

## **Bibliography of Resources on Chinese as a Heritage Language**

*Developed by Dr. Na Liu, Center for Applied Linguistics*

This bibliography covers books, book chapters, and journal articles on Chinese as a heritage language. Books are annotated. Where possible, links to articles are provided.

**Asia Society. (2005). *Expanding Chinese language capacity in the United States: What would it take to have 5% of high school students learning Chinese by 2015?* Co-authors: Vivien Stewart & Shuhan C. Wang. Meeting report, April 12, 2005. New York: Asia Society.**

[Read this publication.](#)

**Asia Society. (2006). *An introductory guide: Creating a Chinese language program in your school.* New York: Asia Society.**

The first of its kind, this introductory handbook instructs school districts and parents on establishing Chinese language programs. Key sections include elements of a successful language program, finding Chinese language teachers and connecting readers to professional resources.

[Learn more about this publication.](#)

**Asia Society & China Institute. (2009). *New York task force report on Chinese language and culture initiatives. Developing global competence for a changing world: Learning Chinese in New York schools.* New York.**

**Asia Society & the College Board. (2008). *Chinese in 2008: An expanding field.***

[Read this publication.](#)

**Chao, T. H. (1997). *Chinese heritage community language schools in the United States.* ERIC Digest.**

[Read this digest.](#)

**Chuang, G. (1997). *A survey of Chinese school teachers in suburban New York.* Unpublished manuscript, New York University.**

**de Klerk, G., & Wiley, T.G. (2010). Linguistic landscapes as multi-layered representation: Suburban Asian communities in the Valley of the Sun. In E. Shohamy, E. B. Rafael, M. Barni, (Eds.), *Linguistic landscapes in the city* (pp. 307-325). Bristol, England: Multilingual Matters.**

**He, A. W. (2006). Toward an identity theory of the development of Chinese as a heritage language. *Heritage Language Journal*, 4(1).**  
[Read the publication.](#)

**He, A. W., & Xiao, Y. (Eds.). (2008). *Chinese as a heritage language: Fostering rooted world citizenry*. Honolulu, HI: University of Hawaii Press.**

This book, edited by two leading scholars in the field, examines the dynamics of learning Chinese as a heritage language. The authors draw upon developmental psychology, functional linguistics, linguistic and cultural anthropology, second language acquisition, and bilingualism. They lay a foundation for theories, models, and master scripts to stimulate research and enhance teaching within and beyond Chinese language education.

[Read the publication.](#)

**Hinton, L. (1999). *Involuntary Language loss among immigrants: Asian-American Linguistic autobiographies*. ERIC Digest.**

[Read the digest.](#)

**Kondo-Brown, K., & Brown, J. D. (Eds.). (2007). *Teaching Chinese, Japanese, and Korean heritage language students: Curriculum needs, materials, and assessment*. Mahwah, NJ: Lawrence Erlbaum Associates.**

This book contributes to building the research knowledge that language teaching professionals need in developing curriculum for the large population of East Asian heritage students (including Chinese, Japanese, and Korean) in countries like the United States, Canada, and Australia, where speakers of East Asian languages are among the fastest growing populations. Providing theoretical and practical information about heritage language instruction in terms of curriculum design, learner needs, materials development, and assessment procedures, the goal of this book is not only to promote research about heritage students in East Asian languages but also to improve the teaching of these students in various educational settings and all over the world, especially in English speaking countries. It is intended to be a primary text or reference for researchers, educators, and students in the areas of curriculum, pedagogy, and

assessment studies related to teaching bilingual and heritage students in general and East Asian heritage students in particular.

[Learn more about this publication.](#)

**Kuo, E. C. Y. (1974). Bilingual pattern of a Chinese immigrant group in the United States. *Anthropological Linguistics*, 16, 128-140.**

**Li, G. (2002). "East is east, west is west"? Home literacy, culture, and schooling. New York: Peter Lang Publishing, Inc.**

Focusing on four Chinese immigrant children's intersecting worlds of home literacy, culture, and schooling, Guofang Li brings the reader into the inner worlds of these children and their families through an ethnographic lens. Centering on the meanings that these children's home literacy practices and their beliefs about literacy have brought to their school experiences, this book documents the complex, multifaceted nature of the different literacy practices of these children in their distinct family milieus. Li highlights the role of culture and family capital in shaping home literacy practices and schooling. The illustrations of the varied, but often frustrating home experiences counteract the schooled, Eurocentric notion of literacy that may constrain and contradict immigrant children's learning outside of schools.

[Learn more about this publication.](#)

**Li, W. (1994). *Three generations, two languages, one family: Language choice and language shift in a Chinese community in Britain*. Clevedon, UK: Multilingual Matters**

This book reports on an insightful sociolinguistic study into the manner in which Chinese families in Newcastle, England, alternate between Chinese and English in their speech repertoire. Using empirically collected conversational and ethnographic data and statistical tools, Li Wei shows intra-speaker and inter-speaker variation in code choice (How and why speakers alternate codes for different interlocutors, and how and why such choices differ from speaker to speaker). Age, sex, and length of residence are the main variables employed.

