Argumentation.

Die Analyse zeigte ein wiederkehrendes Beziehungsmuster, in dem sich Eltern durch Prozesse der Abgrenzung und Angleichung in Bezug auf eine wahrgenommene Außengruppe („they-group“), definiert durch die dominante Schulsprache Deutsch, positionierten. Beide Mütter verbanden das Sprechen von Deutsch mit Zugang, Wertschätzung und Legitimität innerhalb der Schulgemeinschaft. Gabriela nutzte ihre sich entwickelnden Deutschkenntnisse als symbolisches Kapital, um Nähe zu den Lehrern aufzubauen und Anerkennung zu gewinnen, während Carla Ausgrenzung und Defizite erlebte, wenn es ihr nicht gelang, diese Nähe zu erreichen, und ihre sprachlichen Begrenzungen als Hemmnis für die Teilhabe ihrer Kinder wahrnahm. Diese kontrastierenden Fälle verdeutlichen, wie die Bewertung sprachlichen Kapitals die Aushandlung von Zugehörigkeit und Macht innerhalb schulischer Beziehungen vermittelt.

Die Studie kommt zu dem Schluss, dass sprachliche Hierarchien Parental Engagement grundlegend prägen und einen monolingualen Habitus aufrechterhalten, der die Schulsprache privilegiert und andere sprachliche Ressourcen marginalisiert. Indem sie Identitätsaushandlungen – und nicht bloße Sprachbarrieren – in den Vordergrund stellt, trägt diese Forschung zum Verständnis des mehrsprachigen elterlichen Engagements als dynamischem Ort von Macht und Zugehörigkeit bei und hebt die zentrale Rolle der Sprache in der Identitätskonstruktion der Eltern in diesem Kontext hervor. Für die Praxis bedeuten diese Ergebnisse, dass es notwendig ist, Richtlinien und Strategien in Bezug auf das Engagement mehrsprachiger Eltern zu entwickeln und zu etablieren, die den vielfältigen sprachlichen Ressourcen, die mehrsprachige Familien in die Schulen einbringen, Wert beimessen und über bloße Übersetzungen und Sprachprogramme für Eltern hinausgehen.