[Learn more about this publication.](#)

**Li, W. L. (1982). The language shift of Chinese-Americans. *International Journal of the Sociology of Language*, 38, 109-124.**

[Read the publication.](#)

**McGinnis, S. (1996). Teaching Chinese to the Chinese: The Development**

of an Assessment and Instructional Model. In J. E. Liskin-Gasparro (Ed.), *Patterns and Policies: The Changing Demographics of Foreign Language Instruction* (pp. 107-121). Boston: Heinle & Heinle.

McGinnis, S. (1999). Articulation. In M. Chu (Ed.), *Mapping the course of the Chinese language field* (pp. 331-344). Chinese Language Teachers' Association Monograph Series. Vol. 3.

McGinnis, S. (2008). From mirror to compass: The Chinese heritage language education sector in the United States. In D. M. Brinton, O. Kagan, & S. Bauckus (Eds.), *Heritage language education: A new field emerging* (pp. 229-242). New York: Routledge.

Potowski, K. (2010). *Language Diversity in the USA*. Cambridge, UK: Cambridge University Press.

This book investigates the linguistic diversity of the United States by profiling the twelve most commonly used languages other than English. Each chapter paints a portrait of the history, demographics, community characteristics, economic status, and language maintenance of each language group and looks ahead to the future of each language. Yun Xiao has a chapter on Chinese in the USA.

[Learn more about this publication.](#)

Wang, S. C. (1999). Crossing the bridge: A Chinese case from mother tongue maintenance to foreign language education. In M. Chu (Ed.), *Mapping the course of the Chinese language field* (pp. 270-312). Chinese Language Teachers' Association Monograph Series. Vol. 3.

Wang, S. C. (1999). Teacher training-meeting the needs of the field. In M. Chu (Ed.), *Mapping the course of the Chinese language field* (pp.25-36). Chinese Language Teachers' Association Monograph Series. Vol. 3.

Wang, S. C. (2004). *Biliteracy resource eco-system of intergenerational transmission of heritage language and culture: An ethnographic study of a Chinese community in the United States*. Unpublished Doctoral Dissertation. University of Pennsylvania.

**Wang, S. C. (2007). Building societal capital: Chinese in the United States. In J. Lo Bianco (Ed.), The emergence of Chinese. *Language Policy, Special Issue*, 6(1), 27-52. Germany: Springer.**

**Wang, S. C. (2008). The ecology of the Chinese language in the United States, second edition. In N. H. Hornberger (Ed.), *Encyclopedia of language and education* (pp. 169-181). Germany: Springer.**

**Wang, S. C. (2010). Chinese language education in the United States: A historical overview and future directions. In J. Chen, C. Wang, & J. Cai (Eds.), *Teaching and learning Chinese: Issues and perspectives* (pp. 3-32). Raleigh, NC: Information Age Publishing.**

**Wang, X. Y. (Ed.). (1996). *A view from within: A case study of Chinese heritage community language schools in the United States*. Washington, DC: The National Foreign Language Center.**

This volume is the first publication of The National Foreign Language Center (NFLC) to focus exclusively on the topic of heritage language preservation and enhancement in the United States. It is the result of years of cumulative, collaborative work with Chinese heritage community language schools, organized and operated by the Chinese ethnic community outside of the formal education system in the United States. This publication addressed issues of common interest to heritage community language schools and attempts to answer the following questions: What are the goals of heritage community language schools? How are heritage community language schools structured and managed? Who are the administrators? How are they selected? Who are the teachers? What are their qualifications? What is the academic curriculum for the heritage community language schools? Who are the students? How are they placed in classrooms? What activities are conducted in conjunction with classroom teaching? What problems do heritage community language schools face in teaching? What are the needs and concerns of heritage community language schools? What are the future trends for heritage community language schools? What are the benefits of linking the formal education system with heritage community language schools? What are strategies for implementing future collaboration between the two systems? This collection of articles was purposely designed as a descriptive study rather than a scholarly work or a research study. The intent is to provide a nontechnical, easily accessible depiction of what nonprofit heritage community language schools attempt to accomplish and how they operate.

[Learn more about this publication.](#)

**Weger-Guntharp, H. (2006). Voices from the margin: Developing a profile of Chinese heritage language learners in the FL classroom. *Heritage Language Journal*, 4(1).**

[Read the publication.](#)

**Wiley, T. G. (2008). Chinese "dialect" speakers as heritage language learners: A case study. In D. M. Brinton, O. Kagan, & S. Bauckus (Eds.), *Heritage language education: A new field emerging* (pp. 91-106). New York: Routledge.**

**Wong, S. C. (1988). The language situation of Chinese Americans. In S. L. McKay & S. C. Wong (Eds.), *Language diversity: Problem or resource?* (pp. 193-283). Boston: Heinle & Heinle Publishers.**

**Wong, S. C., & Lopez, M. G. (2000). English language learners of Chinese background. In S. L. McKay & S. C. Wong (Eds.), *New immigrants in the United States* (pp. 263-305). Cambridge: Cambridge University Press.**

**Xiao, Y. (2006). Heritage learners in the Chinese language classroom: Home background. *Heritage Language Journal*, 4(1).**

[Read the publication.](#)